



Maple Class (Y1) - Spring 1

<p>English</p> <p>Phonics</p> <p>This half term in Phonics, we will be focusing on alternative spellings for the following sounds:</p> <p>ai ar igh oa oo (y)oo c sh e ur oo oa ee v air ch</p> <p>Reading comprehension</p> <p>As our IB inquiry will be focussing on storytelling this half term, in Reading we will be looking at different forms of stories (e.g., visual literacy/wordless picture books, poetry, musical story telling). We will be using our VIPER skills to engage will the following books:</p> <p> Journey by Aaran Becker</p> <p> The Magic Paintbrush by Julia Donaldson</p> <p>We will also be reading different versions of the story of the Great Race (Story of the Zodiac)</p> <p>Writing and Grammar</p> <ul style="list-style-type: none"> Naming the letters of the alphabet Form capital letters and using these correctly for names of people, places, days of the week and personal pronoun 'I' Leaving spaces between words Identifying nouns, adjectives, and verbs in a sentence. Using adjectives in our writing to make simple expanded noun phrases. Joining clauses using 'and'. Sequencing sentences to form short narratives. Verb suffixes – using suffix 'ed' to make the past tense. 	<p>How We Express Ourselves</p> <p>Central Idea:</p> <p>Stories can take on different forms and be told in many ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into different forms that stories can take. (form) An inquiry into how stories help us connect with different cultures and traditions (connections) An inquiry into how stories change depending on how they are told and retold (causation) 	<p>Maths:</p> <p>Maths this half term will start with looking at place value within 20 and then addition and subtraction within 20. We will start by making sure we can order the number We will also be working a lot on being able to explain how we know something. We are also valuing highly the different ways that children explain their understanding.</p> <p>Number- Place Value within 20</p> <ul style="list-style-type: none"> Understanding the numbers up to 20 (being able to count that many things and also find that many things) Knowing 1 more or less for all the numbers up to 20 Using Number lines up to 20 Ordering numbers up to 20 (also saying when there are numbers missing) Comparing numbers under 20. <p>Number-Addition and Subtraction within 20</p> <ul style="list-style-type: none"> Adding by counting on Adding using our number bonds knowledge Find and make number bonds to 20 Doubles Near Doubles Subtraction- counting back Subtraction- finding the difference Missing number problems <p>Throughout both of these areas of learning we will be doing lots of reasoning and problem solving to deepen our understanding.</p> <p>Alongside our main maths lesson, we will also be doing NCETM's 'Mastering Number program.</p>
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<div>Key Concepts:</div> <div><div>Form:</div><div><div>How can we tell a story without using words?</div><div>What tools (like puppets, pictures, or our voices) do we use to share stories?</div><div>What changes when we tell a story using our voices, movements, or drawings?</div></div></div> <div><div>Connections:</div><div><div>How do stories from other places help us learn about people and their celebrations?</div><div>What do we notice that is the same or different in stories from different countries?</div><div>How can a story make us feel closer to people who live far away?</div></div></div> <div><div>Causation:</div><div><div>What happens to the story if we change the characters or the setting?</div><div>How does using a loud voice or a soft voice change the feeling of the story?"</div><div>What stays the same and what changes when we tell the same story in a new way?"</div></div></div> <td><div>Key Vocabulary</div><table><tr><td>story</td><td>celebrate</td><td>culture</td><td>tradition</td></tr><tr><td>puppet</td><td>materials</td><td>illustrations</td><td>respect</td></tr><tr><td>community</td><td>Lunar</td><td>festival</td><td>Islamic</td></tr><tr><td>design</td><td>properties</td><td>fabric</td><td>wood</td></tr></table></td> <td><div>Approaches to Learning:</div><div><div>Communication Skills</div><div>Students practice adapting their language to suit each storytelling format (e.g., puppets, wordless books, oral narration), focusing on tone, audience, and clarity. By listening to diverse cultural stories, they expand their vocabulary and learn to engage respectfully in discussions, fostering empathy and a greater appreciation of different traditions.</div></div><div><div>Thinking Skills</div><div>Learners sharpen their critical thinking by analysing, comparing, and retelling stories in new ways. They see how changes in characters, settings, or points of view affect meaning and mood. Through reflection routines (e.g., “What makes you say that?”), students justify their ideas with evidence and learn to evaluate multiple perspectives, developing essential metacognitive habits.</div></div><div><div>Social Skills</div><div>By collaborating on group storytelling (like puppet shows), students learn to delegate roles, negotiate creative differences, and respect each other’s contributions. Exploring tales from varied cultural backgrounds strengthens their empathy and teamwork skills, as they recognize that diverse viewpoints and traditions enrich both the story and the classroom community.</div></div></td>	<div>Key Vocabulary</div> <table><tr><td>story</td><td>celebrate</td><td>culture</td><td>tradition</td></tr><tr><td>puppet</td><td>materials</td><td>illustrations</td><td>respect</td></tr><tr><td>community</td><td>Lunar</td><td>festival</td><td>Islamic</td></tr><tr><td>design</td><td>properties</td><td>fabric</td><td>wood</td></tr></table>	story	celebrate	culture	tradition	puppet	materials	illustrations	respect	community	Lunar	festival	Islamic	design	properties	fabric	wood	<div>Approaches to Learning:</div> <div><div>Communication Skills</div><div>Students practice adapting their language to suit each storytelling format (e.g., puppets, wordless books, oral narration), focusing on tone, audience, and clarity. By listening to diverse cultural stories, they expand their vocabulary and learn to engage respectfully in discussions, fostering empathy and a greater appreciation of different traditions.</div></div> <div><div>Thinking Skills</div><div>Learners sharpen their critical thinking by analysing, comparing, and retelling stories in new ways. They see how changes in characters, settings, or points of view affect meaning and mood. Through reflection routines (e.g., “What makes you say that?”), students justify their ideas with evidence and learn to evaluate multiple perspectives, developing essential metacognitive habits.</div></div> <div><div>Social Skills</div><div>By collaborating on group storytelling (like puppet shows), students learn to delegate roles, negotiate creative differences, and respect each other’s contributions. Exploring tales from varied cultural backgrounds strengthens their empathy and teamwork skills, as they recognize that diverse viewpoints and traditions enrich both the story and the classroom community.</div></div>
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<p>Line of Inquiry: An inquiry into different forms that stories can take.</p> <p>In this inquiry, we want students to see how different “forms” of a story function (e.g., wordless picture books, oral storytelling, puppet shows) and consider the way each mode of storytelling conveys meaning differently.</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>Art & Design</p> <ul style="list-style-type: none"> • Use a range of materials creatively (paints, crayons, collage materials) to design and make products (e.g., story scenes). • Use drawing, painting, and sculpture to develop and share ideas, experiences, and imagination. • Develop techniques in using colour, pattern, texture, line, shape, form, and space to enhance storytelling visuals. <p>Science (Everyday Materials)</p> <p>Identifying common materials and exploring their properties:</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials (e.g., wood, plastic, fabric, paper). • Describe the simple physical properties of a variety of everyday materials. • Compare and group materials on the basis of their simple physical properties. 			<p>Line of Inquiry: An inquiry into how stories help us connect with different cultures and traditions.</p> <p>We want students to explore how stories act as a bridge between people, places, and cultures, and how shared narratives foster empathy, understanding, and a sense of belonging across diverse traditions.</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>Geography</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes Use simple compass directions and directional language (near, far, left, right) to describe the location of their community on a map. • Use basic geographical vocabulary to refer to key human features such as towns, etc. • Develop knowledge about the world: Identify on a simple map where certain stories/traditions originate (e.g., China for Lunar New Year). • Use basic geographical vocabulary to refer to key physical and human features of places linked to the stories. <p>Religious Education</p> <ul style="list-style-type: none"> • Learn about key festivals and celebrations in different religions (e.g., Milad un Nabi, Lunar New Year). • Recognise how religious and cultural stories are passed down and their significance in faith communities. • Develop respect for diversity and different beliefs. 		

