





# Girton Glebe Primary School Curriculum Inquiry

Maple Class (Y1) – Spring 2

<p><b>English</b></p> <p><b>Phonics</b></p> <p>This half term in Phonics, we will be focusing on alternative spellings for the following sounds:</p> <p>/u/ o                      /j/ g ge dge                      /s/ st</p> <p>/s/ ce se                      /n/ gn/ kn                      /r/ wr</p> <p>/m/ mb                      /z/ se ze                      /ear/ eer ere</p> <p>/sh/ to                      /sh/ ti -tion                      /ar/ al /or/ augh</p> <p>/sh/ ss /zh/ si                      /sh/ ti - tious                      /sh/ ci</p> <p><b>Reading comprehension</b></p> <p>In line with our science inquiry, we will be using our VIPER skills to engage with the following books:</p> <p> Lost and Found by Oliver Jeffers</p> <p> There's a Rang-Tan in My Bedroom by James Sellick</p> <p><b>Writing and Grammar</b></p> <ul style="list-style-type: none"> <li>• Naming the letters of the alphabet</li> <li>• Form capital letters and using these correctly for names of people, places, days of the week and personal pronoun 'I'</li> <li>• Leaving spaces between words</li> <li>• Identifying nouns, adjectives, and verbs in a sentence.</li> <li>• Using adjectives in our writing to make simple expanded noun phrases.</li> <li>• Joining clauses using 'and' and 'but'.</li> <li>• Verb suffixes – using suffix 'ed' to make the past tense.</li> <li>• Understanding that different text types have different structures; for example, writing a letter vs writing a fact file.</li> </ul>	<p><b>How the World Works</b></p> <p><b>Central Idea:</b></p> <p>Cycles, patterns and connections are everywhere around us; understanding these helps us to understand the world.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into the different forms in which cycles and patterns are found in the world (form)</li> <li>• An inquiry into how connections develop our understanding of the world (connection)</li> <li>• An inquiry into people's role in acting upon cycles, patterns and connections they experience (responsibility)</li> </ul>	<p><b>Maths:</b></p> <p><b>Number- Place Value within 50</b></p> <ul style="list-style-type: none"> <li>• Counting from 20 to 50</li> <li>• Counting multiples of 10 to 50</li> <li>• Counting by making groups of tens</li> <li>• Understanding groups of tens and ones</li> <li>• Partitioning into tens and ones</li> <li>• The number line to 50</li> <li>• Finding one more and one less within 50</li> </ul> <p><b>Number- Measurement</b></p> <ul style="list-style-type: none"> <li>• Compare lengths and heights</li> <li>• Measuring length using objects</li> <li>• Measure length in cm</li> <li>• Understanding 'heavier' and 'lighter'</li> <li>• Measuring and comparing mass</li> <li>• Understanding full and empty</li> <li>• Measuring and comparing capacity</li> </ul> <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> <ul style="list-style-type: none"> <li>• Continuing to explore systematic partitioning of numbers within 10 Connect 2 equal parts to doubling and halving</li> <li>• Practising applying knowledge of '1 more than' and '1 less than' a number in relation to odd/ even numbers Connect this to 'first, then, now' stories</li> <li>• Exploring the effect of adding or subtracting 2 to odd/ even numbers Apply to 'first, then, now' stories</li> <li>• Applying knowledge of composition of even numbers to subtract from 6, 8 and 10, for both the partitioning and reduction structures of subtraction</li> <li>• Applying knowledge of composition of odd numbers to subtract from 5, 7 and 9, for both the partitioning and reduction structures of subtraction</li> </ul>
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<b>Key Concepts:</b>  <b>Form:</b> <ul style="list-style-type: none"> <li>What repeated features do we see on different animals (spots, stripes, scales)? Which animal life cycles show clear stages that repeat (egg → young → adult)?</li> <li>How can we spot patterns when counting from 20 to 50? Can we see a 10-pattern or 5-pattern? When measuring different objects, do we use the same form of measurement (cm) each time? Why?</li> <li>What forms or patterns do we follow in our daily routine (morning, lunch, bedtime)? Why do we repeat these every day?</li> </ul> <b>Connection:</b> <ul style="list-style-type: none"> <li>How does a change in habitat (like cutting down trees) affect the animals living there? In what ways are animals that live in the same habitat connected to each other (food chains, shared shelter)?</li> <li>How does understanding tens and ones help us measure or count objects more easily? Why might measuring accurately be important when we want to feed animals or water plants?</li> <li>How do our daily routines connect to feeling healthy and strong?</li> </ul> <b>Responsibility:</b> <ul style="list-style-type: none"> <li>What can we do to keep animal habitats clean and safe so they can thrive? How might our actions at school (like recycling) help living things outside?</li> <li>How do we make sure we measure things accurately so we don't harm animals or waste resources? When counting seeds or cups of water for plants, how can we be certain we have enough—but not too much?"</li> </ul>	Key Vocabulary				<b>Approaches to Learning:</b>  <b>Communication Skills</b> Children will develop their communication skills by regularly discussing their observations during circle times, asking questions in small groups, and sharing simple findings or ideas through mini-presentations. They will also practise active listening when peers present their work and use newly learnt vocabulary (e.g., "cycle," "pattern," "habitat") to articulate their thinking clearly.  <b>Self-management Skills</b> Children will work on self-management skills through tasks such as looking after their own resources (clipboards, drawing tools) and responsibly gathering materials for measuring, sorting, or observing. They will follow simple routines (like tidying up after activities and managing time during group tasks) and reflect on daily habits that link to healthy lifestyles and caring for the environment.  <b>Social Skills</b> Children will enhance social skills by collaborating on group projects (e.g., creating a habitat model or sorting animals according to life cycles), taking turns to speak, and supporting one another—for instance, by helping peers measure lengths or offering suggestions politely. Through these cooperative tasks, they learn to respect different perspectives, share ideas, and solve minor conflicts amicably.
	story	celebrate	culture	tradition	
	puppet	materials	illustrations	respect	
	community	Lunar	festival	Islamic	
	design	properties	fabric	wood	



