



# Year 1 Curriculum Term 4

## Topic Title: Bright Lights, Big City

English	Maths
<p><b>Reading</b></p> <p>In Year 1 it is imperative to adopt a personalised approach tailored to each child's proficiency level. Assessing the reading abilities of individual students is paramount in order to provide appropriate support and challenges. For those requiring additional assistance, targeted interventions and focused guidance will be implemented to accelerate progress. For advanced readers, enriching activities and complex texts will be introduced to deepen comprehension and enhance critical thinking skills. Regular assessments and progress monitoring will be conducted to track development and adjust interventions accordingly. Furthermore, fostering a love for reading and promoting independent learning are integral components of the reading curriculum. By cultivating a nurturing and stimulating environment, each child is empowered to reach their fullest potential in reading.</p> <p><b>Writing – fiction</b></p> <p>This term our text is Handa's Surprise. By the end of this topic, children should be able to:</p> <ul style="list-style-type: none"> <li>• Retell the story of Handa's Surprise using actions and sequences.</li> <li>• Create a detailed story map highlighting characters and events.</li> <li>• Understand and apply the rules for forming plurals with -s and -es.</li> <li>• Write clear sentences using plural nouns correctly.</li> <li>• Participate in hot seating, effectively answering questions as a character.</li> <li>• Compose descriptive sentences that include vivid details about characters and settings.</li> <li>• Write sentences in the correct sequence to retell the story.</li> </ul>	<p><b>Place Value (Within 50)</b></p> <p><b>Count from 20 to 50</b></p> <ul style="list-style-type: none"> <li>• count forwards in ones from 20 to 50, starting from any number.</li> <li>• confidently count backwards in ones within the range 50 to 20.</li> </ul> <p><b>Recognise and understand 20, 30, 40 and 50 as multiples of ten</b></p> <ul style="list-style-type: none"> <li>• identify and say the numbers 20, 30, 40 and 50 as key "landmark" numbers.</li> <li>• understand that these numbers represent groups of tens.</li> <li>• identify patterns when counting in tens.</li> </ul> <p><b>Count by making groups of ten</b></p> <ul style="list-style-type: none"> <li>• group objects into tens and count how many groups there are to determine a total.</li> <li>• explain that grouping items into tens makes counting quicker and more efficient.</li> </ul> <p><b>Recognise groups of tens and ones</b></p> <ul style="list-style-type: none"> <li>• visually and conceptually separate numbers into groups of tens and additional ones, e.g., in the number 34, there are 3 groups of ten and 4 ones.</li> <li>• use practical equipment (e.g., tens frames, Dienes blocks, or counters) to represent and understand tens and ones.</li> </ul> <p><b>Partition numbers into tens and ones</b></p> <ul style="list-style-type: none"> <li>• partition two-digit numbers (within 50) into tens and ones, e.g., <math>27 = 20 + 7</math>.</li> <li>• reconstruct a number from its partitioned form, e.g., <math>30 + 6 = 36</math>.</li> </ul> <p><b>6. Use a number line to 50</b></p>

**Courage**

**Resilience**

**Honesty**

**Kindness**

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- Innovate the main events of Handa's Surprise to create a new version, showcasing their creativity.
- Present their own rewritten story based on the template provided by Handa's Surprise.

## Writing - non-fiction

This term we are looking at recount letters, and use the letter 'Dear Baby Bear' to help us.

By the end of this topic, Year 1 students should be able to:

- Explain what a recount letter is.
- Identify the three main parts of a recount letter (opening, body, closing).
- Use time words appropriately to sequence events.
- Write in the past tense to describe their experiences.
- Create their own recount letter with a clear beginning, middle, and end.
- Use various sentence openers to enhance their writing.

- use a number line to locate numbers between 0 and 50.
- represent and interpret numbers on a number line using intervals of one.
- relate number line positioning to their understanding of tens and ones.

## Estimate positions on a number line to 50

- estimate the approximate position of a given number on a blank number line up to 50.
- explain or justify their estimation by using landmark numbers (e.g., "I know 38 is close to 40").

## Identify one more and one less (to 50)

- identify the number that is one more or one less than a given number up to 50.
- use manipulatives, number lines or mental maths skills to solve "one more" and "one less" questions.

## Length and Height

### Comparing Lengths and Heights

- identify and use precise vocabulary (e.g. "taller", "shorter", "longer", "the same as") to compare two or more objects by their length or height.
- recognise the difference between length and height and describe these attributes accurately (e.g. length for horizontal measurements, height for vertical).
- compare lengths and heights of objects through direct comparison (e.g. placing objects side-by-side or one above the other).
- understand that their judgments about "longer" or "taller" are **relative** (e.g. one object may be taller than another, but shorter than a third).

