

North Elmham CEVA Primary School  
Stibbard All Saints CEVA Primary School  
**Flourish Federation**

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**Year 1 Curriculum Map Spring 1**

Dear Parents/Carers.

I hope you've had a lovely relaxed and well rested Christmas and New Year break. Please find this half terms curriculum map at the bottom of this page. This will give you a brief highlight of all the learning taking place over the next 5 weeks.

**Things to remember:**

Miss Flower teaches the class daily

Mrs Cairns teaches the class on Thursday morning

Mrs Howe-Ward is our TA and supports the class every morning and Monday & Tuesday afternoon.

1. Please bring a coat to school **every day**. Please ensure it is **waterproof** as we will still send the children out to play where possible!
2. Water only in water bottles. If you wish to bring a snack: fruit or healthy choices only.
3. It is **vital** reading folders are in school **every day** – we can only listen to your child read if their book is in school

**PE and Welly Day:**

**Tuesday** – Welly Day – Please come to school dressed in appropriate clothing. It will get very cold this term so please ensure your child has lots of thin layers and a **waterproof coat**. If your child gets particularly cold please pack **gloves and a hat**.

**Friday** – PE day – please come to school dressed in appropriate PE clothing.

**Homework:**

Children are expected to read daily at home. Please note any reading in their reading record and this will be celebrated and praised in school with dojo points.

Friday - Homework to be set and sent home.

Thursday - Homework to be brought back into school.

I appreciate that for some children homework after a long week at school can be tiring and a challenge, however small amounts of learning at home will stimulate the brain and make a big difference to your child's knowledge retention.

Any questions then please feel free to catch me at the end of the day or email/call the school and I will get back to you ASAP.

I'm sure this will be a fantastic half term,  
Kind Regards,

Miss Flower, Mrs Cairns and Mrs Howe-Ward

<b>English</b> During this half term we the	<b>Mathematics</b>	<b>PSHE</b> Recognising our own feelings and	<b>Religious Education</b> We will explore the question: What
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children will be exploring Traditional Tales including contrasting different versions of the same text. The children will be recognising predictable phrases within Traditional Tales and retelling their own stories. The children will act out different traditional tale situations and use that to inform their own stories.

**Key Vocabulary:**

Traditional tale, Noun, Suffix, Plural, Capital Letter, Finger Space, Exclamation Mark, Repeated phrase, Rhyme.

Across the course of this half-term we will be exploring:

- Place Value to 20
- Addition/ Subtraction to 20
- Length and Height
- Mass and Volume

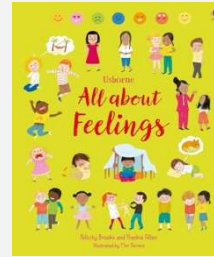
**Key vocabulary:**

Compare, Plus, Minus, Tens, Ones, Length, Height, Centimetres, Mass, Volume, Grams, Litres, Millilitres, Taller, Shorter, Longer, Heavier, Lighter, Full, Empty.

how we can manage them.

**Key Vocabulary:**

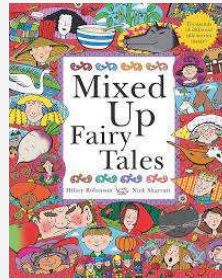
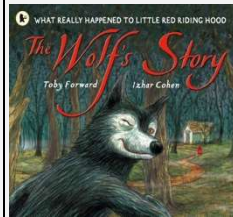
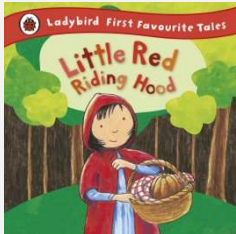
Feelings, Relaxation, Problem solving, Worried, Proud



do Jewish people remember on Shabbat? The children will learn the Jewish story of creation and relate it to observing Shabbat. They will understand how Shabbat is celebrated as a weekly tradition for Jewish families.

**Key Vocabulary:**

Candles, Challah Bread, Creation, Jew, Jewish, Judaism, Havdalah candle, Kiddush Cup, Menorah, Shabbat and Synagogue



**Art**

'Playful Making'

The children will explore materials and intention through a playful approach to create their own sculpture.

**Key Vocabulary:**

Sculpture, Three Dimensions, Explore, Construction, Materials, Imagine.

**Computing**

The children will search the internet safely to find pictures for projects. We will begin to use technology purposefully - data handling programs. The children use their creativity and imagination to plan a fairy-tale and capture it using their developing photography skills.

**Key Vocabulary:**

iPad, Digital image, Photo, Video, Sound, Playback, Record, Pictorial story.

**Science**

The children will focus on classifying, sorting and grouping animals. They will use observations to compare and contrast animals. The children will become familiar with and use technical terminology to describe animal groups. We will group animals according to what they eat (carnivores, herbivores and omnivores.)

**Key Vocabulary:**

Vertebrates, Mammals, Fish, Birds, Reptiles, Amphibians, Herbivores, Omnivores, Carnivores, Environment, Cold-blooded, Warm-blooded

**History**

The children will learn about a significant individual: Grace Darling and how she contributed to national and international achievement. They will ask and answer questions about Grace Darling using resources. We will explore what impact her actions have on our lives today including our modern-day RNLI.

**Key Vocabulary:**

Timeline, Chronology, Lighthouse, RNLI, Lifeboat, Rescue, Survivors, Shipwrecked, 1838, Bamburgh, Sailors, Heroine

**Music**

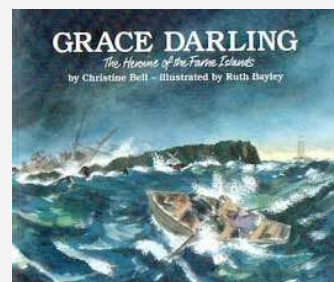
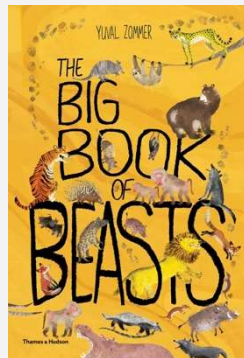
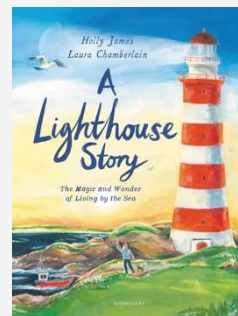
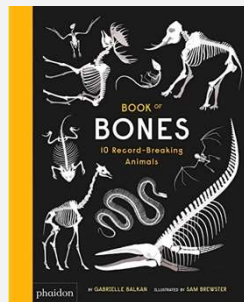
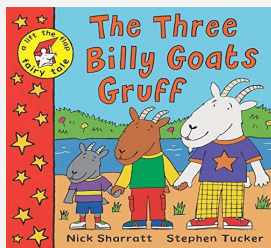
To learn the song 'In the groove'. It has been arranged in six different styles: Blues, Baroque, Latin, Bhanga, Folk and Funk. Verbally appraise music, recognising and identifying some style of music using musical language.

**Key Vocabulary:**

Pitch, Tempo, pulse/beat, High, Low, Instruments, Improve, compose, Styles, Blues, Latin, Folk, Funk, Baroque, Bhanga

**D&T**

Begin to build structures, joining components together to create a finished product. Find out why we have bridges and explore different types of bridges. Using readily available materials explore ways to construct a bridge. Explore how they can be stronger, stiffer, longer and more stable.



**Geography:**

The children will understand some geographical similarities and differences of Stibbard and London. They will use aerial photographs and maps to recognise landmarks and basic human and physical features.

**Key Vocabulary:**

City, Town, Village, Landmark, Rural, Urban, Countryside, Fields, Roads, Buildings, Skyscraper



