

Gordon Primary School Curriculum Map – Year 1, Spring 2025

	SPRING 1	SPRING 2
TOPIC	<i>Imagination Will Take You Everywhere</i>	
KEY TEXTS	<i>On a Magical Do-Nothing Day</i> by Beatrice Alemagna	
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> Articles 12, 13, 19, 5, 37, 29	<u>Philosophical thinking:</u> • If we have nothing to do, should we sit and do nothing? • Should our minds be occupied with using technology or with developing our imagination? Why? • What is the difference between imagination and reality and why is it important to develop our imagination? • Is it possible to find magic in everything? Explain. • Is it good to be bored? Why/Why not? • What can boredom allow us to do? • How does technology affect our imagination? • How do we build our imagination? This term, the children will embark on an exciting learning journey that encourages them to unplug from technology and tap into their creativity. Through engaging activities, they will explore the important role of parents and the influence of this relationship on a child's growth. Drama sessions will be a key part of their learning, helping them develop empathy as they connect with the main character in a story. The character's desire to escape their current environment provides an opportunity for the children to reflect on their own personal experiences and emotions. As they delve into the plot, the children will consider thought-provoking questions, including: Why does the main character initially find the forest boring? What might be hidden there to appreciate? What activities can be done in nature? What skills are needed to make the most of any environment and have fun? Throughout the topic, the children will explore the character's feelings and thoughts and engage in role-play activities to deepen their understanding. They will reflect on how "do-nothing" days allow us to reconnect with nature, ignite curiosity and spark imagination. The topic will end with the children publishing their own adventure stories, offering a new adventure to share in the book corner for everyone to enjoy.	

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	In order for the children to develop their prediction skills, we kindly ask that you do not read <i>On a Magical Do-Nothing Day</i> with your child, at home.	
MATHS <i>CRC Articles 12, 29</i>	<u>Number and Place Value</u> The children will continue to practice counting forwards and backwards to 100, using hands-on resources such as number lines and 100 squares. They will also begin to partition numbers into tens and ones, enhancing their understanding of place value. <u>Position and Direction</u> The children will learn to recognise a half turn and describe positions, moving forwards and backwards. They will also explore ordinal numbers, identifying positions like first, second and third. <u>Multiplication</u> The children will continue to use arrays to solve multiplication problems, learning to recognise the number of groups in each problem. This will help them build a solid foundation for understanding multiplication.	<u>Division and Fractions</u> The children will learn to solve division problems by grouping objects and numbers, ensuring each group receives an equal share. Building on their division knowledge, the children will solve fraction problems, recognising and understanding $\frac{1}{2}$ and $\frac{1}{4}$. <u>Measurement</u> The children will compare and describe volume and capacity, as well as measure mass. They will also become familiar with the language of measurement. <u>Money</u> The children will explore different types of currency, learning to recognise coins and notes. They will use money in practical situations, understanding how to exchange it for goods.
SCIENCE <i>CRC Articles 19, 27, 29, 33</i>	<u>Animals including humans</u> The children will name, draw and label the key parts of the human body. They will also identify and associate each body part with its corresponding sense.	<u>Seasonal changes</u> The children will observe the changes that occur across the four seasons (Spring, Summer, Autumn and Winter) and explore how these changes relate to their senses. They will compare weather conditions between the seasons and learn about the reasons behind these changes as well as how to prepare for each season.
COMPUTING <i>CRC Articles 16, 29</i>	<u>Communication</u> Building on prior knowledge, the children will explore a map of their local area using DigiMaps. <u>Computer Science</u>	<u>Communication</u> The children will use the program JIT5 to create a simple animation that explains a topic or story. They will also predict the outcome of a series of instructions.

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	The children will learn what an algorithm is and practice writing, using and improving their own algorithms. They will also create a program for a specific character to follow using BeeBots.	
HISTORY <i>CRC Articles</i> <i>12, 13, 17, 29</i>	<u>Space</u> The children will explore space exploration and travel, investigating simple questions using both primary and secondary sources of information, while critically assessing their reliability. They will study significant events, such as the moon landing and learn about its key features. The children will also explore the life of British astronaut Tim Peake, experiencing firsthand what it is like to live in space through real video footage. Finally, using all their newfound knowledge, the children will create an informative poster to share with the class.	
GEOGRAPHY <i>CRC Articles</i> <i>12, 13, 17, 29</i>		<u>Seasons and Daily Weather (England & UK)</u> The children will learn to identify and locate the countries of the United Kingdom. They will explore what weather is and be able to recognise different weather patterns across the UK. They will investigate how weather changes impact our daily lives and how we prepare for each season. To conclude the topic, the children will become mini weather forecasters, using key vocabulary to plan and deliver a weather forecast to the class.
ART <i>CRC Articles</i> <i>12, 16, 21</i>		<u>Character Figures: Lorien Stern</u> The children will explore the world of character figures, with a focus on the artwork of Lorien Stern. They will investigate the different materials used to create character figures and gain an understanding of the creative process. To conclude the topic, the children will create their own animal sculptures out of clay, inspired by Lorien Stern's unique style.
DT <i>CRC Articles</i> <i>16, 29</i>	<u>Food</u> The children will take on the role of "teachers" as they create their own	

