

**Year One Curriculum Information****Spring Term****English****Range of texts**

We will be looking at a range of fairy tales and will be exploring them, sequencing them and retelling the story both orally and written. We will be using drama to explore different parts of the story and to understand the different characters. We will be writing sentences and using the punctuation in these sentences. We will be able to predict what happens next in the stories as well as describing different parts of the story. We will be exploring different versions of the stories and will begin to use inference in familiar stories. We will write our own version of a fairy tale and then edit and review each other's work.

**Vocabulary, Grammar and Punctuation**

To leave spaces between words

To join words and joining clauses using and

To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

To use a capital letter for names of people, places the days of the week and the personal pronoun I

Regular plural noun suffixes-s or -es

Suffixes that can be added to verbs where no change is needed in the spelling of root words - helping, helped, helper

How the prefix un changes the meaning of verbs and adjectives-unkind, untie

**Mathematics****Multiplication, division and fractions**

We will count in multiples of 2, 5, 10, solve one step problems involving multiplication and division using concrete objects, pictorial representations and arrays, recognise, find and name a half or quarter as a one of two or four equal parts of an object, shape or quantity. We will, also be continuing our number work on counting to and across 100, 1 more and 1 less, using objects and pictures and number lines, and solving addition and subtraction problems.

**Measurement**

We will compare, describe and solve practical problems for length, height, weight, capacity and volume. We will sequence events in chronological order and use mathematical language involving time and we will recognize and know the value of different denominations of coins and notes.

**Science****Everyday Materials**

We will be describing the physical properties of a variety of everyday materials and will compare and group them on the basis of their simple properties. We will ask questions and make close observations of the properties and group them according to similarities and differences. We will carry out simple comparative tests exploring different materials which will be suitable for an umbrella and will take simple measurements in uniform, non-standard units and record these.

**Types of animals including humans**

Children will observe and recognise some simple characteristics of animals. They will learn that animals are similar to each other in some ways and different in other ways. They will begin to start grouping animals by the key features of their appearance. They will work towards creating a plan of a zoo environment incorporating different types of animals in their design. Working scientifically, children will have the opportunity of observing and classifying animals in the local environment and beyond. They will classify animals that are mammals, birds, reptiles, amphibians or fish using simple observable features. They will record data, with help, in charts and tables and use these to answer questions.

**History****Who are our local heroes?**

We will use a range of historical sources to find out about the lives of some of the most significant people in the history of our local area. We will learn about significant historical events, people and places in our own locality, know where the people and events we study fit within a chronological framework and understand some of the ways in which we find out about the past.

<b>Computing</b>	<p><b><u>Collecting, exploring and recording data</u></b>  We will be sorting, grouping and classifying objects, searching for images of the objects and using programs to create collages of the objects. We will create a tally and pictogram of the class' favourite object and will be able to recognise what the information shows us.</p> <p><b><u>E-Safety issues. Creating own Avatar and profile</u></b>  We will talk about keeping ourselves and our information safe on the internet and will create usernames that protects our personal information and will learn how information can be used by websites. We will create our own Avatar to help us understand how to behave positively when communicating with other people.</p>
<b>Geography</b>	<p><b><u>Where in the world do these people live?</u></b> (Contrast UK with Non European)  We will be finding out where we live in the UK specifically exploring what it is like to live in the city or on the coast. We will explain their reasons for going on a journey to another country, including describing the human and physical landscape and people in this place and imagining what a journey would be like.</p>
<b>Design and Technology</b>	<p><b><u>Sliders and levers</u></b>  We will be exploring and evaluating books and everyday products that have moving parts. We will introduce vocabulary related to levers and sliders, use tools and materials to replicate sliders and levers, design, make and evaluate an information book or greeting card.</p>
<b>PSHE</b>	<p><b><u>Relationships</u></b>  We will be leaning about responsibility and understanding what is right or wrong in the things we do. We will be learning to recognise, name, manage and express our emotions through facial expression. We will learn how to keep safe through road safety and the internet. We will learn about good and bad secrets and we will begin to understand how we can tell a trusted person about our worries.</p>
<b>Art</b>	<p><b><u>3D Model</u></b>  Children will learn about the work of Andy Goldsworthy and Richard Long and will use natural materials to create lines and shapes. They will investigate and use clay to be able to manipulate it into balls and coils. Children will sketch, print and arrange a range of natural materials and use clay to create their final piece.</p>
<b>Music</b>	<p><b><u>Tempo</u></b>  We will be exploring tempo using singing and through the trumpet. We will be introduced to fast and slow in various types of music and about tempo in our voice. We will begin to understand pulse and measuring by feeling the beat. We will begin to describe accurately changes in tempo. We will learn how to describe and link music to our environment. We will be able to spot tempo changes and begin to build up confidence in performance. We will continue to develop our listening and performing skills.</p>
<b>P.E.</b>	<p><b><u>Multi skills and games</u></b>  We will be doing multi skills and games where we will learn how to move fluently, change direction and speed, recognise space in our games, show control and accuracy for underarm throwing, kicking and rolling, and aiming and tracking to receive a ball</p> <p><b><u>Athletics</u></b>  We will learn how to throw with increasing accuracy and coordination into targets set at different distances, demonstrate a range of throwing actions, use different techniques and effort to meet challenges set for throwing, use different techniques, speeds and effort to meet challenges set for running and jumping, demonstrate the five basic jumps on their own, e.g. a series of hops, and in combination, e.g. hop, one-two, two-two, showing control at take off and landing</p>
<b>R.E.</b>	<p><b><u>Christmas Gifts and gift bringers</u></b>  We will be learning and understanding why people give and receive gifts, think about why Jesus is described as a gift, think about how it feels to give and receive gifts and talk about a gift they have received.</p>

	<p><b><u>Easter-Celebrating New Life</u></b></p> <p>We will read the Easter Story and think about the important parts, talk about new Life and how it relates to the Easter story, consider how people feel if someone dies, look at the lifecycles of butterflies and how it relates to the Easter Story, find out why Easter is a new beginning.</p>
<b>Homework</b>	<p>A short piece of Literacy or numeracy homework will be set each week.</p> <p>Please continue to help your child to read as often as possible, encouraging the use of expression and asking questions about what has been read.</p>
<p>Please do not hesitate to contact me if you have any concerns or queries.</p> <p>Thank you for your support.</p>	