



## Year One Spring Two

### English

The focus text for writing this half term will be the, 'The Ugly Duckling' a rags to riches story. The children will also write their own version of a rags to riches story linked to our focus text. The children will think about how the character feels and what the character wants before the story starts. They will learn to end their story by stating how the character has changed or what has been learned. As always, the children will learn the focus text to equip them with ideas for story writing. Afterwards, they will innovate the text to create their own rags to riches story by making simple changes to the characters, and using different settings. Our non-fiction unit will focus on discussion writing. Discussion writing involves presenting both sides of an argument, weighing up evidence and points of view and coming to a reasoned conclusion.

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.

Please practise these words with your child when they read with you at home, ticking the words that they know and dating in the space provided.

### Computing

This half term we will be learning to think logically about scenarios. Children will be introduced to the term 'algorithm'. This concept is at the core of coding. The next unit (Maze Explorers), builds upon this, linking logical thought processes to the way that computers are programmed.

#### Key Vocabulary

Algorithm, code, computer, debugging, instructions, program

### Music

The unit for this term will be, "How Does Music Help Us to Understand Our Neighbours?" with a focus on combining pulse, rhythm and pitch. This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the Music Curriculum; Listening, Singing, Playing Composing and Performing.

### Mathematics

Our first Maths unit focuses on interpreting, ordering and comparing numbers to 50. A strong understanding of numbers to 50, including their place value and relative sizes, will enable children to extend their calculation skills and number knowledge to larger numbers and to an increasing range of situations.

#### Key Vocabulary

There is some key language that children will need to know as part of the learning in this unit: tens, ones compare, order, less than (<), greater than (>), number names and numerals to 50.

Our second unit focuses on the use of uniform non-standard units (such as cubes and cups) to measure weight and capacity. This is an important first step towards introducing standard units and provides a simple practical context in which a range of problems involving addition and subtraction can be introduced. There is also plenty of opportunity to explore part-whole and part-part relationships: for example, if a saucepan holds 10 cups of milk and 4 cups are poured out, how much is left in the pan?

#### Key Vocabulary

weight, weigh capacity, volume, contains, container heavier, heaviest, lighter, lightest more, most, fewer, less, least >.

### Geography

The purpose of this unit is to explore our local area. Children will begin by looking at the physicality of our school, playground and their own homes and garden. This will help children to understand their sense of place before looking at the human and physical geography of their local area: Kimberworth Park. Our focus key concepts discussed this half term will be place, scale, and human and physical features.

#### Key Vocabulary

Country, town, United Kingdom, Britain, population, amenities, shop, school, road, landmark.

### Art and Design

#### Art

This half term, our art focus is painting and our key artist is: Henri Rousseau. Children will learn to confidently use primary colours to mix other colours, match colours to objects/ideas, create a range of marks with a paintbrush, create texture using colour and different thicknesses of paint and work from direct observation and imagination.

#### Key Vocabulary

	Texture, colour, mixing, primary colours, secondary colours, observation.
<p><b><u>Religious Education</u></b> The key enquiry question for this half term is ‘What makes some places special?’ Children will discover the uses and designs of holy buildings and how to enquire into them, building their knowledge of worship through creative work. This unit enables pupils to explore, question and respond to learning about sacred buildings: they are introduced to key vocabulary and ideas. The focus is on developing learners understanding of what makes a sacred building, using the examples of synagogue and church for Jewish and Christian communities.</p> <p><b><u>Key Vocabulary</u></b> Jewish, synagogue, Torah, religion, Christian, church, Bible.</p>	<p><b><u>Physical Education</u></b> In our Core Real PE lessons, we will be focusing on creative skills to enable the children to select and link movements together to fit a theme, to explore and describe different movements and to observe and copy others. The fundamental movement skills they will use are Coordination and Counter Balance with a partner.</p> <p>In Imoves Dance, we will be focusing on improve children's core strength, balance, agility, and co-ordination with progressive lessons featuring challenging Pilates positions which are structured around different themes including: The Jungle; Toys; and Haunted House.</p>
<p><b><u>Science</u></b> This half term’s unit is plants. Children will learn that plants all have specific names and that these can be identified by looking at the key characteristics of the plant. Additionally, plants have common parts, but they vary between the different types of plants. Children will then learn that some trees keep their leaves all year (evergreen) while other trees drop their leaves during autumn and grow them again during spring (deciduous).</p> <p><b><u>Key Vocabulary</u></b> Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area/ playground Names of garden and wild flowering plants in the local area/ playground.</p>	<p><b><u>PSHE</u></b> The unit for this half term is ‘Physical Health and well-being’. In this unit the children will learn about the characteristics and mental and physical benefits of an active lifestyle. They will also look at the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other’s mental and physical well-being. As part of the unit children will learn how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. The importance of sufficient good quality sleep for good health will also be explored.</p>
<p><b><u>How can you help at home?</u></b></p> <p>*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.</p> <p>*All children learn a new set of spellings each week linked to their phonics learning. Please help them to learn the spellings that they have been given.</p> <p>*In maths, please encourage your child to practice learning their double facts up to double 10. e.g. 10+10=20. Number bonds are a key learning area for year 1 pupils. Please help your child by practising these e.g. 7+ _ = 10</p> <p>If you do have any questions about your child’s learning, please do not hesitate to contact us through the class email dojo.</p>	