

English

English objectives will be covered through a variety of high quality texts that will spark the pupils' interest. The texts will cover poetry, fiction and non-fiction. The children will learn skills to read aloud stories and poems, do story mapping, storytelling through drama and role-play and write in role. They will also learn to write letters and postcards. The children will be taught spelling punctuation and spelling discretely.

Maths

This term children will learn to solve calculation problems involving addition and subtraction. In Geometry, they will learn to recognise and describe the properties of 3D shapes. They will also learn to find halves and quarters of shapes and amounts. In measurement, the pupils will learn to tell time to the hour and half past the hour on analogue clocks. They will measure and compare the weights of objects and use non-standard and standard units to measure weights.

History

Pupils will learn about how the Inuit way of life has changed overtime and about the Arctic explorer 'Roald Amundsen'. The children will also learn about the inventions of different modes of transport and compare modes of transport now and then.

Religious Education (RE)

In RE, we teach through eight key areas of focus: sources of wisdom, identity and belonging, beliefs and practices, symbols and actions, prayer, worship and reflection, ultimate questions and human responsibilities. This term they will learn about identity and belonging and prayer, worship and reflection; (including Easter beliefs and practices). The pupils will study Christianity and at least three principle religions (Sikhism, Hinduism and Islam).

Computing

In computing, the pupils will be introduced to coding skills. They will learn to create projects using the Scratch Jr app where they will think creatively and reason systematically. They will also learn to enter text on computing devices to represent information in a variety of ways such as pictograms and graphs.

Geography

The children will learn to name and locate hot and cold places on the world map and globes and understand what gives them their climates. They will learn about the different clothes people wear in these environments and why. When learning about Tanzania, the children will be learning about a project to clean water. They will also study and compare the human and physical features of the 3 countries.

Year 1 - Spring 2020

From A to B

United Kingdom, Greenland & Tanzania

Physical Education (PE)

This term children are using dance skills and they are learning gymnastic skills with Cambridge United coaches.

Music

To explore rhythmic patterns.

Key messages

Children should **read** at home at least three times a week. Children should have **indoor and outdoor PE kits** in school every week. Children should bring a **water bottle** to school and continue to choose one task from the **homework grid** every week.

Attendance is celebrated regularly and is a key priority in our school. We continue to stress the importance of children being in school daily and on time.

Science

Seasonal Changes

This term the children will:

Observe changes across the winter and spring seasons, describe weather associated with the seasons and how day length varies.

Animals including humans

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

Working Scientifically

Ask simple questions and recognise that they can be answered in different ways.

Observe closely, using simple equipment.

Perform simple tests.

Identify and classify information.

Use their observations and ideas to suggest answers to questions.

Gather and record data to help in answering questions.

Design and Technology (DT)

The children will focus on designing, making and evaluating a moving vehicle. They will learn to use a simple movement mechanism including axles and wheels.

Art

The children will explore mixing colours, create a polar landscape, develop collages and comment on the work of the African artist - Edward Said Tingatinga and replicate his work using his techniques.

Physical Social Health and Emotional (PSHE)

We follow the JIGSAW approach and this term the children are learning about 'goals and dreams'. This will enable them to think about taking responsibilities for their actions, setting goals and persevering, and learning from other role models. The PSHE ethos remains at the core of our curriculum.