



Our Learning in Year 1

Spring Term

English

Our learning will include the following texts:

- Beegu, by Alexis Deacon: A fictional book about a character who lands on earth. Children will explore descriptive language and the importance of adjectives in story books and descriptive writing. They will also explore their understanding of relationships and how important it is to be kind and welcoming. This text also allows children to develop the understanding of singular and plural nouns.
- A range of information texts on animals. In both English and Science children will be introduced to the reading skill of research. They will build on their understanding of books so that they know that some texts provide them with facts and information. They will use a variety of nonfiction text types to see the similarities they share.
- A range of traditional tales: Starting with one of the most well-known tales, 'The Three Little Pigs', children will develop an understanding of character roles in these types of stories. They will strengthen their own understanding of story structure and show they can identify and order events. We shall also explore alternative versions of the same tale to show how a writer can use and adapt ideas to make a story their own. Through these texts children will strengthen their sentence skills, story flow and descriptive language.

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

To develop our reading and writing skills we have daily phonics sessions. We enjoy playing games both practically and through Phonics Play to learn our new sounds.

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)

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.

GPS Overview for Year 1 – Spring term	
Sentence	<ul style="list-style-type: none">• To say, write and read a simple sentence independently.• To join words and clauses using 'and'.• To use plural suffixes 's' and 'es' correctly.
Text	<ul style="list-style-type: none">• To sequence sentences to form short stories.
Punctuation	<ul style="list-style-type: none">• To use finger spaces.• To use capital letters at the start of sentences, for the pronoun 'I' and for names.• To use full stops.• To begin to use question marks.
Terminology for Children	<ul style="list-style-type: none">• Suffix• Noun• Plural and singular• Adjective• Verb• Word• Sentence• Punctuation

Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 1 words too.

Spring Term Year 1 Spelling Words

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring 1	of said says are were was	oil join coin point soil	out about mouth around sound	off well miss buzz back	bank think honk sunk	boat coat road coach goal
Spring 2	toe goes foe doe tiptoe	car start park arm garden	girl bird shirt first third	turn hurt church burst Thursday	now how brown down town	N/A

Activities associated with the words that they are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record and back page of their Homework Book for the log-in information.

Maths

Spring Term Y1 Maths Objectives

Spring 1 – S1:
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.
Solve missing number problems such as $7 = \square - 9$.
Represent and use number bonds and related subtraction facts within 20.
Mentally add and subtract one-digit and two-digit numbers to 20, including zero.
Spring 2 – S2:
Count, read and write numbers to 50 in numerals.
Count to 50 forwards and backwards, beginning with 0 or from any number.
Count in multiples of twos, fives and tens.
Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).

Compare, describe and solve practical problems for **mass/weight**: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].

Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to:

- predict what is coming next;
- find and continue the pattern;
- say what the same is and what the difference is;
- find the odd one out.

These challenges should be linked to the termly objectives above – examples can be found in NCETM Reasoning Frameworks.

It is important to review objectives from the previous year groups, so that knowledge is maintained and can be built upon.

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 towards consolidation of skills and 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.

Geography

In Geography, children will develop 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, children will develop their understanding of changes within living memory. They will also compare life between today and moving 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 in the way of life between today and moving 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 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 a 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

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).

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 animals diets 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.

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 learn about the importance of being kind online, 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 look 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 for our devices.

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

PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be:

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

Our focus areas will be:

- Belonging to a community – What rules are; caring for others' needs; looking after the environment;
- Physical health and Mental wellbeing - Keeping healthy; food and exercise; hygiene routines; 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 Growth Mindset Tree.

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