### Measuring Lengths Using Objects (Non-Standard Units)

- count and use repeated non-standard units (e.g. cubes, paper clips, hands) to measure the length or height of an object.

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- understand the importance of consistent unit placement (e.g. units placed end-to-end without gaps or overlaps) to ensure accurate measurement.
- understand that non-standard units provide an estimate and that choosing a consistent, regular unit provides fairer comparisons.

### 3. Measuring Lengths in Centimetres (Standard Units)

- introduced to the **ruler** as a standard measuring tool and begin to measure objects using centimetres.
- accurately align the end of the object being measured with the "0" mark on the ruler.
- read measurements to the nearest whole centimetre and record lengths using the appropriate abbreviation (e.g. "cm").
- understand that standard units, such as centimetres, allow for consistent measurement and comparison across different objects and contexts.

### Mass and Volume

#### Heavier and Lighter

- Identify and describe objects as being **heavier** or **lighter** than each other using direct comparison.
- Use appropriate vocabulary such as **heavier**, **lighter**, and **the same weight** to compare objects.

#### Measure Mass

- Use non-standard units (such as cubes or balancing scales) to measure and compare the mass of objects.
- Recognise the need to use the same unit when comparing two masses for accuracy.

#### Compare Mass

- Compare the mass of two or more objects and order them from **heaviest to lightest** or **lightest to heaviest**.
- Use reasoning to explain comparisons, stating which object is heavier or lighter and why.

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	<p><b>Full and Empty</b></p> <ul style="list-style-type: none"> <li>Identify and describe containers as <b>full, nearly full, half-full, nearly empty, or empty.</b></li> <li>Understand that capacity refers to the amount a container can hold and that even if containers are different shapes, their capacity can be compared.</li> </ul> <p><b>Compare Volume</b></p> <ul style="list-style-type: none"> <li>Compare and describe the volume of liquid in different containers using terms such as <b>more than, less than, or the same as.</b></li> <li>Understand and demonstrate how the volume of a liquid can change while the capacity of a container remains the same.</li> </ul> <p><b>Measure Capacity</b></p> <ul style="list-style-type: none"> <li>Use non-standard units (e.g. cups, spoons, or cubes) to measure and compare the capacity of different containers.</li> <li>Begin to understand that using smaller or larger non-standard units changes the number of units needed to measure capacity.</li> </ul> <p><b>Compare Capacity</b></p> <ul style="list-style-type: none"> <li>Compare and order containers by capacity using non-standard measurements.</li> <li>Recognise and explain whether one container <b>holds more, less, or the same amount</b> as another.</li> </ul>
<b>RE</b>	<b>PSHE</b>
<p><b>CORE:</b></p> <ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>Recognise that Jesus gives instructions about how to behave.</li> <li>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> </ul>	<p><b>Don't Hold On To What's Wrong</b></p> <ul style="list-style-type: none"> <li><b>Be the best you can be:</b> Letting go of bad feelings so we can feel happy again</li> <li>Goldilocks and Baby Bear: The motives behind our behaviour, how it affects others, how to make amends</li> <li>Forgiveness Fizz: Discussion around how forgiveness can help hard situations disappear</li> <li>Chalk faces: Different ways we can handle negative emotion effectively</li> </ul>

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<ul style="list-style-type: none"> <li>•Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</li> </ul> <p><b>KNOWLEDGE</b>  <b>BUILDING BLOCKS</b>  <b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>•Easter is very important in the 'big story' of the Bible.</li> <li>• Christians believe Jesus rose again, giving people hope of a new life.</li> </ul>	<ul style="list-style-type: none"> <li>• Disappointed Robots: Exploring different ways to handle disappointment</li> <li>• Builders and Wreckers How the words we use can build others up or knock them down (Reflection and self-evaluation)</li> </ul>
<b>Music</b>	<b>PE</b>
<p><b>Musicianship:</b></p> <ul style="list-style-type: none"> <li>-Finding and keeping a steady beat</li> <li>-Simple rhythmic patterns using long and short</li> <li>-Simple melodic patterns using high and low</li> <li>-Improvisation-FGA</li> </ul> <p><b>Listen and Respond:</b> Selection of songs (see overview)  <b>Singing:</b> Selection of songs (see overview)  <b>Playing:</b> Glockenspiel – notes FGA (3 parts), C D E (3 parts)  <b>Improvising and composition:</b> 1,2 and 3 notes – FGA, F G A C D / 1,2 and 3 notes – CDE, C D E F G  <b>Performing:</b> Perform and share what has taken place in the lesson</p>	<p><b>Personal Learning Objective</b></p> <p>I understand why exercise is one important way to keep healthy.</p> <p>Emerging - Talk about being safe when exercising and trying new activities</p> <p>Secure - Know and talk about the different factors that support their overall health and well-being</p> <p>Advanced - Make links between physical exercise and mental well-being, such as feeling happy after exercise.</p> <p><b>Skill Outcomes</b></p> <p>To develop and extend balance.          To develop core strength to balance in a seated position with control and ease for increased periods of time.</p> <p><b>Total Sports Coaching</b></p> <p><b>Outdoor Adventure</b></p> <p>Creative Play</p>
<b>French</b>	<b>Computing</b>

