

Physical Education

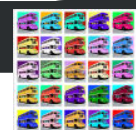
✦ PE – Games

- Using running, jumping, throwing, and catching skills in fun team games.
- Practising taking turns, following rules, and working cooperatively with others.
- Thinking about strategies to improve our own performance and help our teammates succeed.

✦ PE – Dance

- Exploring movement and creating short dance sequences, using our bodies to express ideas and stories.

Art



✦ Bridget Riley – Movement and Line

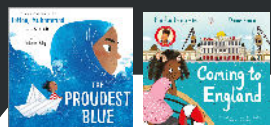
- Exploring how line and shape can be used to create a sense of movement (e.g. speeding cars, trains or waves).
- Andy Warhol – Pop Art and Transport
- Learning about pop art and how Andy Warhol used repetition and bold colour.
- Creating printed and repeated images inspired by different forms of transport.

Music

✦ Listening carefully to a range of music and identifying different instruments.

- Describing what we hear using simple musical language (loud/quiet, fast/slow, high/low).
- Playing simple instruments and exploring how sounds can represent movement and journeys.

PSHE



✦ Journeys and Identity

- Thinking about the journeys people take in life, using stories to explore different experiences.
- Practising kindness and empathy.
- Learning to play safely and considerately with others, showing respect during games and group activities.

Maths

✦ Place Value (within 20)

- Exploring numbers to 20 using practical resources such as tens frames, counters and number lines.
- Understanding how numbers are made up of tens and ones.
- Comparing, ordering and representing numbers in different ways.

✦ Addition and Subtraction (within 20)

- Using practical equipment and visual models (including part-whole models and number lines) to add and subtract.
- Explaining our thinking and showing our working using concrete resources and drawings.
- Developing fluency, reasoning and problem-solving skills by finding different ways to solve calculations and explaining our answers.

Science

✦ Everyday Materials

- Exploring why certain materials are chosen for vehicles, considering features such as strength, flexibility, transparency and waterproofing.
- Comparing and grouping materials based on what they are made from.

✦ Working Scientifically

- Asking questions and making simple predictions about which materials might be most suitable for different vehicles.
- Carrying out practical investigations and making careful observations.
- Talking about results and explaining what we have discovered using scientific vocabulary.

English

✦ Spoken Language

- Using full sentences to describe characters, settings, and events.
- Listening carefully to each others ideas and responding appropriately e.g. 'I agree with....'

✦ Reading

- Reading tricky and common exception words that cannot be sounded out.
- Discussing characters, settings, and predicting what might happen next.
- Reading words with the prefix un- and noticing patterns in words.

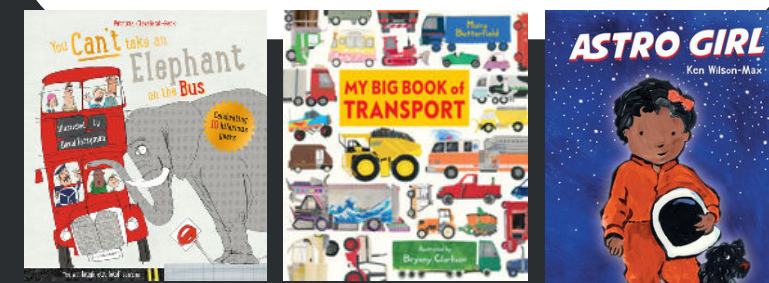
✦ Writing

- Saying sentences out loud before writing them to plan ideas.
- Applying capital letters, finger spaces, and full stops accurately.
- Beginning to spell more Year 1 common exception words correctly.
- Embedding the learning of suffixes -er, -est, -ing, and -ed in writing.
- Developing writing stamina and confidence to write extended pieces.



YEAR ONE - SPRING 1 SUSTAINABLE DEVELOPMENT HOW HAVE JOURNEYS CHANGED AND WHERE COULD WE GO NEXT?

In this topic, we will explore how journeys have changed over time and imagine where they might take us in the future. We will learn about different modes of transport, from early forms of travel to the technology we use today, and think about how these changes have shaped the world around us. Along the way, we will discover inspiring individuals such as Christopher Columbus, Amelia Earhart and Neil Armstrong, whose journeys helped change history. We'll also look ahead to future transport, encouraging curiosity, creativity and big questions about what journeys might look like next.



Computing

✦ Computing – Bee-Bots

- Giving clear instructions to Bee-Bots and planning simple sequences to reach a destination.
- Predicting, testing, and correcting commands to solve problems.

History

✦ Transport in the Past

- Exploring how transport has changed over time. and learning about significant journeys from history.

✦ Transport Today and Tomorrow

- Comparing the transport we use today with transport from the past.
- Imagining how transport might change in the future and thinking about the next big journeys people may take.

Geography

✦ Compass

- Learning the four compass directions: north, south, east and west.



Design Technology

✦ Design, Make, and Evaluate

- Designing and making STEM models such as balloon cars.
- Choosing materials and tools carefully to make our designs work effectively.
- Testing our creations and reflecting on how they could be improved.



HELP AT HOME

CODES

We are super excited to be introducing Class Codes!

Each Friday afternoon (via Seesaw), we will share six 'codes' with the children. To begin with the codes will be Year One Common Exception Words. We ask that the children practise these at home, and we will also practise them in school. At the end of the week, we will check how many codes the children know. This is not a test — more a way to acknowledge, share, and celebrate their efforts.

Attached are a few fun, alternative ways you can practise at home!

Maths

To support your child's mathematical fluency there are a few ideas below;

Practise number bonds to 10 and within 10

Counting in 2's, 5's and 10's

Counting forwards and backwards to 100, starting at any number.

Developing your child's understanding of tens and ones... 'How many 10s in 17? How many ones? How do you know?'

Exploring shapes in the environment; 2D (triangle, circle, square, rectangle) and 3D (cube, cuboid, sphere, cylinder, pyramid).

SeeSaw

We will be continuing to use SeeSaw in class as a way to record and share our learning!

Please feel free to upload any learning or experiences the children have been doing/having at home for them to share in school.

Reading

Your child's books will be changed weekly - they will bring home a phonics book matched to their current reading ability (an unseen text) and a Monster Phonics book (a seen text). The children have opportunities in class to try independently reading their Monster Phonics book and also read this book to an adult twice a week.

Please aim to read as much as possible at home - 5 times a week would be fantastic!

