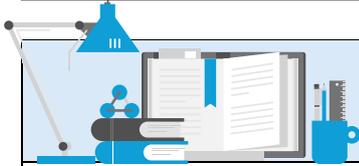




# Curriculum - Term 4 March 2026

## ROBINS Y1

<b>Topic for the Term</b>	<b>Knockholt and Beyond!</b>
	Children will be learning about their local area and comparing it to another place in the world.



### English

<b>Reading</b>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>recognise and fluently read all phase 3, 4 and 5 sounds and sight words introduced this term.</li> <li>blend to read for meaning, simple phonetically plausible words in sentences, lists and a range of texts.</li> <li>read and spell common exception words and use them correctly in their writing.</li> <li>continue to read for meaning a range of literature and develop confidence to read aloud with fluency, voice modulation and expression.</li> </ul>				
<b>Phonics</b>	<table border="1"> <thead> <tr> <th>Spring 2 Phase 5 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td> <i>/ur/</i> or word  <i>/oo/</i> u oul awful could  <i>/air/</i> are share  <i>/or/</i> au aur oor al author dinosaur floor walk  <i>/ch/</i> tch ture match adventure  <i>/ar/</i> al a half* father*  <i>/or/</i> a water            schwa in longer words: different  <i>/o/</i> a want  <i>/air/</i> ear ere bear there  <i>/ur/</i> ear learn  <i>/r/</i> wr wrist  <i>/s/</i> st sc whistle science  <i>/c/</i> ch school  <i>/sh/</i> ch chef  <i>/z/</i> ze freeze            schwa at the end of words: actor         </td> <td>           once laugh because eye         </td> </tr> </tbody> </table>	Spring 2 Phase 5 graphemes	New tricky words	<i>/ur/</i> or word <i>/oo/</i> u oul awful could <i>/air/</i> are share <i>/or/</i> au aur oor al author dinosaur floor walk <i>/ch/</i> tch ture match adventure <i>/ar/</i> al a half* father* <i>/or/</i> a water schwa in longer words: different <i>/o/</i> a want <i>/air/</i> ear ere bear there <i>/ur/</i> ear learn <i>/r/</i> wr wrist <i>/s/</i> st sc whistle science <i>/c/</i> ch school <i>/sh/</i> ch chef <i>/z/</i> ze freeze schwa at the end of words: actor	once laugh because eye
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<b>Writing</b>	<ul style="list-style-type: none"> <li>listen to, follow and enjoy a story with a repeating pattern.</li> <li>re-tell a familiar story using sentences.</li> <li>understand that a sentence is a set of words that make sense.</li> <li>write sentences beginning with capital letters and end with a punctuation mark.</li> <li>write narrative (story), travel journal and instructions with clear structure and powerful vocabulary.</li> </ul>				
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>correctly form capital letters and all lower case alphabets (ladder, one armed robot, zig zag and curly caterpillar letters).</li> </ul>				

<b>How you can help at home</b>	Read daily with your child for 10 minutes. Learn the phonics sounds for this term: <a href="https://www.littlewandle.org.uk/resources/for-parents/">https://www.littlewandle.org.uk/resources/for-parents/</a>
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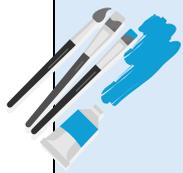


## Maths

<b>Place Value For numbers up to 50</b>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• count forwards and backwards.</li> <li>• learn to read and write numbers to 20 in numerals and words.</li> <li>• understand tens and ones.</li> <li>• count one more and one less.</li> <li>• compare number of objects.</li> <li>• order objects and numbers.</li> </ul>
<b>Addition &amp; Subtraction Within 20</b>	<ul style="list-style-type: none"> <li>• practise adding ones to add numbers to 20.</li> <li>• use number bonds to 10 to help with number bonds to 20.</li> <li>• subtract tens and ones.</li> <li>• learn how to cross a 10 when subtracting.</li> <li>• compare additions and subtractions.</li> <li>• solve word and picture problems.</li> </ul>
<b>Length and height  Weight and volume</b>	<ul style="list-style-type: none"> <li>• compare lengths and heights of objects.</li> <li>• use non-standard units to measure objects.</li> <li>• measure length in centimetres with a ruler.</li> <li>• solve word problems about length.</li> <li>• weigh and compare the weight of objects.</li> <li>• measure capacity and compare the capacity of objects.</li> <li>• solve word problems about weight and capacity</li> </ul>
<b>How you can help at home</b>	Do some real life maths - baking so you can measure; count Lego blocks when you build something; play a game of snakes and ladders so you can count forwards.