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<p>An introduction to French including basic greetings, numbers, songs, some basic French phonics and stories.</p> <p>Songs include French vocabulary for numbers, days of the week, colours, feelings, seasons and greetings.</p>	<p><b>Data and Information – Grouping Data</b></p> <p><b>Spring Term 2</b></p> <ul style="list-style-type: none"> <li>▪ To label objects</li> <li>▪ To identify that objects can be counted</li> <li>▪ To describe objects in different ways</li> <li>▪ To count objects with the same properties</li> <li>▪ To compare groups of objects</li> <li>▪ To answer questions about groups of objects</li> </ul>
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## Connected Curriculum

### Science

Substantive Knowledge	Disciplinary Knowledge
<p><b>The Great Fire of London</b></p> <p><b>Timeline of Important Events or Concepts:</b></p> <p>2nd September 1666: The Great Fire of London started at Thomas Farriner's bakery on Pudding Lane.</p> <p>4th September 1666: The fire destroyed the majority of the medieval City of London.</p> <p>5th September 1666: King Charles II ordered the creation of fire breaks to stop the fire from spreading.</p> <p>6th September 1666: The wind changed direction, helping to bring the fire under control.</p> <p>7th September 1666: The fire finally started to die down after burning for four days.</p> <p><b>Interesting Facts:</b></p> <p>The fire lasted for four days and destroyed 13,200 houses, 87 churches, and most of the City of London.</p> <p>People tried to put out the fire by pulling down buildings with hooks to create fire breaks.</p> <p><b>Endpoints:</b></p> <ol style="list-style-type: none"> <li>1. How the Great Fire of London started.</li> <li>2. The impact the fire had on the city and its people.</li> <li>3. The significance of fire breaks in controlling the spread of the fire.</li> <li>4. The measures taken to prevent such a catastrophic event in the future.</li> </ol>	<p><b>Sequence Events:</b> Students should be able to sequence the events of the Great Fire of London correctly. They need to understand what happened first, next, and last during the event.</p> <p><b>Questioning the Past:</b> Pupils should be encouraged to ask and answer questions about the Great Fire, such as why it happened, why it spread so quickly, and how it was extinguished.</p> <p><b>Understanding Historical Concepts:</b> Students should be introduced to basic historical concepts such as cause and effect, and change and continuity, relating these concepts to the events of the Great Fire.</p> <ul style="list-style-type: none"> <li>• <a href="#">Museum of London – Great Fire of London</a></li> <li>• <a href="#">BBC Bitesize – The Great Fire of London</a></li> </ul>

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# Year 1 Curriculum Term 4

## Geography

### Substantive Knowledge

#### London Landmarks

Big Ben:

Location: Houses of Parliament, Westminster

Description: Iconic clock tower, known for its distinctive chimes

Buckingham Palace:

Location: Westminster

Description: Official residence of the British monarch

Tower Bridge:

Location: River Thames

Description: Iconic bascule and suspension bridge

The London Eye:

Location: South Bank of the River Thames

Description: Giant Ferris wheel offering panoramic views of London

The Shard:

Location: Southwark

Description: Tallest building in the United Kingdom

#### End Points

1. Identify key London landmarks like Big Ben, Buckingham Palace, Tower Bridge, The London Eye, and The Shard
2. Match landmarks with their locations on maps
3. Develop an understanding of aerial views through maps and photographs

#### Physical Features

London:

River Thames: London is located along the River Thames, which is a large river that flows through the city.

### Disciplinary Knowledge

#### Geography Skills

##### Identifying Landmarks:

Match landmark pictures to their names on a simple map

Label landmarks correctly on a map

##### Using Maps:

Use maps to locate familiar landmarks and understand their positions

##### Observation and Comparisons:

Compare the size and shapes of different landmarks

##### Identifying Features:

Students will learn to identify the River Thames and some famous landmarks of London.

