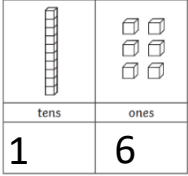

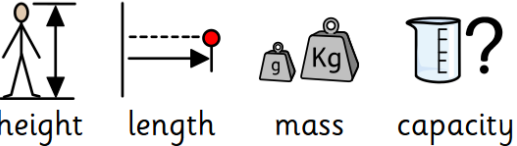







Term: Spring 2025		Year: 1			
Mathematics		English			
<p>First in mathematics, we will understand place value within 20. This will consist of understanding the tens for example, the number 14 has 1 ten and 4 ones. We will also be comparing number to 20 using the greater than &gt;, less than &lt; and equal to = symbols.</p>  <p>We will begin to add numbers to 20 by using a number line and our number bonds knowledge. Not only that, we will also subtract by using a number line and counting back. To challenge the children, we will be looking at place value within 50. We will count to and from 50. Partitioning numbers to tens and ones. We will also look 1 more and 1 less within 50.</p>  <p>Towards the end of the term, we will be exploring measurement. We will be measuring and comparing height, length, mass and capacity.</p> 		<p>Writing:</p> <p>In spring 1, our first writing unit is to innovate the opening of the traditional tale Little Red Riding Hood by Lari Don. Our second unit is to write a diary entry based on a safari adventure.</p> <p>Throughout both units, students will be taught and encouraged to:</p> <ul style="list-style-type: none"> <li>say out loud what they are going to write about</li> <li>compose a sentence orally before writing it</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>use capital letters, full stops and finger spaces.</li> <li>use a capital letter for names of people, places, and the personal pronoun 'I'</li> <li>know the difference between nouns, adjectives and verbs</li> </ul> <p>In spring 2, we will retell and begin to rewrite the story The Last Stop on Market Street by Matt de la Peña. We will also write a report about toys from the past.</p> <p>In addition to these areas of learning the students will be taught and encouraged to:</p> <ul style="list-style-type: none"> <li>sequence sentences to form short narratives</li> <li>discuss what they have written with the teacher or other pupils</li> <li>use a question mark when writing a question</li> </ul> <p>Reading:</p> <p>We will continue to have small group daily reading sessions based on individuals' phonics assessments.</p>		<p>Phonics</p> <p>In phonics, we will continue to cover phase 5. We will learn lots of alternative diagraphs such as ir, a-e and oa. We will also learn the following tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want.</p> 	
		Handwriting			
		<p>In handwriting, we will learn how to form the following letter families:</p> <p>b h k m n p r</p> <p>v w x z</p> <p>form capital letters correctly</p> <p>practise forming numbers</p> <p>practise consistent size and height of small letters</p> 			

How to help at home	Educational visits, visitors and key dates	Key texts
<ul style="list-style-type: none"> <li>• Practise forming letters correctly.</li> <li>• Practise number bonds to 10.</li> <li>• Learn how to spell tricky words.</li> <li>• Read together regularly and ask your child questions about the book</li> <li>• Support with home learning</li> <li>• Talk to your child about their day: friendship, worries and peaceful ways to solve problems.</li> <li>• Encourage your child to dress and change themselves independently.</li> </ul>	<p>11<sup>th</sup> February – Online safety day            17<sup>th</sup> – 21<sup>st</sup> February – Half-term            25<sup>th</sup> &amp; 27<sup>th</sup> February – Parent/Teacher consultations            3<sup>rd</sup> March – Careers week            6<sup>th</sup> March – World Book Day            10<sup>th</sup> March – Science week            3<sup>rd</sup> April – Easter Egg Hunt &amp; Bonnet parade            4<sup>th</sup> April – End of Spring term</p>	
Creative Development	Personal and Social Development	Knowledge and Understanding of the World
<p><b>Art:</b> Our unit is simple printmaking. The key concepts we will be exploring are:</p> <ul style="list-style-type: none"> <li>• We can make a “plate” from which to “print”</li> <li>• There is a relationship between plate and print: e.g. negative / positive.</li> <li>• We can use print to create “multiples”</li> <li>• We can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.</li> </ul> <p><b>Music:</b> In The Groove is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week children will listen and learn a different style of In The Groove.</p> <p>The next song we will learn is Round And Round, a Bossa Nova Latin style.</p> <p><b>Design Technology:</b> Learning about the key parts of a wheeled vehicle, the children develop an understanding of how wheels, axles and</p>	<p><b>Personal, Social, Health Education:</b></p> <p><b>Spring 1:</b> In this unit children will continue to explore what being safe online means. They will review their understanding of information as being precious or special because it applies just to them and learn that private information is as valuable online as it is off-line and should therefore not be shared.</p>  <p><b>Spring 2:</b> The working together unit aims to cultivate lifelong skills in communication and collaboration. Children will recognise their own strengths and learn to appreciate the contributions of others, fostering group success. Through structured tasks and reflection, they will enhance key skills such as listening and negotiation, preparing for continuous learning.</p>	<p><b>Science:</b> This term, children will engage in learning about the distinction between objects and their materials, identifying everyday materials such as wood and plastic. Additionally, they will explore various animal classifications, including fish and mammals, and study their structures.</p>  <p><b>Geography:</b> Children learn to identify and locate the four UK countries, recognise their own country and describe locations using basic compass directions. They also measure different types of weather, using symbols used in weather forecasts, describe seasonal changes and suggest appropriate clothing and activities for each season.</p>

axle holders work while creating the mechanism for a pull-along toy or designing and making a moving vehicle.



**Computing:**

This term, we will focus on two key units. The first unit, moving robots, explores early programming concepts, where learners will use commands to interact with floor robots and begin to understand algorithms. The second unit, data and information – grouping data, introduces data, allowing pupils to group and sort objects based on selected properties, enhancing their analytical skills.

Physical Development and Well being

In gymnastics, the children will explore and develop fundamental actions on the floor and low apparatus. They will utilise essential skills such as jumping, rolling, balancing, and travelling, both individually and in combination, to create cohesive movement sequences. Pupils will have opportunities to select their own actions, enhancing their confidence in performance while gaining an understanding of levels, directions, and shapes.

In dance, students will spend a week exploring the characteristics of each season. The final two weeks will culminate in the integration of these individual explorations into a longer piece that transitions seamlessly through the four seasons.

We will also allocate time during our day for mindfulness sessions and movement snacks, aiming to refresh our minds and enhance our learning experience.

**History:**

Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future.



**Religious Education:**

Our two enquiry questions are:

- Christianity Parables / gospel - What did Jesus teach about God in his parables?
- Why do Christians pray to God and worship him?