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**Line of Inquiry:** An inquiry into the different forms in which cycles and patterns are found in the world (form)

Children encounter cycles and patterns daily—morning/evening routines, the changing seasons, growth in plants and animals, and recurring celebrations. By exploring these forms, they build a foundation for scientific, mathematical, and cultural understanding—learning to observe, compare, and describe the repeated structures that shape their world.

**In this Line of Inquiry, we will cover the following skills:**

### Science (Year 1: Animals Including Humans, Working Scientifically)

- Identify and name a variety of common animals (fish, amphibians, reptiles, birds, mammals).
- Describe and compare the structure of a variety of common animals.
- Work scientifically by observing closely, asking simple questions, and recognising ways to answer them (e.g., noticing patterns in animal features).

### Geography

- *Identifying seasonal and daily weather patterns in the United Kingdom.* Children learn about weather patterns as a form of natural cycles (e.g. day/night, seasons). They observe and discuss how weather changes daily or across seasons, noting repeated patterns.
- *Locating hot and cold areas of the world in relation to the Equator and the North and South Poles.* As part of recognising worldwide climate patterns, children may compare basic features of hot/cold environments and observe how these repeated climate cycles influence habitats.

**Religious Education:** Understanding annual cycles of religious festivals.

**PSHE:** Recognising daily routines (cycles of brushing teeth, mealtime patterns) and how they keep us healthy.

**Art**

**Line of Inquiry:** An inquiry into how connections develop our understanding of the world (connection)

Noticing connections teaches children that no element stands alone—a change in one aspect (like weather) can affect plants and animals; understanding place value can help them measure objects more efficiently. By exploring how cycles and patterns link together, children develop holistic thinking and see how their learning in one area (e.g., counting in maths) can inform tasks in another area (e.g., measuring water for plants in science).

**In this Line of Inquiry, we will cover the following skills:**

### Science (Year 1: Animals Including Humans, Working Scientifically)

- Identify and name animals that are carnivores, herbivores, omnivores (linking diet to habitats).
- Recognise how animals depend on their habitats for food, water, shelter (connecting living things to their environments).
- Grouping and classifying objects/organisms (e.g., sorting items by season or by dietary needs).
- Work scientifically by gathering and recording data to suggest answers to questions (e.g., “Which animals need a watery habitat? What happens if the weather changes?”).

### Geography

- Using maps, atlases, or globes. Children identify where certain animals are found globally, linking habitat to climate or land features. Recognising that many environments share similar patterns (e.g., deserts around certain latitudes) further develops an understanding of how connections between geography and biodiversity shape the world.

### Religious Education

- Noting connections between religious festivals and the environment/time of year (Easter/Holi in spring, Eid’s lunar cycle).

### PSHE

- Understanding how daily choices (exercise, healthy diet) connect to well-being and health; Seeing how connections in a community (e.g., roles of people who help us) foster safety and care.



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## Maple Class (Y1) – Spring 2

- Observing repeated shapes or lines in drawings, prints, or patterns found in nature/animal markings.
- Experimenting with line, shape, and texture through pencils, crayons, or chalk to represent repeated patterns.

### Art

- Children connect art to science by drawing animals in habitats that match their patterns (e.g., camouflage).