##### Comparing Locations:

Students will compare London to Margate in terms of the presence of a river and notable landmarks.

##### Geographical Skills

Develop observation skills to spot and identify human features in the locality.

Practice map reading and orienteering to navigate the local area.

##### Understanding Human Impact

Discuss how human actions, like littering, can harm the environment.

Reflect on ways to promote a cleaner and more sustainable community.

##### Reading Maps:

Identifying landmarks on the maps.

Understanding compass directions.

##### Giving and Following Directions:

Using descriptive language to give clear instructions.

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# Year 1 Curriculum Term 4

**Parks:** London has many parks, such as Hyde Park and Regent's Park, which are large green spaces for people to enjoy.

**Buildings:** London is known for its tall buildings, including the famous skyscraper, The Shard.

**Bridges:** London has iconic bridges, such as Tower Bridge and London Bridge, which cross the River Thames.

**Margate:**

**Beach:** Margate is a seaside town with a sandy beach where people can swim and play in the sand.

**Cliffs:** Margate has chalk cliffs along its coastline, which are striking white in color.

**Harbour:** Margate has a harbour where boats come and go, providing a picturesque view for visitors.

**Pier:** Margate has a traditional seaside pier where people can enjoy amusement arcades and seaside treats.

**End Points:**

1. Identify the River Thames as a physical feature of London.
2. Describe the beach as a physical feature of Margate.
3. Compare the buildings in London with the cliffs in Margate.
4. Recognise the importance of physical features in different locations.

## Human Features

**Impact of Humans**

**Positive Effects**

Create a vibrant community through building houses and schools.

Provide services like shops and healthcare facilities for locals.

Maintain parks and green spaces for recreational purposes.

**Negative Effects**

Littering, which can harm the environment and wildlife.

Pollution from vehicles and factories impacting the air and water quality.

Overdevelopment leading to loss of natural habitats.

Litter Pickers and Identifying Effects of Humans

Learn about the importance of keeping the environment clean by using litter pickers.

- [BBC Bitesize - Geography](#)
- [National Geographic Kids - United Kingdom Facts](#)
- [London Official Guide](#)
- [BBC Bitesize - Landmarks of London](#)
- [National Geographic Kids - River Thames](#)
- [Visit Margate - Explore Margate's Beaches](#)
- [Geography for Kids - Coastal Features](#)
- [Ordnance Survey Map](#)
- [The Woodland Trust - Litter Picking Guide](#)

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<p>Understand how littering can harm animals and plants. Identify how humans contribute to pollution and ways to reduce it.</p> <p>End Points</p> <ol style="list-style-type: none"> <li>1. Identify and locate key human features in the locality of St Nicholas at Wade.</li> <li>2. Understand the impact of human activities on the environment.</li> <li>3. Participate in a litter-picking activity and discuss the importance of keeping the area clean.</li> </ol> <p><b>Giving Directions</b></p> <p>London Landmarks: Big Ben: Iconic clock tower located in Westminster, London. Buckingham Palace: Official residence of the monarch in London. The London Eye: Giant observation wheel on the South Bank of the River Thames.</p> <p>Compass Directions: North, East, South, West</p> <p>Key Vocabulary: Left, Right, Straight on, Turn around, Stop, Go</p> <p>End points</p> <ol style="list-style-type: none"> <li>1. Identify major London landmarks on a map.</li> <li>2. Give and follow simple directions using compass directions.</li> <li>3. Demonstrate an understanding of basic navigational skills.</li> </ol>	
<b>Art</b>	
Substantive Knowledge	Disciplinary Knowledge
<p><b>Drawing from Memory 1</b></p> <p>Close observation means looking carefully at details and patterns in things around us. Sketching involves drawing simple outlines and shapes quickly.</p> <p>Stephen Wiltshire is an artist known for his detailed cityscape drawings made with pen.</p>	<p><b>Observation Skills:</b> Learn to focus on small details when looking at objects. Use hand-eye coordination to replicate what is seen.</p> <p><b>Sketching Techniques:</b> Use light pencil strokes to start sketching. Experiment with different line weights for emphasis.</p>

