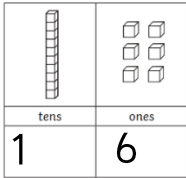

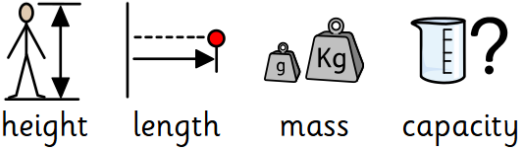







Term: Spring 2026		Year: 1
Mathematics	English	Phonics
<p>First in mathematics, we will understand place value within 20. This will consist of understanding the tens for example, the number 14 has 1 ten and 4 ones. We will also be comparing number to 20 using the greater than <math>&gt;</math>, less than <math>&lt;</math> and equal to <math>=</math> symbols.</p>  <p>We will begin to add numbers to 20 by using a number line and our number bonds knowledge. 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 which will focus on specific sounds, tricky words and reading every day to an adult.</p>	<p>In phonics, we will continue to cover phase 5. We will learn lots of alternative digraphs 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>  <p>Handwriting</p> <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>10<sup>th</sup> February – Safer internet day            11<sup>th</sup> and 12<sup>th</sup> February – Parent/Teacher consultations            16<sup>th</sup> – 20<sup>th</sup> February Half-term            w/c 2<sup>nd</sup> March – National Careers week            5<sup>th</sup> March – World Book Day            w/c 9<sup>th</sup> March – Science week            27<sup>th</sup> March – Last day of term</p>	
Creative Development	Personal and Social Development	Knowledge and Understanding of the World
<p><b>Art:</b>            In art, we are working on an Anglian learning project based on the theme 'Belonging'. We will explore colour mixing to create an abstract background. We will also use photography to show what it feels like to belong and write words to describe our feelings about belonging.</p> <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.            The next song we will learn is Round And Round, a Bossa Nova Latin style.</p> <p><b>Computing:</b>            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.</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>

### Design Technology:

Learning about the key parts of a wheeled vehicle, the children develop an understanding of how wheels, axles and axle holders work while creating the mechanism for a pull-along toy or designing and making a moving vehicle.



### Physical Development and Well being

Our PE units are:

- Dance (these will be online with a company called Dance East)
- Invasion games

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?