



# YEAR 1 – Spring 1

## English – Reading

Reading is an invaluable part of your child's education and is key to learning in all subjects across the curriculum. We aim to develop our children into confident and fluent readers, and to broaden their vocabulary, by exposing them to a rich diet of high-quality texts from a range of different genres. Children will read a wide range of fiction, non-fiction, and poetry texts from a variety of authors, linked to curriculum topics and wider themes.

In Year 1 we build knowledge of sounds and reading fluency through daily Read Write Inc Phonics lessons. We also build children's enjoyment of reading through daily story time together.

## English – Writing

In Year One, our overarching objectives are In Year 1, learning to write sentences, discuss our writing, and read our writing aloud. We will continue to work on our sentence building skills – namely: accurate letter formation, 'Fred Talk' to spell, finger spaces, capital letters and full stops.

Narrative: Plan and tell a three-part traditional tale with basic ideas sequenced and traditional story language adopted. The children will write a simple 3-part story based on their reading of 'The Ugly Duckling'.

Recount: Write a simple first-person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense. Children will write a simple recount based on their learning about London.

This term's class texts are: The Ugly Duckling; Paddington at the Tower and The Great Fire of London by Emma Adams.





## Mathematics

Geometry: Properties of Shape: recognising solids; recognising shapes; grouping shapes; making patterns

Measurement: comparing height and length; measuring length using things; measuring height and length using body parts; measuring height and length using a ruler.

Number and Place Value: counting to 20; writing to 20; comparing numbers; ordering numbers; number patterns Calculations: addition and subtraction within 20; add by counting on; add by making 10; add by adding ones; counting back; subtract by subtracting ones; subtract from 10; addition and subtraction facts

## Science

Materials: What do aliens think of life on planet earth? In this topic, pupils will focus on exploring, identifying and then naming a variety of everyday materials, including, wood, plastic, glass, metal, water and rock. They will test the qualities of various materials to discover the best materials to make: 'alien' underpants, blankets and umbrellas. Finally, they will use their knowledge of materials to complete a science experiment about how to make the wobbliest jelly. The children will focus their studies learning about a famous scientist, John Macadam.

Seasonal Changes: Children will continue to observe and learn about back seasonal changes, answering the main question "How does winter / spring have an impact on what we can do?" over several weeks with a range of activities.

## Religious Education (R.E.)

Islam: Milad un Nabi – Children learn about why we celebrate birthdays, linking to the Islamic festival; Saudi Arabia, where they explore Mecca and





Medina; the birth of Muhammad; Al-Amin, meaning 'The Trustworthy'; why Muhammad is special to Muslims; and respecting other's beliefs. The festival of Milad un Nabi commemorates the birth of the Prophet Muhammad. During the festival, Muslims hear stories of Muhammad's life, visit the mosque, sing songs, share a meal with family and give to those in need. However, Milad un Nabi is not celebrated by all Muslims. There is no evidence that Muhammad celebrated his birthday, so many Muslims don't celebrate birthdays either.

### **Personal, Social, Health and Economic Education (P.S.H.E.)**

Dreams and Goals: In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.

### **Geography**

Bright Lights, Big City: This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London. Children will also link their history knowledge and skills when they look back in time to the Great Fire of London. They will learn about famous London landmarks, as well as gaining an understanding of what it's like to live in a big city.

### **Design and Technology**

Taxi: This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.





## Computing

Project Evolve: Managing Online Information and Health, Wellbeing and Lifestyle (including coverage of 'Safer Internet Day')

Teach Computing: Moving a Robot – children learn about algorithms and programming.

## Music

In the Groove: In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week we will listen and learn a different style of In The Groove.

## Physical Education (P.E.)

Gymnastics: In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.

Yoga: Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing

