

## Manor Park Infants School Year 1

## Curriculum Sequence Spring Term 2 Academic Year 2024-2025

| Week | Maths<br>Place Value (within 50)<br>Length and Height | English   | Science<br>Animals<br>including<br>humans                   | R.E.<br>Stories of Jesus      | History                   | Geography<br>Would you<br>rather live in<br>Calverton or<br>India? | Computing<br>Purple Mash<br>Lego Builders –<br>Computer Science<br>Maze Explorers –<br>Computer Science | Music                                | DT<br>Mechanisms:<br>vehicles –<br>design and<br>make a Tuk-tuk  | Art                       | PSED<br>Rights and<br>Respect     | PE<br>Ball skills –<br>Hands 2<br>Rackets, bats<br>and balls.     |
|------|---|---|---|-------------------------------|---------------------------|--|---|--------------------------------------|--|---------------------------|-----------------------------------|---|
| 1    | Consolidation Week<br>Addition and<br>Subtraction     | India,<br>Incredible<br>India.<br>(Narrative)                       | I wonder what a<br>pet needs to be<br>happy and<br>healthy? | Jesus' disciples              | To be covered Spring Term | How do people<br>dress in India?                                   | Following<br>instructions   | Planned and delivered by Mr P Asplin | To discuss a<br>variety of<br>vehicles and<br>their uses.<br>To identify<br>specific<br>features of<br>vehicles.<br>To know what a<br>tuk-tuk is.<br>To identify the<br>design features<br>of a tuk-tuk. | To be covered Summer Term | Harold has a<br>bad day           | Hands 2 –<br>Lesson 1<br>Rackets, bats<br>and balls –<br>Lesson 1 |
| 2    | Consolidation Week<br>Addition and<br>Subtraction     | India,<br>Incredible<br>India.<br>(Non-<br>chronological<br>report) | l wonder what a<br>mammal is?                               | Jesus rides into<br>Jerusalem |                           | What games do<br>children play?                                    | Following and<br>Creating Simple<br>Instructions on the<br>Computer.                                    |                                      | To be able to<br>design a tuk-tuk<br>following<br>identified<br>design criteria.   |                           | Around and<br>about the<br>school | Hands 2 –<br>Lesson 2<br>Rackets, bats<br>and balls –<br>Lesson 2 |
| 3    | Count from 20 to 50 20, 30, 40 and 50.                | The Tiger Child<br>(Prediction and                                  | I wonder what a reptile is?                                 | Holi                          |                           | What transport<br>do they use in                                   | To consider how the order of  |                                      | То   |                           | Taking care of something          | Hands 2 –<br>Lesson 3   |

|   | Count by making groups of tens.   | Setting<br>description)   |  |              | India?                            | instructions affects the result.  | investigate<br>wheels, axles<br>and chassis.  |   | Rackets, bats<br>and balls –<br>Lesson 3                          |
|---|---|---|--|--------------|-----------------------------------|---|---|---|---|
| 4 | Groups of tens and<br>ones.<br>Partition into tens<br>and ones.<br>The number line to<br>50.<br>Estimate on a<br>number line to 50. | The Tiger Child<br>(Questions,<br>suffixes and<br>Writing to<br>inform) | I wonder what an<br>amphibian is?                          | Ramadan      | What jobs do<br>they do in India? | To understand the<br>functionality of the<br>basic direction<br>keys.   | To learn<br>different<br>joining<br>methods.<br>To follow a<br>design to make<br>a tuk-tuk. | Harold's<br>money                         | Hands 2 –<br>Lesson 4<br>Rackets, bats<br>and balls –<br>Lesson 4 |
| 5 | 1 more and 1 less<br>Compare lengths<br>and heights.  | Chapatti Moon<br>(Instructions)   | I wonder what<br>types of food<br>animals eat?             | Easter Story |                                   | To understand the<br>functionality of the<br>basic direction<br>keys.<br>To understand how<br>to create and<br>debug a set of<br>instructions<br>(algorithm). | To be able to<br>evaluate a<br>finished<br>product.   | How should<br>we look after<br>our money? | Hands 2 –<br>Lesson 5<br>Rackets, bats<br>and balls –<br>Lesson 5 |
| 6 | Measure lengths and<br>heights.<br>Measure length<br>using objects.<br>Measure length in<br>centimetres.                            | Chapatti Moon<br>(Retell)   | I wonder what<br>we know about<br>the season of<br>Spring? | Easter Story |                                   | To use the<br>additional direction<br>keys as part of<br>their algorithm.<br>To understand how<br>to change and<br>extend the<br>algorithm list.              |   | Basic first aid                           | Hands 2 –<br>Lesson 6<br>Rackets, bats<br>and balls –<br>Lesson 6 |
| 7 |   |   |  |              |                                   |   |   |   |   |