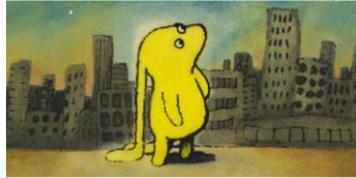


## English



**Reading and writing learning centred around high quality texts:**

**Text:**

- Beegu

**Written outcomes:**

- Prediction- what will happen next
- Retell the story
- Letter to Beegu
- Past tense sentences
- Character description
- Speech bubbles

**Text**

- The dark

**Written outcomes:**

- Description of the dark
- Writing a narrative sequence retelling the story
- A collective free-verse poem about the dark (or light)
- Writing on thought or speech bubbles
- Piece of advice for Lazlo argument in defence of the dark or urging caution
- Command sentences
- Story based on known narrative
- Fact file of a nocturnal animal

**Text**

- 10 Things I can do to Help my World

**Written outcomes**

- labels and captions
- posters

**Information Writing Outcomes**

- Invitations for teddy bears' picnic
- recounts using photographs to help sequence the events
- instructions for Design and Technology projects

**Grammar:** Subject verb agreement, past tense, adjectives, single clause sentences, joining words and phrases together with 'and', present and past tense command form.

## Computing

- Smartie the penguin
- How does your garden grow?
- I can code
- Giving instructions: making toast

## Music

Rastamouse Rock Steady Reggae School: The programme supports the early stages of music skill development and builds up a class ensemble incorporating sound and symbol, call and response, and action songs. Pupils have a hands-on experience with ukuleles, egg shakers, bongo drums and wooden spoons.

## Memory Box Year 1 Spring term

Can you remember being very small? Being a baby and learning to crawl? Did you have a favourite toy, a teddy bear or best-loved book? We will bring in our favourite cuddly toys and have our own teddy bears' picnic. Look back at family photos of special occasions, perhaps holiday snapshots or a birthday. We will be learning how find out about the days before you were born – it's called history & it's all about the past. We will make a special box; a memory box, to keep special things in. In years to come you can revisit them and remember how you looked when you were in Year One! Memories are special...let's make some more!



**Ideas for topic texts to read at home:** The baby catalogue, The Growing Story, Titch, Dogger, I want my potty, The Secret Box

## Maths

**Place Value**

1 more and 1 less than 2-digit number  
Count in 10s; say numbers 10 more/less  
Place value in 2-digit numbers  
Compare, order 2-digit numbers using place value

**Money and Fractions**

Use coins to pay amounts and find totals  
Find change; differences between amounts  
Understand halves and quarters  
Find half and quarter of amounts

**Addition and Subtraction**

Number bonds to 8 and 9; doubles  
Use facts and doubles to add 3 numbers  
Find 10 more/less than 2-digit number  
Relate adding/subtracting using facts  
Add and subtract 10, 20, 30

**Measures and Data**

Measure using a uniform unit  
Compare and measure weights  
Measure lengths in cubes  
Find differences between lengths

**Multiplication**

Counting in 2s; even/odd numbers  
Doubling and halving

## P.S.H.E

- Definition - A Bully is...
- Unkindness - Blame Game
- Behaviour - + and -
- Behaviour - Help Me!
- Behaviour - In My Shoes
- Teasing - Cry Baby!
- Healthy Eating - Vote Green!
- Dental Hygiene - Brushing Up!
- Dental Hygiene - Bright White
- Dental Hygiene - Top Teeth
- Washing Hands - Meet Grub!
- Keeping Clean - Bath-time
- Skin - Skinny Tips

## Art & D.T.

**Art:** We will be using a range of mark-making materials to sketch a still life of a toy teddy bear.

As part of our learning about seasonal change in science, we will look at Vincent van Gogh's paintings of trees and replicate them using a variety of painting and printing techniques.



**D.T:** We will create our own memory boxes using nets of cuboids. We will add a fastening and decorate them, before filling them with special memories. We will also make toy windmills.



## History

We will be thinking about our memories, family celebrations from the past, understanding how we have changed since we were born. We will look at homes, toys, and shops from a long time ago and compare them to our own. We will also have the opportunity to ask questions and sort old and new objects and play some games from the past. The topic culminates with us making a memory box to help children in the future understand what life was like for children today.

## P.E.

1<sup>st</sup> half: striking games/dance  
2<sup>nd</sup> half: kicking skills/gym

## Science

**Working scientifically in Key Stage 1**

**Asking questions:** Children should ask simple questions and recognise that they can be answered in different ways.

**Scientific enquiries:** They should be able to do the following types of enquiry:

- Observations. They should observe closely, using simple equipment.
- Simple tests
- Identifying and classifying
- Secondary sources. They should use simple secondary sources to find answers.

**Recording:** They should gather and record data to suggest answers to their questions. With help, they should record in a range of ways and begin to use simple scientific language.

**Analysing observations:** They should use their observations and ideas to suggest answers to questions. They should notice patterns and relationships in their observations. They should talk about what they have found out and how they found out.

**Spring term topics**

**Everyday Materials (continued from the autumn term):**

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their physical properties.

**Seasonal Change**

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

**Focus Scientist:**

Charles Macintosh who invented the raincoat (Everyday Materials)

## R.E.

**Families and celebrations**

Reflect on how families can love and help each other. Know that Mary and Joseph took Jesus to the Temple as a baby and think about why this was a special occasion. Know that Jesus belonged to a family and think about what he may have done with his family. Know about the loss and finding of Jesus and reflect on the feelings of Mary and Joseph when Jesus was lost and then found. Begin to understand what it means to belong to our Church family and think about what we do together in church. Know that we become a member of the Church when we are baptised and think about what it means to be baptised.

**Following Jesus**

Hear how Jesus chose some of the first disciples. Consider how we choose friends. Know that Jesus taught his disciples to pray. Reflect on how we pray. Hear the story of the Good Samaritan and reflect on the message it has for us as followers of Jesus. Hear the story of Jesus and his followers going into Jerusalem. Think of how we can show that we 'welcome' Jesus. Know that Jesus died on Good Friday but that is not the end of the story. Think about when sad news turns into good news.