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Line of Inquiry: An inquiry into how stories change depending on how they are told and retold.

We want students to understand that stories are dynamic and can evolve over time as they are retold by different people, in different contexts, and for different purposes

In this Line of Inquiry, we will continue to cover the skills covered in the other lines of inquiry.

It is important to note that, while each line of inquiry highlights a different angle or perspective, they will be addressed in an integrated way rather than taught as entirely separate “units.” This approach supports a more holistic, concept-based exploration. The national curriculum objectives noted above will be interwoven throughout the six weeks as we explore different forms of storytelling.

<p>Music:</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> • Timbre; Pitch; Dynamics; Rhyme • Explore using timbre, dynamics and pitch to tell a story. • Stories through music. • Unison singing, cumulative songs, understanding call and response structures in music. · • Use the voice in different ways to show characters in a musical story. • Understand how music and musical instruments can be used to tell a story. • Develop a sense of pulse, pitch, dynamics. · • Introduction to graphic notation to plan and plot a musical soundscape. · • Experiment with sounds (timbre) to create aquarium- inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion 	<p>Art/DT</p> <p>How can puppets be used in storytelling?</p> <p>In this enquiry, children will explore how puppets have been used to tell different stories throughout the centuries. They will begin by watching clips of puppets shows and will evaluate existing hand puppets. The children will then learn about shadow puppetry, Lunar New Year and will design and create their own hand-puppets to re-tell the story of the Great Race. Throughout the enquiry, they will explore different textiles and joining techniques, with a focus on felt and running stitch.</p> <p>We will be covering the following skills:</p> <p>Developing, planning and communicating ideas:</p> <ul style="list-style-type: none"> • Think of some ideas of their own. • Explain what they want to do. • Use pictures and words to plan. <p>Working with tools and materials:</p> <ul style="list-style-type: none"> • Explain what they are making • Understand and articulate which tools they are using and why <p>Textiles</p> <ul style="list-style-type: none"> • They can describe how different textiles feel • They can make a product from textile by gluing 	<p>R.E:</p> <p>This half term we will look at Milad un Nabi.</p> <p>The festival of Milad un Nabi commemorates the birth of the Prophet Muhammad. During the festival, Muslims hear stories of Muhammad’s life, visit the mosque, sing songs, share a meal with family and give to those in need. However, Milad un Nabi is not celebrated by all Muslims. There is no evidence that Muhammad celebrated his birthday, so many Muslims don’t celebrate birthdays either.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. • Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. • Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry. • Find out about questions of right and wrong and begin to express their ideas and opinions in response
<p>PSHE:</p>		

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<p>The topic this half term is “Dreams and Goals”.</p> <p>We will be focussing on our own successes and feeling proud of them. We will then look at setting goals and working out how to achieve them by supporting each other. We will then look at tackling new challenges and how to respond when it is difficult or you have a setback.</p>	<ul style="list-style-type: none"> • Show experience in simple stitch work, particularly running stitch • Match and sort fabrics (colour, texture, length, size, shape) • They can cut textiles 	<ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. • Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
<p>Computing: Programming A</p> <p>This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>		<p>PE: Gymnastics – Tuesdays Fitness- Fridays During these topics we will focus on the following skills:</p> <ul style="list-style-type: none"> • Physical: run, jump, co-ordination, stamina, strength, agility, balance, travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll • Social: communication, co-operation, support, work safely, kindness • Emotional: kindness, perseverance, honesty, independence, determination • Thinking: comprehension, creativity, problem solving, reflection, feedback