**Line of Inquiry:** An inquiry into people's role in acting upon cycles, patterns and connections they experience (responsibility)

When children recognise patterns (like a bird's nesting cycle or a festival's annual return), they become more aware of what role they can play—be it ensuring clean habitats or preparing responsibly for a celebration. Understanding responsibility encourages them to participate thoughtfully, protect living things, and make positive changes (e.g., litter picking at the start of each season or planning healthy daily routines). This nurtures caring attitudes and agency in shaping their environment.

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

### Science/PSHE:

- Recognise changes in the environment and discuss how humans can positively or negatively impact nature.
- Suggest ways to care for animals and habitats (e.g., picking up litter, using resources wisely).
- Identify healthy routines or safety rules (daily patterns like brushing teeth or crossing the road).

### Science - Working Scientifically:

- Participating in simple investigations (e.g., what happens if we water/not water plants?).

### Geography:

- *Noticing how human actions affect the local environment.* By discussing how littering or land use changes local habitats, children grasp that humans can disrupt or maintain natural cycles and environmental patterns. This links to the idea of responsibility in caring for habitats so animals can thrive.
- *Carrying out simple investigations that connect human impact with local geography.* Children might examine before-and-after effects of, for example, a litter pick or a mini rewilding project in the school grounds, seeing how small changes in human behaviour can help preserve or restore local cycles (e.g., supporting pollinators by planting flowers).

### PSHE (responsible behavior in different cycles):

- Understanding personal responsibility in daily or yearly events (helping set up for a festival, or adopting eco-friendly habits at home).
- Teaching children personal and collective responsibility, e.g., planning a “clean-up campaign” at school.
- Respecting different cultural celebrations.

### Religious Education

- Acting respectfully and responsibly during/around religious festivals (e.g., understanding that Eid, Easter, Holi involve special rituals or traditions—celebrated responsibly without littering or waste).



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- Learning about giving/charity in many festivals (Eid al-Fitr often involves sharing with the needy, Easter can involve giving eggs or baskets, Holi sharing colors and sweets).

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><b>Music:</b></p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> <li>• Speak and chant together · Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) ·</li> <li>• Sing songs in different styles conveying different moods (happy, sad, angry, etc) ·</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing in time to a steady beat</li> <li>• Perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing</li> </ul>	<p><b>Art/DT</b></p> <p><b>How can animal patterns inspire art?</b></p> <p>In this inquiry, children will investigate and depict animal patterns through observational drawing, experimenting with different pencils (HB, B, 2B), soft pastels, and colouring pencils. They begin by studying the lines and shapes that form an animal’s markings—such as stripes on a zebra or spots on a leopard—developing skills in mark-making and close observation. As they progress, they explore colour and composition, eventually creating a personal artwork that expresses their understanding of these patterns.</p> <p>We will be covering the following skills:</p> <p><b>Generating ideas:</b></p>	<p><b>R.E:</b></p> <p>This half term we will look at <b>Purim</b>.</p> <p>Purim is a lively festival that commemorates the strength of the Jewish people. Practising Jews wear costumes and visit the synagogue to listen to the story of Queen Esther who prevented Haman, her husband's servant, from killing the Jewish people. After attending the synagogue, families and friends gather together to eat, dance and exchange gifts.</p> <p>During this topic we will cover the following skills:</p>
<p><b>PSHE:</b></p> <p>The topic this half term is “<b>Healthy Me</b>”.</p> <p>We will look at a balanced diet and how to make healthy choices. We will discuss the importance of exercise, sleeping well and keeping ourselves clean.</p>	<p>Recognise that ideas can be expressed in artwork; experiment with an open mind (they enthusiastically try out and use all materials that are presented to them).</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Understand that different pencils make different marks (HB, B and 2B).</li> <li>• Look for and make different lines and shapes when doing simple observational drawings.</li> <li>• Use soft pastels as a drawing material</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.</li> </ul>



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<p><b>Computing:</b></p> <p><b>Data and Information</b></p> <p>This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</p>	<ul style="list-style-type: none"> <li>• Use colouring pencils as a drawing material</li> </ul> <p><b>Knowledge &amp; Conceptual Understanding:</b></p> <ul style="list-style-type: none"> <li>• Recognise and describe simple characteristics of an artist's artwork including colour, shape, line and composition.</li> <li>• Recognise and use the names of tools, techniques, and the formal elements (colour, shape &amp; form, tone, line, pattern).</li> <li>• Link colours to natural and man-made objects.</li> <li>• Create a piece of work in response to another artist's work.</li> <li>• Understand that Art is a means of communication and expression.</li> <li>• Understand that people make meaning using symbols.</li> <li>• Understand that people share art with others.</li> </ul>	<p><b>PE:</b></p> <p><b>Target Games</b> – Tuesdays</p> <p>In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p><b>Team building</b> - Fridays</p> <p>In this unit pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.</p>
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