

**Year 1 Foundation Curriculum – Spring Term Overview**  
Key Concepts: Change Physical Processes and Sustainability

<p align="center"><b>Religious Education 1</b> Christianity: Unit 2: Jesus the teacher</p> <p><b>Key questions:</b> What values do Christians believe? <b>Why is Jesus important to Christians?</b> What does this look like in our world today? <b>Vocabulary:</b> Jesus, Christians, believer, belief, stories, leader, teacher, forgiveness, love, Samaritan, neighbour, Jesus, values, commandments, Zacchaeus</p>	<p align="center"><b>History</b> Grace Darling and the RNLI</p> <p><b>Key Questions:</b> <b>What impact has Grace Darling had on our lives?</b> <b>How do we look after people in difficulty?</b> <b>What are the similarities and differences between then and now?</b> When was Grace Darling alive and how was life different? What did she do and why is she important? What was her most significant achievement and why? How have rescue services changed over time? Why are rescue services important <b>Vocabulary:</b> Past/present, rescue, service, impact, lifeboat, significance, similarity</p>	<p align="center"><b>Religious Education 2</b> Christianity: Unit 3: Easter and Symbols</p> <p><b>Key questions:</b> What do symbols of Easter represent? <b>How do symbols and symbolic actions show the importance of Easter for Christians?</b> What is the meaning behind the Easter story for Christians (Forgiveness and reconciliation)? How does this impact on the way Christians live their lives? <b>Vocabulary:</b> Easter, cross, candles, maundy, Maundy Thursday, Last Meal/Supper, symbols, vestments, washing, new life, resurrection, reconciliation, Palm Sunday, disciples</p>
<p align="center"><b>Computing</b> Digital Literacy</p> <p><b>Key Questions:</b> <b>What are computers useful for?</b> <b>How would you use a computer to search for information?</b> <b>Vocabulary:</b> website, browser, technology</p>	<p align="center"><b>Geography</b> UK Countries, Towns and Coasts</p> <p><b>Key Questions:</b> <b>What are the countries and capital cities of the UK?</b> <b>What are the features of an island?</b> <b>Vocabulary:</b> Island, cliff, mountain, sea, river, forest, hill, beach, city, town, village, port, harbour,</p>	<p align="center"><b>Design Technology</b> Making a Rescue Boat</p> <p><b>Key Questions:</b> <b>What improvements could be made to make your boat buoyant/stable/waterproof?</b> What materials are good at floating? What is the purpose of a rescue boat? What are the challenges for rescue boats? <b>Vocabulary:</b> Floating, buoyant, stable sinking, bow, hull, waterproof, water resistant, equipment</p>
<p align="center"><b>RHE</b> Positive Relationships at School &amp; Safety, health and well-being</p> <p><b>Key Question:</b> <b>If you argue with your friend what should you do?</b> <b>Vocabulary:</b> Friend, kindness, resolve, resolution <b>Key Question:</b> <b>Why is it important to brush your teeth and wash your hands?</b> <b>Vocabulary:</b> Hygiene, clean, wash, scrub, soap</p>	<p align="center"><b>Science 1</b> Animals Including Humans</p> <p><b>Key Questions:</b> <b>What are the names and location of parts of the human body, including those related to the senses?</b> <b>Vocabulary:</b> Human, mammal, reptile, fish, bird, amphibian, herbivore, carnivore, omnivore <b>Scientific working procedural knowledge:</b> classify</p>	<p align="center"><b>Physical Education 1</b> Ball Skills &amp; Dance</p> <p><b>Key Questions:</b> <b>Combine dribbling and passing to score a point</b> <b>Observe themselves and discuss dances</b> <b>Vocabulary:</b> Dribbling, games, passing, score Observe, improves, dance, sequence</p>
	<p align="center"><b>Science 2</b> Seasons</p> <p><b>Key Questions:</b> <b>Why and how do trees change throughout the year?</b> Why does the weather change throughout the year? What happens to the trees throughout the year? <b>Vocabulary:</b> Season, Spring, Summer, Autumn, Winter, weather, thunder, lightning, sunrise, sunset <b>Scientific working procedural knowledge:</b> observe, compare</p>	<p align="center"><b>Physical Education 2</b> Ball Skills: Hand 2 &amp; ABC Circuits</p> <p><b>Key Questions:</b> <b>To use the correct technique to throw and catch</b> <b>To improve speed, agility, reaction time &amp; balance</b> <b>Vocabulary:</b> Throw, catch, chest pass, possession Agility, exercise, improve, balance, time</p>
<p align="center"><b>Music</b></p> <p><b>Melody/Use of Voice</b> <b>Key Questions:</b> <b>What type of voice should we use for a lullaby?</b> <b>If you were a sailor on a ship would you use a loud or quiet voice?</b> <b>Vocabulary:</b> melody, lyrics, pitch, expression, dynamics, loud, quiet</p> <p><b>History</b> <b>Key Questions:</b> <b>How are these sounds made?</b> <b>Vocabulary:</b> Instruments, plucked, tapped, blown, bowed, vibrations</p>	<p align="center"><b>MFL</b> French</p> <p>In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.</p>	<p align="center"><b>Art</b> Weather</p> <p align="center">(Link to seasonal change/Link to forest school)</p> <p><b>Mark making:</b> To control different types of marks with a range of media (e.g. thick, wavy, thin, straight). Begin to use a variety of tools to mark make including pencils, pastels and chalk. <b>Key questions:</b> <b>What would you choose to make a thick line with? Wavy line?</b> <b>Vocabulary:</b> Thick, wavy, thin, straight <b>Painting:</b> Experiment with mixing paint on different surfaces and creating a variety of textures. <b>Key questions:</b> <b>What different shapes can you see in this painting? What happens when we add paint to our crayon drawing?</b> <b>Vocabulary:</b> Pattern, Texture (hard/soft), repeat, colour names, primary <b>Collage:</b> Use natural materials to produce collage in the style of artist e.g. Andy Goldsworthy <b>Key questions:</b> <b>What is David Hockney inspired by?</b> <b>Vocabulary:</b> collage, texture</p>