



Our Learning in Year 1

Spring Term

English

Our learning will include the following texts:

- Three Little Pigs;
- Three Little Wolves, by Eugene Trivisas;
- Little Red Riding Hood;
- The Frog and the Prince;
- Tango Makes Three, by Justin Richardson and Peter Parnell;
- Billy Goats Gruff;
- Animals – Information Text.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of rhyme and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points. Every week, the children will also complete reading comprehension questions associated with each text.

To develop our reading and writing skills we have daily phonics sessions. We use the Essential Letters and Sounds programme to deliver our phonic sessions in class.

All children will have the opportunity to access texts that are suitable for a child working at their chronological age, as well as texts and resources that match their current level of attainment, whether that be at, above or below their chronological age, using our carefully banded reading book system.

English – Grammar, Punctuation and Spelling (GPS) and Writing

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated, and we will build upon our knowledge of word classes.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> composes phrases and sentences orally and attempts to replicate them in writing (little mediation needed); uses capital letters and full stops at times; begins to use capital letters for names; recognises basic punctuation, question marks and exclamation marks in print; understands that <i>and</i> can join words and sentences; begins to understand singular and plural; recognises question marks and exclamation marks. 	<ul style="list-style-type: none"> begins to sequence sentences to form short narratives based on real and fictional experiences; discusses what they have written with the teacher or other pupils; includes a simple beginning, middle and end in writing; uses adjectives to describe.

Spelling

Spellings will be matched to the child's phonic reading group. They will receive 2 to 3 tricky words, along with 2 to 3 additional spellings that focus on the phonic sounds they are learning. The primary focus will be for children to read these words on sight and then be able to spell them correctly in their writing.

Children will have a copy of their spellings in their homework books and will have time to practise them in phonics each day.

Maths

Spring Term Y1 Maths Objectives

Spring 1 – S1:
read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
represent and use number bonds and related subtraction facts within 20
add and subtract one-digit and two-digit numbers to 20, including 0 mentally
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number
count, read and write numbers to 50 in numerals
given a number, identify 1 more and 1 less
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
Spring 2 – S2:
count in multiples of 2s, 5s and 10s
solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
count, read and write numbers to 100 in numerals
given a number, identify 1 more and 1 less
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to:
<ul style="list-style-type: none"> predict what is coming next find and continue the pattern

- | |
|--|
| <ul style="list-style-type: none">• say what the same is and what the difference is• find the odd one out |
|--|

The majority of children will first master the content of the above Maths objectives by becoming fluent in their use, and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working on consolidation of skills and filling gaps in their learning. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

Science

We will continue to observe and record seasonal changes over time. At the beginning of each half term, a Science lesson is dedicated to this area of learning.

The Spring Term topic is 'Animals, including Humans'. We are developing our understanding that animals can either be a vertebrate or an invertebrate. We then use our classification skills to look at the structure of different animals and assign them to specific animal groups. We are learning the scientific names for these animal groups which are: mammals, birds, reptiles, amphibians, fish and minibeasts. We will then look in closer detail at the diet of animals and be able to say whether an animal is herbivore, omnivore or carnivore.

Following this, we will look more closely at humans. We will take measurements and record data about the human body. In Science, we will also discuss the importance of a healthy diet and lifestyle.

Prior to all Science lessons, the children will consider how best to ensure that they have the right to be safe during scientific learning.

Computing and Online Safety

In the first half term, we will develop our understanding of 'using technology'. We will identify the different types of technology we may use. We will also learn how to open and close apps on an iPad, open software, documents and links on an iPad and use a hand held camera. Using an iPad, we will learn which apps allow us to take photographs and record videos, and following this, we will learn how to save and delete these files.

Running alongside these lessons, we will be continuing with our Online Safety and linking this to every child's right to be safe. We will learn about the importance of being kind online. We will learn how our right respecting behaviour is just as

important online as it is in the playground and how to ensure we keep ourselves and others safe when using recording devices.

In the second half term, we will be continuing to develop our learning of algorithms and looking further into 'Physical Algorithms'. We will learn how to program a Bee-Bot.

Running alongside this, we will discuss the technology we use in everyday life and the importance of having a good balance between technology and face to face communication. We will identify strategies to use for when we are asked to come away from our devices.

We will continue to work on our typing and mouse skills in other areas of the curriculum when opportunities present themselves.

Geography

In Geography, the children will develop a simple knowledge about their locality and locational knowledge related to their corner of the world.

They will focus on:

- Me and my corner of the world;
- using maps of their local area;
- adding detail and choosing what to photograph;
- using accurate geographical vocabulary, especially locational and directional language.

History

In History, the children will develop their understanding of changes within living memory. They will also make comparisons between life today and life beyond living memory using toys from now and the 1950s.

They will focus on:

- changes within living memory;
- using primary sources to compare and find similarities and differences;
- beginning to understand chronology;
- beginning to explain change and continuity;
- making comparisons between life today and life beyond living memory;
- asking and answering simple questions.

Physical Education

In P.E., we will be developing our understanding of what gymnastics is and learning how we can make different shapes with our bodies. The children will learn that a

gymnast needs great strength to balance using different parts of their bodies and that using different body parts allows the balance to change height. Children will also be introduced to technical gymnastic terms such as: tuck, sliding roll, teddy bear roll, jump and gallop. They will sequence their balances to create short performances.

In the second half term of Spring, we shall be looking at the topic 'Rolla Ball'. This will involve developing ball control skills and learning about game playing tactics. The children will be introduced to new game vocabulary such as: intercept, tracking, rolling, underarm, throwing, space and team.

In each P.E. lesson we will also be looking at Physical Health and Mental Wellbeing. We will discuss the importance of warming up our bodies, everyday exercise and healthy living. We will understand that our bodies and minds benefit greatly from regular exercise.

Children will:

- begin to know what they can do daily to help them to be mentally and physically healthy;
- begin to know that physical exercise and time outdoors can help people to be mentally healthy and happy.

Religious Education

During R.E., we will be exploring Christianity using the key question: 'Who is Jesus and why is he special to Christians?'

Later in the term, our key question will become, 'What is the Easter story?'

Art and Design

Our main focus will be painting. This will be linked to the landscape artists Henri Rousseau and Auguste Renoir. The children will create their own interpretations of Henri Rousseau and Auguste Renoir's famous paintings using a range of art and design techniques.

Music

Our main focus will be using voices expressively and creatively by singing songs and speaking chants and rhymes. The children will develop their musical vocabulary by taking part in class discussions relating to the music that they hear. The children will begin to understand the dynamics of music (loud and quiet).

Design and Technology

We will be focusing on designing and making a personalised blanket (something) for Teddy or his guest (someone) to provide a soft surface to sit on at a picnic (some purpose).

PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be:

- to understand that children have their own special rights set out in the Convention on the Rights of the Child;
- to be able to identify some of the Articles in the Convention on the Rights of the Child;
- to understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected;
- to know about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings;
- to be able to communicate their feelings to others, to recognise how others show feelings and how to respond;
- to recognise what is fair and unfair, kind and unkind, what is right and wrong, both inside and outside of school;
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say;
- to know ways in which we are the same as all other people; what we have in common with everyone else;
- to understand how to build their Learning Powers and develop a Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- Belonging to a Community: what rules are, caring for others' needs and looking after the environment;
- Physical Health and Mental Wellbeing: keeping healthy, food and exercise, hygiene routines and sun safety.

Building Learning Powers

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Aspirations Tree.

Should you have any questions about your child's learning, please contact the School Office.

