Geography

Comparative study - Dorset and Kerala

Skills: Use world maps, atlases and globes to identify the UK and India. Use maps to identify Dorset in England and Kerala in India. Use aerial photos / maps to recognise features of an area (e.g., coast, harbour hill mountain cliff) Compare images and identify similarities and differences (coastal areas and cities) Make comparisons between places by looking at photos: -Compare photographs of Bournemouth and Thiruvananthapuram - Understand that cities are more populated and have lots of buildings. Identify India on a map in relation to the equator and draw conclusions about the weather.

Knowledge: Kerala has a long coastline, like Dorset. Kerala has sandy beaches with palm trees. Dorset has sandy beaches but Dorset also has cliffs. Kerala has mountains but Dorset only has hills. Kerala has lots of different types of wildlife and national parks with monkeys, elephants and tigers. Dorset has lots of types of wildlife at nature reserves with birds, reptiles and insects. There is lots of fishing in Kerala like Dorset. There are lots of people in Kerala but Dorset does not have lots of people living here. Dorset is in the South of England and has a coastline.

RE Understanding Christianity

Salvation: Why does Easter matter to Christians?

Computing

Programming - virtual-bee-bot

Recognise cause and effect when pressing buttons on a Bee-Bot. Discuss and demonstrate how the Bee-Bot works. Record video ensuring everyone is in the shot. Give a number of clear instructions in sequence. Program a Bee-Bot to reach a destination. Identify and correct mistakes in their programming.

PE

Ball Skills - Hands: Explore throwing (underarm and overarm), rolling, stopping a small ball and catching; Apply throwing with accuracy in a team; Develop sending (rolling) skills to score a point.

Dance: Respond in movement to music and words. Move to contrasting tempos. Create our own movements. Exploring opposites and creating simple movement sequences. Working with a partner exploring character movements.

Mathematics

Place Value within 50: Count from 20-50. Count by making groups of tens. Partition into tens and ones.

Investigate 1 more & 1 less. Use a number line and estimate on blank number lines.

Length and Height: Compare lengths and heights. Measure length using objects. Measure length in centimeters.

Mass and Volume: Heavier and lighter. Measure mass. Compare mass. Full and empty. Compare Volume. Measure capacity. Compare capacity.

Science

Animals including humans Know what a carnivore, omnivore and herbivore eat. Identify and name a variety of common animals that are carnivores, herbivores and omnivores, e.g. plants, mammals, fish, birds, insects that are carnivores. That animals have different characteristics (diet) by which they can be grouped: carnivore, herbivore and omnivore, e.g. including grouping humans

Seasons - Observe and describe the weather associated with Spring and how the day length varies.

Year 1 Spring Term 2026
Coast to coast



PSHE Valuing Difference

Identify the differences and similarities between people; Empathise with those who are different from us; Begin to appreciate the positive aspects of these differences. Explain the difference between unkindness, teasing and bullying; Explain some of our school rules and how those rules help to keep everybody safe. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways we can show kindness to others. Identify some of the people who are special to us and name some of the qualities that make a person special to us. Recognise that we belong to various groups and communities such as our family;

Music

Dynamics – seaside

To understand how music can be used to represent an environment. To understand how music can represent changes in an environment. To explore using instruments, body and voice to create a seaside soundscape. To identify how dynamics can reflect environments. To create and represent sounds using symbols.

English

Gingerbread Man, The Runaway Chapati, The Big Pancake

Writing: To say a sentence out loud before writing it down. Join words and clauses using and. Use capital letters, full stops, question marks, and exclamation marks. Use capital letters for names and use I properly. To re-read what they have written to check that it makes sense. To use familiar plots to structure the opening, middle and end of their own stories; putting sentences together and in sequence to write short stories. To spell simple words that can be spelled using the phonics they have learnt so far. Use suffixes ing -ed where there is no change to the root word e.g. jump, jumping, jumped. To produce (draw) a simple flow chart to orally describe a process. To use adjectives to describe a noun.

Reading: Recognise known words within new words. Break up unknown polysyllabic words into syllables/chunks and break down each part individually. Read words containing –s, –es, -ed, -ing, -er -est. Find simple comparisons and differences (e.g. between characters and settings) Find characteristics of fairy tales and traditional tales: repeated language e.g. Once upon a time…, simple story structure, good and bad characters.

Art and Design

Art: 3D Sculpture **Artist: Chris Gryder**

Focus: Clay; using tools: Know that pottery is a type of sculpture. Know some artists use pottery to convey their ideas. Know Chris Gryder is an artist who creates ceramic tiles. Know that each individual has a range of experiences and ideas which they can draw upon to help create something imaginative. Mould clay to a desired shape using: pinching, rolling and stretching, twisting, scratching and coiling -Create a clay sculpture following a design - Roll clay to an appropriate thickness - Use a range of tools to mark-make on the surface of the clay -That when joining pieces of clay together, the surfaces between the join should be made rougher (e.g., scratched). Describe features of a piece of art (colours, shapes) -Identify what we like and dislike about our own and others' artwork.