



I am a **SuperScientist!**

**What Am I Learning?**

To sort living and non-living things  
To identify and classify a range of animals.

To identify Carnivore, Herbivore and Omnivore creatures.

**I can:** Sort animals into Amphibian, Fish, Reptile, birds and mammals. I can classify and name animals by what they eat (carnivore, herbivore and omnivore).



I am a Confident **Computer Technician!**

**What Am I Learning?**

To Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

**I can:** use a computer to write add and remove text, make careful choices when changing text, explain why I used the tools I chose, compare typing on a computer to writing on paper.



I am an **Aspirational Citizen!**

**What Am I Learning?**

To learn about the different types and impact of bullying.

To understand what is and what is not bullying behaviour.

To recognise how their behaviour and that of others may influence people both positively and negatively.

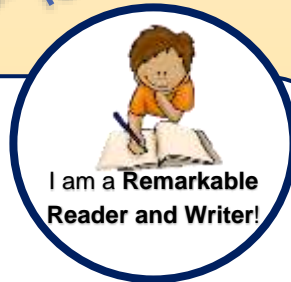
- To learn about the difference between secrets and surprises.
- To recognise that there are people who care for and look after them.
- To keep safe and to seek help from an appropriate adult when necessary.

**I can:**

- Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying.
- Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying.
- Respond to issues of safety relating to themselves and others and how to get help.



*I am being inspired to read & write*



I am a **Remarkable Reader and Writer!**

**Focus Books:** Where the Wild things are, by Maurice Sendak.

**What Am I Learning?**

To write a setting description.

To write a non-fiction text about animals and their habitats.

To write a recount of the trip to Rushmere Park.

**I can now...**

Describe the events of the story, I can use adjectives to describe the characters, explain how they are feeling and the setting of the forest. I am beginning to use time connectives to join my sentences together and predict what might happen next.

Identify the features of a non-fiction text. I can create an information text about animals and their habitats. I can explain where animals live, how they are cared for and research what sorts of food they eat and suggest what they might need to survive.

Write in the first person to recount the events of the Rushmere Park school trip.

**What Am I Learning?**

To use pencils to create lines of different thickness.

To develop my printing techniques

**I can:** Draw/print from the observation of leaves in the style of William Morris.



I am an **Amazing Artist & Designer!**

# Year 1 Curriculum Map



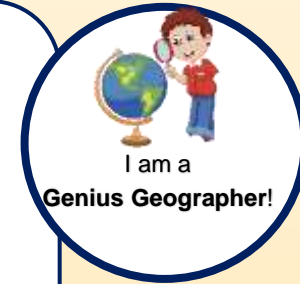
I am a **Sports Star!**

**What Am I Learning?** Invasion skills

**I can:** To slide a bean bag towards a target, To describe a partner's rolling action, to dribble a Ball with control, to throw accurately underarm to a target, to catch a ball with 2 hands consistently from close distance, to control a moving ball with dominant foot to move a ball towards a target with control, to be able to control the rugby Ball on move.

**What Am I Learning?** To identify and name Human and Physical features.

**I can:** use basic geographical vocabulary to describe key human features (including; city, town, village, farm, house, office and shop, school) and describe key physical features (including; Beach, forest, hill, mountain, sea, river, coast)



I am a **Genius Geographer!**



I am a **Majestic Musician!**

**What Am I Learning?** To use my voice confidently in different ways. To recognise how sounds can be made and changed. To Choose five animals to represent using vocal and instrumental sounds.

**I can:** Change my voice to make different sounds and know how sounds can be changed. I can compose a piece of music using my voice and different instruments with confidence.



I understand **Diversity!**

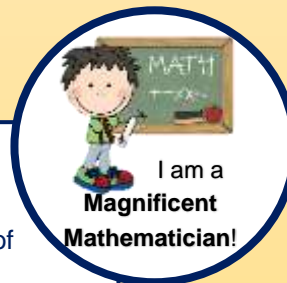
**What Am I Learning?** To recognise who is special to me  
To know who is important to different religions  
To recognise stories of importance to myself and family members  
To understand how certain stories are important to various religions

**I can:** Explain the people and stories that are special to myself and my family and give reasons for this. Give an example of a person and a story that is important to a religious group of people and begin to understand why.

At Glastonbury Thorn School, we follow White Rose maths and the National Centre for Excellence in Maths.

**What Am I Learning?** To compare and order numbers within 50. To understand units of measurement. To measure length and height. To compare measurements. Compare describe and solve practical problems for mass and weight / capacity and volume. Continue to practise numbers facts within 10

**I can:** Partition a two digit number into tens and ones. Use my knowledge of place value to compare a set of numbers using vocabulary such as greater, less and in between. Order a set of two digit numbers from smallest to greatest or greatest to smallest. Measure length and height using non-standard units and cm's. Confidently say which object is longer/shorter, smaller/taller. Compare and measure mass and weight using non-standard units. Compare and measure volume and capacity. Recall number facts with increasing speed and accuracy.



I am a **Magnificent Mathematician!**

## Knowledge



Children will continue to build upon their understanding of the world that they live in. They will gain an appreciation of the features all around them, whilst recognising that some of these occurred naturally and others were man-made. Through our work on animals and their habitats, children will understand that animals can be grouped according to a given criteria, but that they all have basic needs such as food and shelter.

## Possibilities



Children are encouraged to be curious and have a sense of excitement towards their learning. Children's learning will be brought to life through our visit to Rushmere Park where they will see amongst other things, Herons in their natural habitats. Children will be encouraged to consider why animals choose certain places to live and how we could help with this.

## Diversity



Through our continued teaching of geography, children continue to develop a greater sense of the world around them including how and why things occur. They will begin to explore animals from a range of different environments, and learn about simple adaptations.

## Community



Children will continue to learn about the wider community. Through our educational visit, they will learn the importance of respectful to other communities.



# Glastonbury Thorn School

## Year 1 – Spring Term 2



## Spring Term 2 'Sticky Knowledge!'



### Art & Design

Printing techniques using natural objects  
**Leaves**  
etc found at Rushmere  
- William Morris



### Geography

To identify the physical features of a forest, including animals and plants (discuss differences to a jungle environment)



### Science

Identify and classify animals  
fish, amphibians, reptiles, birds, mammals, rat,  
adder, deer, duck, heron, toad, trout, perch, badger