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	healthy fruit salad, combining a variety of fresh fruits. They will discuss their eating habits at home and begin to explore what makes a healthy diet. The children will also learn about where different food items come from and identify examples of food items that are grown. Additionally, they will be taught how to stay safe in the kitchen and use basic tools to prepare food safely.	
MUSIC <i>CRC Articles</i> 2, 3, 8, 12, 13, 14, 17, 28, 29, 31	<u>Rhythm reading and Composition project</u> This term, the Year 1 children will continue to learn the basics of rhythm reading. They will learn to identify patterns, to recognise them when written and write their own. They will be learning to concentrate and listen in order to identify whether a sound is produced in a higher pitch or lower pitch and whether it is longer or shorter than a series of sounds, while also recognising different instruments. They will continue learning songs on the Glockenspiels. In Spring 2, Year 1 will focus on composition. They will create their own class piece inspired by the beauty of nature in 'On a Magical Do-Nothing Day' by Beatrice Alemagna.	
PE <i>CRC Articles</i> 3, 6, 29, 31	<u>Outdoor PE – OAA</u> • Teambuilding • Communication • Blind trail <u>Indoor PE - Dance</u> • Simple movements • Showing different emotions • Body language	<u>Outdoor PE – Attack Defend Shoot</u> • Passing • Dribbling • Ball Control • Shooting <u>Indoor PE - Circuit Training</u> • Rhythmic movement • Strength • Balance
RE <i>CRC Articles</i> 12, 13, 29, 14	<u>Who is a Christian and what do they believe?</u> The children will begin this unit by exploring various Christian artefacts, with a particular focus on the Bible. They will listen to different Bible stories and reflect on the moral messages Jesus shared as he spread the Christian faith. In addition, they will learn about the Easter story and compare it to the practices of other religions. The children will discuss how Christians view God as a Father and explore the traditions	<u>How do religions celebrate the birth of a baby?</u> The children will learn about baby naming ceremonies and how different religions celebrate the birth of a baby. They will explore who participates in a baby dedication and study the traditions and customs practiced in religions such as Christianity and Sikhism. The children will then compare two baby naming ceremonies, gaining insights into the significance of these celebrations. Through this exploration, they will develop an understanding of belonging and the importance of family.

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	associated with Easter. To deepen their understanding, they will prepare questions for their upcoming visit to a Church.	
PSHE <i>CRC Articles 12, 13, 29, 14</i>	<u>Dreams and Goals</u> • I can set simple goals • I can tell you about a thing I do well • I can set a goal and work out how to achieve it • I can tell you how I learn best • I understand how to work well with a partner • I can celebrate achievement with my partner • I can tackle a new challenge and understand this might stretch my learning • I can identify how I feel when I am faced with a new challenge • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I know how I feel when I see obstacles and how I feel when I overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it • I know how to store the feelings of success in my internal treasure chest	<u>Healthy Me</u> • I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • I feel good about myself when I make healthy choices • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I know that all household products including medicines can be harmful if not used properly • I am special so I keep myself safe • I understand that medicines can help me if I feel poorly and I know how to use them safely • I know some ways to help myself when I feel poorly • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I can recognise when I feel frightened and know who to ask for help • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy • I can recognise how being healthy helps me to feel happy
SPANISH <i>CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42</i>	My family and me In this module, the children will learn to briefly introduce their family using basic vocabulary in the first person. • Introducing some members of the family using “mi” (mi madre, mi padre, mi hermano, mi hermana) • Giving basic opinions about members of the family (Me gustami hermano, no me gusta mi padre) • Naming pets in Spanish (reception plus “pájaro and tortuga”) • Pets and colours (mi perro negro, mi gato blanco) • Face parts and numbers (dos ojos, una nariz, una boca, dos orejas)	

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Safeguarding <i>CRC Articles</i> <i>16, 12, 19, 29, 14</i>	The children will confidently talk about anything that worries them online during Computing lessons and know who to talk to. They will be able to explain why they ask for permission from adults about any content online. During circle time, the children will discuss how they might be the same and how they might be different to their friends. They will discuss how they might feel when they are bullied and how to show kindness to someone who has been bullied. The children will discuss how it feels to make a new friend and how we are all special and unique.	