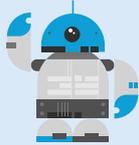
<b>Science</b>	<p><b>Animals Including Humans</b></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul>
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**Art & Design  
Technology**

**In DT children will:**

- construct a windmill (link to geography, wind).
- make a textile puppet (Easter).
- make Easter chocolate rice crispies nests.
- make a healthy salad.
- make a chocolate mug cake.
- evaluate and analyse their work.

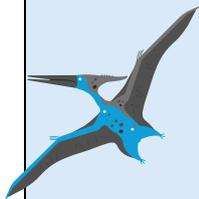


**Computing**

**Programming a moving robot**

**Children will confidently program using:**

- buttons
- forwards and backwards
- four directions
- routes



**History &  
Geography**

**Our key 'Knockholt and Beyond'**

**Children will:**

- describe what the same is and what is different in our travel choices.
- learn about their local area and another place in the world.

**Weather and Climate**

- identify the 4 seasons and daily weather patterns experienced in the UK.

**Physical and human aspects**

- use basic geographical vocabulary to refer to key physical and human features.

**Location Knowledge**

- explain some changes that are taking place in their local area and how we travel now as compared to in the past.

**Environmental impact**

- describe how litter affects their local area.



**Religious  
Education**

**Why Does Easter Matter to Christians?**

**Children will:**

- recognise that Incarnation and Salvation are part of the 'big story' of the Bible.
- tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- recognise that Jesus gives instructions about how to behave.
- give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.



**Physical  
Education**

**Dance**

**Children will:**

<p><b>Tuesdays and Thursdays</b></p>	<ul style="list-style-type: none"> <li>• use counts of 8 to move in time and make dance look interesting.</li> <li>• explore pathways in a dance.</li> <li>• create a dance using, actions, pathways and counts.</li> <li>• explore speeds and actions in an Easter inspired dance.</li> <li>• copy, remember and repeat actions that represent the theme.</li> <li>•</li> </ul> <p><b>Sending and Receiving</b>  <b>Children will:</b></p> <ul style="list-style-type: none"> <li>• develop rolling and throwing towards a target.</li> <li>• develop receiving and tracking skills.</li> <li>• develop sending and receiving with your feet.</li> <li>• develop throwing and catching skills over a short distance.</li> <li>• develop throwing and catching over a longer distance.</li> <li>• apply sending and receiving skills to small games.</li> </ul>
 <p><b>PSHE</b></p>	<p><b>Rights and Respect</b>  <b>Children will:</b></p> <ul style="list-style-type: none"> <li>• recognise how a person’s behaviour (including their own) can affect other people.</li> <li>• identify what they like about the school environment.</li> <li>• recognise who cares for and looks after the school environment.</li> <li>• demonstrate responsibility in looking after something.</li> <li>• explain the importance of looking after things that belong to themselves and others.</li> <li>• explain where people get money from.</li> <li>• list some of the things that money may be spent on in a family home.</li> </ul>
 <p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Create and clap own rhythms.</li> <li>• Create patterns of sound – long/short, high/low, loud/soft (quiet).</li> <li>• Use instruments to reflect a topic or event (soundscape) and add sound effects to a story.</li> </ul>
<p><b>Enrichment Ideas – geography focus</b></p>	<ul style="list-style-type: none"> <li>• Go on a short local walk and spot physical features (fields, trees, hills) and human features (houses, roads, shops).</li> <li>• Draw a simple map of the route to school or the park.</li> <li>• Talk about how Knockholt is different from a town or city.</li> <li>• Talk about directions when walking (left, right, near, far).</li> <li>• Notice seasonal changes in the garden or local area.</li> <li>• Discuss how people travel (car, train, bus, plane).</li> </ul>
<p><b>Suggested reading</b></p>	<ul style="list-style-type: none"> <li>• What The Ladybird Heard</li> <li>• We’re Going On A Bear Hunt</li> <li>• The Snail And The Whale</li> <li>• Martha Maps It Out</li> </ul>

- Picture Atlas