

English:

Spring 1:

Narrative

*Little Red Riding Hood - reading different versions of the story, designing a wanted poster using adjectives, writing an apology in role of the wolf, creating story maps, learning how to use time openers (first, next, later on) through reading instructions.

*Stories from other cultures - comparing and contrasting Little Red Riding Hood texts, sequence ideas and events, using familiar plots to structure own beginning, middle and end.

*Three Little Billy Goats Gruff - role playing different characters, hot seating, up-levering different versions of the traditional tale.

Spring 2:

VJOP focus - Alice in Wonderland

*Understanding how a sentence makes sense, using punctuation correctly, reading Alice in Wonderland and writing a character description of Alice in Wonderland using punctuation.

Invitations

*Exploring/following instructions to make an Easter card/writing invitations to send to others for the tea party.

Recounts

*Exploring the features of recounts, writing a recount of a day as Alice in Wonderland/trip to Hurst Grange Park.

Instructions

*Following instructions to make food.

RE/Class Worship/PSHE:

Baptism

Easter

French:

La Chenille

The Very Hungry

Caterpillar

Colours of the Rainbow

Creative Curriculum:

History

Lives of significant individuals

*Linking with the children's learning about exploration, the children research the life of Amelia Earhart and why she is considered a significant individual.

Geography

Continents and oceans

*Comparing UK to Australia/China (using mapping skills, learning about famous landmarks to see and do in the UK, compare to Australia/what do people do in Australia?/what are the famous sights? Observing different landscapes in Australia/where do they think people live in Australia?/do they live in the rainforests/outback etc.)/show homes in Australia, talk about the different varieties of house, and how they have to be adapted for the area of Australia, using our computing skills of a 'Green Screen' and children are to perform a weather documentary, highlighting all learning about Australia, also observing the Chinese culture linking to tea parties and understanding what the similarities and differences are between both cultures).

Maths:

Spring 1:

Place Value within 20

*Count within 20

*Understand 10

*Understand 11, 12 and 13

*Understand 14, 15 and 16

*Understand 17, 18 and 19

*Understand 20

*1 more and 1 less

*The number line to 20

*Use a number line to 20

*Estimate on a number line to 20

*Compare numbers to 20

*Order numbers to 20

Spring 1:

Addition and Subtraction within 20

*Adding by counting on within 20

*Adding ones using number bonds

*Find and make number bonds to 20

*Doubles

*Near doubles

*Subtract ones using number bonds

*Subtraction - counting back

*Subtraction - finding the difference

*Related facts

*Missing number problems

Spring 2:

Place Value within 50

*Count from 20 to 50

*20, 30, 40 and 50

*Count by making groups of tens

*Groups of tens and ones

*Partition into tens and ones

*The number line to 50

*Estimate on a number line to 50

*1 more and 1 less

Spring 2:

Measurement -

Length and Height

*Compare lengths and heights

*Measure length

Measurement -

Weight and Volume

*Introduce weight and mass

*Measure mass

*Compare mass

*Introduce capacity

Year 1 - Spring Term

- Once upon a Wonderland



PE/Fitness/Heathy Lifestyles:

In Spring 1, children will be learning Invasion Games and Target Games. In Spring 2 children will be learning Athletics and Dance with a South Ribble coach, within their P.E. lessons. We shall continue to work on our Fundamental Movement Skills e.g. rolling, catching, throwing etc. Children shall continue to take part in the daily mile, which is a 15 minute walk/jog/run 3 times a week.

Science:

Spring 1:

Seasonal Changes

*Observe and describe weather associated with the seasons and how day length varies.

Scientists

*Exploring the life of David Attenborough and Jane Colden.

Spring 2:

Animals

*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

*Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

*Describe and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds and mammals (including pets).

Class Targets this Term:

*To begin to show independence within learning time.

*To work collectively as a team.

