



## **Year One**

### **Spring One**

### **Fire and Ice**



#### **English**

As Writers, we will be learning about and creating our own Defeating the Monster Tales using the text, 'Kazeem and the Fire Dragon' as a stimulus. We are focusing on developing suspense in story.

As we move to researching the Great Fire of London, we will be using our learning to help us write poems. We will be using our imaginations to travel back to the Great Fire of London, thinking about what it would have been like to be there.

As Readers, we will continue to focus on developing our fluency skills. Children will focus on sounding and blending words, remembering familiar/ repetitive words and reading with automaticity.

In our grammar, punctuation and spelling lessons this half term, we will be focusing on capital letters, finger spaces and full stops. We will also continue to practice our letter formation and using our segmenting fingers to spell words using taught graphemes.

#### **Key Vocabulary - Writing**

fierce, damp, simile, shuffling, glittering, snorted, trembled, darkness, glowed

#### **Key Vocabulary - Grammar**

noun, verb, adjective, full stop, capital letter, finger space.

#### **History**

As Historians, children will learn about when the Great Fire of London happened and how and why the fire spread so quickly. They will discuss where and how to find historical information and learn how to use different sources of information. Children will learn about chronological order and attempt to sequence the events of the Great Fire of London. We will have a visit from Sir William Petty, an eyewitness to the Great Fire of London. He will tell us all about this famous historical event.

#### **Key Vocabulary**

diary, drought, blaze, damage, flee, inferno, narrow, raging, rapidly, timber, Thames, unhygienic, scorch

#### **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.

#### **Computing**

In Computing, we will be focusing on E-Safety. Students will learn how to become safe and responsible digital citizens by only sharing personal information with people they trust and keeping their computers safe. They will also learn about the importance of seeking guidance from a trusted adult when they feel unsafe or uneasy online or if they experience cyberbullying.

<p><b><u>Music</u></b></p> <p>As Musicians, we will be investigating the question, “How does music teach us about the past?” This learning celebrates a wide range of musical styles. The lessons support the key areas of the Music Curriculum; Listening, Singing, Playing Composing and Performing.</p>	<p><b><u>Art / Design and Technology</u></b></p> <p>As Artists, children will work with a range of media to create silhouette scenes of the Great Fire of London using paintings from the time as a stimulus. They will look at portraits of Samuel Pepys and King Charles II and recreate these using paint and pencil.</p> <p>In Design and Technology, children will design a fire engine after looking at modern day fire vehicles. They will then make a fire engine and have the opportunity to evaluate their finished product.</p>
<p><b><u>Religious Education</u></b></p> <p>In RE this half-term, children will continue their leaning about the Jewish faith and the practices that are important to Jewish people.</p> <p>They will also be encouraged to think about their own experiences and views in relation to questions of belonging and identity.</p>	
<p><b><u>Physical Education</u></b></p> <p>In Dance, children will explore the use of space, dynamics and levels whilst thinking about the Great Fire of London and how fire moves. They will explore what the body can do including bending, stretching, jumping, twisting and turning. They will have opportunities to respond to music and work individually, in pairs and as a whole class. Each lesson will include demonstrations and observations of work in which the children will have time to practise, copy and improve.</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 are given spellings to learn each week. These are tested on a Monday. Practising little and often is the key to helping children learn these well.</p> <p>*In Maths, please encourage your child to complete their weekly Maths homework. This builds on the learning that is completed in class and will support your child to make the progress they are capable of. Spending just 10 minutes a week on NumBots will have a huge impact on children’s ability to recall their number bonds and times tables.</p> <p>*As part of our Fire and Ice project, all children should complete a project that they are interested in. We have listed some ideas below but please feel free to follow the children’s interests. They can present their learning any way they like, the more creative and imaginative the better.</p> <p>⇒ Create a model or picture of how a street in London was rebuilt after the fire.</p> <p>⇒ Create a box of items that you would save if you were in the Great Fire of London.</p> <p>⇒ Write instructions about how to take care of, train or catch a dragon.</p> <p>⇒ Write a poem/song. (This could relate to The Great Fire of London or dragons.)</p> <p>⇒ Create a fact file about a dragon. Where do they live? What do they eat? etc...</p> <p>If you do have any questions about your child’s learning, please do not hesitate to contact us through the class dojo app.</p>	