



## Year One Spring One

### English

The children will also start a grammar unit, The Place Value of Punctuation and Grammar. The unit will focus on nouns and verbs and using them to build single-clause sentences.

As writers, we will be beginning the term by writing poetry. The children will learn what is meant by alliteration and how it is used in poetry.

As readers, the children will continue to develop their individual reading skills in guided reading sessions, focusing on word-decoding strategies and comprehension. Children should also continue to practise their reading level keywords so that they can build up the number of words that they can read automatically on sight.

### History

In History, children will be comparing two queens: Queen Victoria and Queen Elizabeth II. They will learn how Queen Victoria helped to make a new role for the monarchy in Britain. The traditions she started have been followed by every British monarch since. Also, they will learn Queen Elizabeth welcomes important visitors to Britain, including the leaders and rulers of other countries. Queen Elizabeth II is also the Head of the Commonwealth, a group of 53 countries across the globe. She was the longest reigning monarch in the UK.

#### Key Vocabulary

Monarch, monarchy, legacy, politics, memorial, coronation, decade, government, political, tradition.

### Computing

This half term we will cover 2 units.

Unit 1, Grouping and Sorting, the children will sort items by different criteria away from the computer. At the computer, they will use Grouping on Purple Mash to sort items. This unit is categorised under the Computer Science strand as grouping and sorting is an early stage of logical, algorithmic thinking.

Unit 2, Pictograms, is an introduction to pictograms and looking at how they can be used to represent data.

### Mathematics

Our first Maths unit focuses on Numbers to 20. This unit lays the essential foundations of place value, as children begin to recognise the place value of each digit in a 2-digit number. This is an important skill that children will develop when they add and subtract and begin to work with larger numbers. The children will count in 10s and 1s, learning that they can partition 2-digit numbers into tens and ones. They will find the number that is one more or one less than a given number, noticing when the tens digit changes and when only the ones digit changes. As they become more fluent, they will begin to compare and order numbers to 20 using the < and > signs.

#### Key Vocabulary

There is some key language that children will need to know as part of the learning in this unit; numbers 11–20, count on, count back, tens, ones, one more, one less, greatest, larger, smallest, smaller, fewer, fewest, most, least, order, compare, equal to, more than, less than, fewer than, greater than

Our second unit focuses on addition and subtraction within 20. In this unit, children choose the most appropriate addition and subtraction strategies by thinking about the numbers involved in the calculations. It is a vital unit, as understanding how to add and subtract by crossing a 10 is very important for later addition and subtraction strategies, including the formal methods introduced in Key Stage 2.

#### Key Vocabulary

add, addition, additions, plus (+), subtract, difference, subtraction, take away, minus (–), altogether, in total, number bonds, fact family, tens, ones, number stories, represent, part, whole, part-whole, compare, greater, less, how many more? how many are left? how many fewer?, predict

### Physical Education

In our Core Real PE lessons, we will be focusing on cognitive skills to enable the children to name some things that they are good at and to understand and follow simple rules. The fundamental movement skills they will use are dynamic balance on a line and static balance stance.

In Real Gym lessons, we will be focusing on personal skills of following instructions, practising safely and working on simple tasks independently. Our gymnastics skills will be flight and rotation.

### **Religious Education**

The key enquiry question for this half term is 'What festivals do Jewish people like to celebrate?' Children will learn simply about annual or weekly celebrations for Jewish people, including Pesach, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. They will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.

#### **Key Vocabulary**

Celebration, festival, religion, Jewish, Hanukkah, Pesach, Shabbat, synagogue, Torah.

### **Design and Technology**

This half term, our D&T unit is Structures. Children will learn what a structure is and how to make it strong and stable. We will begin by looking at structures in the real world; both around them on the school premises and at photos of structures in the wider world. Children will then use their knowledge to design a throne for a queen.

#### **Key Vocabulary**

cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder.

### **How can you help at home?**

\*Please encourage your child to participate in our Redscope Reading Challenge. We have a range of fantastic age-appropriate books which are perfect to share as a family. All children should be reading for 15 minutes at least three times per week and these sessions should be logged in their planner.

\*All children learn a new spelling pattern/rule each week.

\*In maths, please encourage your child to access Numbots. This programme builds on the learning that is completed in class and sets support and challenge where needed to help your child make the progress they are capable of.

If you do have any questions about your child's learning, please do not hesitate to contact us through the class email addresses.

RSP-[Class3@nclt.ac.uk](mailto:Class3@nclt.ac.uk) or RSP-[Class4@nclt.ac.uk](mailto:Class4@nclt.ac.uk)