

## Year 1 Spring 2024

### English

#### **Reading**

The children continue to read decodable books that are matched to their phonic knowledge. They listen to a range of fiction, non-fiction and poetry in English lessons and at the end of the school day in our dedicated book time which we call the '3 O'Clock Stop.'

#### **Phonics/Spelling**

Following our Monster Phonic programme the children consolidate previous learning of graphemes and high frequency words. They will learn the remainder of the National Curriculum Year 1 graphemes, the next 200 high frequency words (HFW) the prefix un and the k before e, i and y rule. All of the first 300 HFWs will have been taught by the end of this term.

#### **Grammar/Punctuation**

The children learn how words combine to make sentences. They learn to punctuate a sentence with a capital letter and a full stop. Children learn to write compound sentences using the conjunction *but*. They use capital letters for names and the personal pronoun I. Regular plural noun suffixes are revisited- s and es e.g. dogs, wishes. They will use the suffix er to change adjectives e.g. fast - faster

#### **Writing**

The children will write shopping lists and a short narrative based on 'The Shopping Expedition' by Allan Ahlberg. The children will create a non-fiction piece of writing about shopping. Later in the term they will sequence sentences to write a character description linked to Jack and The Beanstalk. The children use their phonic knowledge when writing; they say the word and write down the sounds that they hear. They practise correct letter formation and leave spaces between words.

### Mathematics

**Spring Block 1: Place value (within 20)** In this block the children count within 20 and are taught to see 'the ten and a bit' structure of the teen numbers. They develop their understanding of ten and then 20. The children find 1 more than and 1 less than any numbers within 20 and they compare numbers to 20 using the greater than and less than symbols. They learn to use a number line to 20.

**Spring Block 2: Addition and Subtraction (within 20)** Building on their learning from earlier in the year the children explore addition by counting on from a given number within 20. Children then learn to use number bonds and related facts when adding within 20, as an alternative to counting on. This is a more efficient method because, for example, if they know that 4 and 2 are a bond to 6, they can use this fact to see that 14 and 2 are a bond to 16, as are 4 and 12. The children explore number bonds to 20. They subtract within 20 using their knowledge of number bonds. For example, if they know the number bond  $7 - 5 = 2$ , then they know that  $17 - 5 = 12$ . Children use the counting back strategy for numbers within 20. They learn about finding the difference for the first time and explore it as a form of subtraction

**Spring Block 3: Place Value (within 50)** Children count forwards and backwards between 20 and 50. They develop their understanding of multiples of 10 up to 50 and then learn how to count objects more efficiently by grouping into tens and ones. Children have used a number line to count to 10 and 20 in previous blocks; in this small step, the number line is extended to include numbers to 50

**Spring Block 4: Length and Height** Children compare lengths and heights of objects using language such as "longer than", "shorter than" and "taller than". They begin to measure the lengths and heights of objects, using non-standard units of measure such as cubes or paper clips. Building on the previous step, children measure the lengths and heights of objects using a ruler and a standard unit of measure: centimetres.

**Spring Block 5: Mass and Volume** Children begin by holding objects to compare them, using the language of "heavier" or "lighter" and use balance scales to check comparisons. Children are introduced to volume and capacity for the first time. They begin by exploring practically the idea that capacity is the maximum amount amount that something can hold. Children then explore the concept that volume is the amount of something inside a container. They describe the volume in a container using phrases such as "empty", "nearly empty", "nearly full" and "full".

### Religion

**Special People:** The children will talk about special people in their lives. They will learn that there are special people who help at mass and that Jesus is the most special person for the parish family. They will hear about the Presentation of Jesus and the finding of Jesus in the temple.

**Meals:** Children will learn that at Mass the action and the words of the Last Supper are repeated. They learn about the importance of prayer; the Our Father and grace before meals.

**Change:** The children will recognise the stories of Palm Sunday, Good Friday and Easter Sunday as religious stories. They will recognise some religious signs and symbols of Ash Wednesday, Lent and Easter Sunday and use some religious words and phrases. They will learn that people use the opportunity of Lent to change to make a new start.

<p style="text-align: center;"><b><u>Science</u></b></p> <p><b><u>Plants</u></b> Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will learn to identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b><u>Seasonal Change</u></b> Children will observe changes across the four seasons. They will observe and describe weather associated with the seasons and how day length varies.</p>	<p style="text-align: center;"><b><u>Art</u></b></p> <p><b><u>Sculpture and 3D Paper Play</u></b> Children create a tree of life sculpture that includes several different techniques for shaping paper. They will make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</p>	<p style="text-align: center;"><b><u>History</u></b></p> <p><b><u>How has my life changed since my Grandparents were five or six?</u></b> Children learn about changes within living memory. They will find out about how shops and shopping have changed over time for their families and in the local area.</p>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p><b><u>What do we mean by the UK?</u></b> Children will name and locate the four countries of the UK and their capital cities on a map. They will name and locate the seas around the UK.</p> <hr/> <p style="text-align: center;"><b><u>Design Technology</u></b></p> <p><b><u>Eat More Fruit</u></b> Children design a fruit salad for a particular purpose. They identify what ingredients and tools they will need to make their salad. They will carry out research, design and make their product and then evaluate it.</p>
<p style="text-align: center;"><b><u>Music</u></b></p> <p><b><u>Introducing Tempo and Dynamics</u></b> My Bonnies lies over the ocean - combining movement and syllable focus. Singing - Mary had a little lamb with Glockenspiel accompaniment. Lemonade song Anna Lou on Glockenspiels Listening: 20th Century Mars from the Planets (Holst)</p> <p><b><u>Combining Pulse, Rhythm and Pitch</u></b> Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat. Compose using a stimulus and improvise with a partner, in 4/4 time Listening: Art Pop Wild Man (Kate Bush)</p>	<p style="text-align: center;"><b><u>RHE</u></b></p> <p><b><u>Module Two Created to Love Others</u></b></p> <p><b><u>Unit 1 - Religious Understanding</u></b> This unit begins with an adapted version of the Prodigal Son story to show children that God loves us, and nothing we can do will stop Him from loving us.</p> <p><b><u>Unit 2 - Personal Relationships</u></b> In this unit children identify the 'special people' in their lives who they love and can trust. Children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.</p> <p><b><u>Unit 3 - Life Online</u></b> In this unit children are helped to understand that just like we can feel joy and feel upset in the different places we go physically, we can feel joy and feel upset in the different places we go to digitally too. Through activities and the story of Smartie the Penguin, children recognise safe and unsafe situations online, and begin to develop an understanding that not everything presented to them online is true.</p> <p><b><u>Unit 4 - Keeping Safe</u></b> Children explore the difference between good and bad secrets. This unit also explores teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Children will learn some basic First Aid, what makes a 999 emergency and what they should do in an emergency situation.</p>	<p style="text-align: center;"><b><u>Computing</u></b></p> <p><b><u>We are celebrating</u></b> In this unit, pupils will create a digital greetings card. They will develop basic keyboard skills, through typing and formatting text. They will use the internet to find and select images and develop skills in combining text and images.</p> <hr/> <p style="text-align: center;"><b><u>Physical Education</u></b></p> <p><b><u>Dance:</u></b> perform dances using simple movement patterns</p> <p><b><u>Net and Wall Games:</u></b> develop hand eye coordination and gross motor skills</p> <p><b><u>Gymnastics:</u></b> develop balance, agility and co-ordination</p>	