

# YEAR GROUP OVERVIEW



## Year 1 – Spring 1

### **English - Reading**

Reading is an invaluable part of your child's education and is key to learning in all subjects across the curriculum. We aim to develop our children into confident and fluent readers, and to broaden their vocabulary, by exposing them to a rich diet of high-quality texts from a range of different genres. Reading is taught in Key Stage One through the Read Write Inc. (RWI) phonics scheme. Pupils access daily phonics lessons which are targeted at pupils' individual stage of reading development. Pupils learn how to segment, and blend sounds to read words.

### **English - Writing**

Pupils write using this half term's texts as a stimulus through our NELT Key Stage One Teaching and Learning Cycle. They will learn key grammar and punctuation knowledge within writing lessons which they will use within their writing.

Instructions: Children will build on their command sentence work from the Autumn term and write a set of simple instructions for something they know well.

Narrative: Children will build on their simple sentence work from the Autumn term by sequencing sentences to retell a familiar story.

Recount: Children will build on their learning from Autumn term and write about to retell a simple, first-hand experience.

Grammar and Punctuation: Children will continue to deepen their knowledge of when to use capital letters and will learn about question marks. They will also learn about common nouns. They will continue to use 'Hold a Sentence' and 'Fred Talk' for spelling as well as continuing to use capital letters, finger spaces and full stops.

### **Maths**

The main focus of maths teaching and learning Key Stage One is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This will involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools]. Within lessons and in the classroom environment there will be lots of opportunities for repetition and practise of the skills learned as this is key to securing their knowledge for rapid recall and application in other contexts.

During Spring One, Year One will learn and practise their skills in the following areas:

- Calculations: Addition and Subtraction within 20
- Geometry: Properties of shape; shapes and patterns

- Measurement: Length and Height
- Numbers to 40

Children will also continue to secure their knowledge in skip counting in twos, fives and tens.

## **Science**

**Every Day Materials:** During this unit of work, which spans all of Spring Term, children will learn about different materials and be able to identify objects made from different materials. They will be able to identify the difference between an object and the material from which it is made. Children will group and sort different materials based on their properties.

**Seasonal Changes:** Children observe and discuss the changes from Autumn to Spring. They will look at the changes in weather, plants and the behaviour of animals (including humans) as the seasons change.

Across all science units, children will learn about and have the opportunity to learn about working scientifically and will have opportunities to develop their skills in:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

## **History**

**The Great Fire of London:** Classes will learn that The Great Fire of 1666 is an event that most people know about today because it changed the face of London as we know it today. They will look at how we think the fire started; think about how we know what we know about the past (sources of evidence) and learn about daily life at the time.

## **Art**

**Fire! Fire!** Linked to their 'Great Fire of London' learning in history, children explore modern fire engines and their features, before exploring, designing, creating and evaluating their own 17th century model fire engine using wheels, axles and chassis.

## **Computing**

**Moving a robot:** This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge

in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.

### **Music**

In the Groove: In The Groove is a song that was specially written for classroom use to teach children about different styles of music. It 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.

In the Listen and Appraise section of this unit, children will also listen to a well-known song in that week's style.

### **PSHE – Being Me in My World**

Dreams and Goals: We follow the Jigsaw scheme of learning for PSHE sessions.

In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They also discuss partner working and how to do this well.

### **Religious Education (R.E.)**

Judaism: Who is Jewish and how do they live? This is an introduction to Judaism. Children learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today.

### **Physical Education (P.E.)**

Gymnastics: In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.

Yoga: Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and in small groups.