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<p>He has an exceptional photographic memory, which allows him to recreate city landscapes from memory. His artworks are often large-scale and precise, capturing intricate details of buildings and streets.</p> <p><b>Endpoints</b></p> <ol style="list-style-type: none"> <li>1. Create detailed sketches inspired by Stephen Wiltshire's style.</li> <li>2. Develop confidence in using pens and pencils for drawing.</li> </ol> <p><b>Drawing from Memory 2</b></p> <p><b>Drawing:</b> Students will practice using pencils and markers to create detailed sketches of the cathedral.</p> <p><b>Observational Skills:</b> Encouraging students to carefully observe and replicate the architectural features of Canterbury Cathedral.</p> <p><b>Colouring:</b> Exploring different colour palettes to add depth and vibrancy to their sketches.</p> <p><b>Endpoints:</b></p> <ol style="list-style-type: none"> <li>1. Create a sketch of Canterbury Cathedral using basic shapes and lines.</li> <li>2. Understand the concept of perspective in art.</li> <li>3. Identify and apply shading techniques to add depth to their drawings.</li> </ol>	<p><b>Observational Skills:</b> Observing and noticing details in architectural structures, such as the shape of arches, windows, and towers.</p> <p><b>Drawing Skills:</b> Using lines, shapes, and patterns to recreate a building like Canterbury Cathedral.</p> <p><b>Colouring Skills:</b> Applying colours like grey for stone, green for grass, and blue for the sky</p> <ul style="list-style-type: none"> <li>• <a href="#">Stephen Wiltshire Official Website</a></li> <li>• <a href="#">BBC Bitesize - Close Observation in Art</a></li> </ul>
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## Design and Technology

Substantive Knowledge	Disciplinary Knowledge
<p><b>Constructing Landmarks</b></p> <p>Styles of Bridges:</p> <ul style="list-style-type: none"> <li>• Arch bridges</li> <li>• Suspension bridges</li> <li>• Beam bridges</li> </ul> <p>Materials Used:</p> <ul style="list-style-type: none"> <li>• Steel</li> <li>• Concrete</li> <li>• Stone</li> </ul>	<p><b>Observation:</b> Encourage students to observe and identify the unique features of London bridges.</p> <p><b>Drawing:</b> Practice drawing simple bridge designs to explore creativity and imagination.</p> <p><b>Discussion:</b> Engage in group discussions about the purpose and design of bridges.</p> <p><b>Building:</b> Create simple models using art materials to represent bridges.</p> <p><b>Designing:</b> Drawing and planning the structure of a bridge</p>

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## Endpoints:

1. Identify at least 3 different bridges in London.
2. Describe the style and materials used in each bridge.
3. Create a simple design of a bridge using art supplies.
4. Explain the importance of bridges in connecting places.

## Best Designs

Strongest Materials for Bridges

Metal: Steel is a strong material commonly used in bridges as it can withstand heavy loads.

Wood: Hardwood such as oak is often used for its strength and durability.

Plastic: Some modern bridges use high-strength plastics for their lightweight and durable properties.

Styles of Bridges and their Strengths

Beam Bridge: Straight and simple design, strong for short distances.

Arch Bridge: Curved shape provides strength to support weight.

Suspension Bridge: Cables and towers give stability for long spans.

Cable-Stayed Bridge: Cables attached to towers distribute weight effectively.

## Endpoints

1. Design and create a model bridge using selected materials
2. Test the strength of the bridge by adding weight gradually and observing any changes
3. Evaluate the results and make improvements to the design based on findings

## Building Bridges

Understanding shapes and structures:

Identifying and using basic shapes like rectangles, triangles, and squares in bridge design.

Exploring how different shapes provide strength and stability to a structure.

Building techniques:

Cutting

**Making:** Constructing a model bridge using selected materials

**Evaluating:** Testing the bridge's strength and identifying areas for improvement

**Problem-solving:** Finding ways to strengthen the bridge design based on test results

**Collaborating:** Working together in small groups to build and test the bridges

**Measuring and Cutting:** Use rulers and scissors to measure and cut materials accurately.

**Folding and Joining:** Fold and join materials together securely using techniques like folding, slotting, and gluing.

**Testing and Evaluating:** Test the strength and durability of the model bridge and evaluate its effectiveness

- [Tower Bridge - History and Design](#)
- [London Bridge - Facts and Information](#)
- [Millennium Bridge - Architectural Features](#)
- [BBC Bitesize - Design and Technology](#)
- [STEM Learning - Bridges and Structures](#)

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Folding  
Sticking  
Balancing  
Joining

**Endpoints**

1. Identify different types of bridges and their characteristics.
2. Demonstrate an understanding of basic bridge construction principles.
3. Use materials to construct a model bridge that can hold weight.
4. Explain the design choices made in constructing their bridge.

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