



## Year 1: Once upon a time... Spring 2



### Dates to remember

24<sup>th</sup> February - School opens

25<sup>th</sup> February – Zoo lab

27<sup>th</sup> February – Friendship disco

6<sup>th</sup> March – World book day

10<sup>th</sup> March – Spring reports out

12<sup>th</sup> March – Parents evening 15:30 – 19:00

13<sup>th</sup> March – Parents evening 14:30 – 18:00

13<sup>th</sup> March – KS1 PPG bun sale

4<sup>th</sup> April – School closes for Easter

### Home Learning

**Reading:** This is a brilliant way to support your child at home. Please continue to read with your child at least three times a week, for around 10-15 mins per day, and record this in their reading diary. **At the start of the week, the reading books are changed and reading diaries checked by staff. The children win a raffle ticket for every three 'reads' with an adult at home.**

These tickets go into a class 'draw' to win a book voucher and have treats in the library - which the children feel very excited about. Your support with reading is greatly appreciated, as it is an amazing gateway to learning and independence – as well as a brilliant activity for building confidence with, and enjoyment for, books.

**Spelling:** Year 1 are expected to spell all common exception words for their year group. We have listed the focus words for this half term below.

Each half term, we will send home our maths learning journey along with suggested activities for you to do with your child at home. Additionally, we will provide our phonics learning and ask for your support in helping your child practice their phonics sounds to prepare for the phonics screening in June.

**Library day: Tuesday**

**PE days: 1S and 1P Wednesday and Friday**

### Outdoor learning days:

Session 1 - 1S and 1P – 27<sup>th</sup> February

Session 2 - 1P – 17<sup>th</sup> March 1S - 20<sup>th</sup> March

# Year 1

**Welcome to Year 1!** We are ready for another half term full of exciting learning opportunities! We hope you have had a fantastic break and are ready to settle back into school. As ever, please let us know if we can help you with anything; our very supportive team are happy to assist you.

**1S – Miss Pawson (Class Teacher)**

**1P – Mrs Smalley (Class Teacher)**

**The support staff working across the year group are:**

**Mrs Browne**

**Miss Watson**

### Personal Development

#### Assembly themes

British Values: Individual Liberty

Roots of Learning: Thinking for ourselves



#### PSHE - Relationships

The children will consider the different relationships in their lives and how they are the same or different to others. We'll also discuss how to make friends and how to be a good friend to others.

#### PE – Games for understanding

The focus of the learning is to understand the basic principles of attack. Pupils will learn what 'attacking' means and why we attack during a game. Pupils will understand why we need to prevent the attackers from scoring.

#### Gymnastics – Body parts

The focus of the learning is to apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'

Please ensure children wear a suitable PE kit



(black joggers, house team t-shirt and black jumper/hoody) that is labelled. Trainers should be worn in case we go outside.



**Please ensure children have wellies, waterproofs and warm clothing ready for outdoor learning days.**



## Our World

### Geography

#### What is the weather like in the UK?

This term the children will be looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.



### RE

#### How and why do we care?

This unit of work develop skills of questioning, explanation and awareness of what 'caring' looks like for different pupils and people of different faith backgrounds. It will develop skills in reflection and communication and encourage self-esteem and empathy.

## STEM

### Science

#### Animals and Seasonal Change

This term we'll be exploring the many species of animals and their diets with some very exciting investigations. Can we correctly identify if an animal is a carnivore, herbivore or omnivore?

Children will then finish off the half term observing the seasonal change from Winter to Spring as we enjoy Spring walks and observations.



### Computing

The children will have a weekly computing lesson with Mrs Holmes, they will be completing work on 'animated story books' to promote working with art and digital images. Children will be able to add picture, sound and music to their own digital books.

### Maths

This half term, we will continue with Place Value, securing number knowledge to 50 and gaining a deep of understanding of number through counting, sorting, representing and comparing numbers and their value. As well as this, we will be learning the multiples of 2, 5, and 10. We would really appreciate your support with this as fluency with counting in different steps is a key skill for multiplication. The children then move onto explore length, height, volume and weight, the 'Three Billy Goats' will help us along the way!

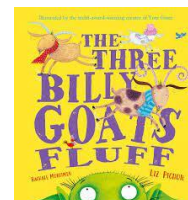
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

## Writing

**The Three Billy Goats Fluff** will lead the first part of our English learning this half term. We'll practise writing simple sentences and if children are up for the challenge, adding the joining word 'and' to extend sentences. We'll also explore question marks and exclamation marks to help us write our own version of the classic story with a twist.



Time and attention will be given to consolidating correct letter formation. We are specifically encouraging the children to make sure their letters are appropriately sized (e.g. ascenders and capital letters are taller than other letters, and that descenders hang down off the line). This is in preparation for learning how to use the diagonal joins between some letters in our writing (e.g. ed, eg, ac)



**Reading books** – Little Wandle books are changed on a Monday to match books in group reading sessions, along with one or more additional reading books.

### Spelling

See Home Learning section.

## Arts

### DT

The children will be learning about mechanisms, specifically sliders and levers. They will explore some products, carry out focussed tasks to learn and practise the techniques, and then complete the topic by creating a moving picture using their new found technology skills.































### Music

The children will have a weekly music lesson set by Mrs J.Smalley. Children will use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	the a do to today of said	says are were was is his has	I you your they be he me	she we no go so by my here	there where love come some one once as	friend school put push pull full house our












## Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou



Please ensure your child can recognise these graphemes and phonemes and read them within words. We continue to practise and consolidate Phase 5 which introduces alternate digraphs e.g.; **ai** as in **rain** can also be written **ay** as in **play** as well as split digraphs e.g.; **plane** and **alternative pronunciations of graphemes**.

## Grow the code grapheme mat      Phase 2, 3 and 5


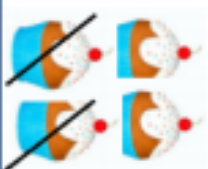
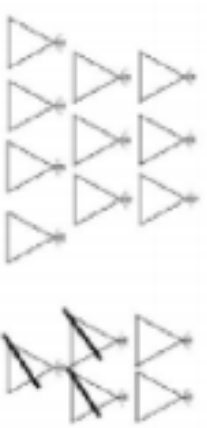





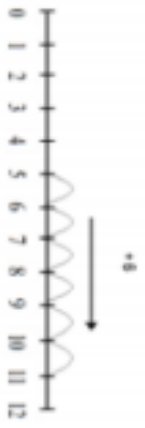
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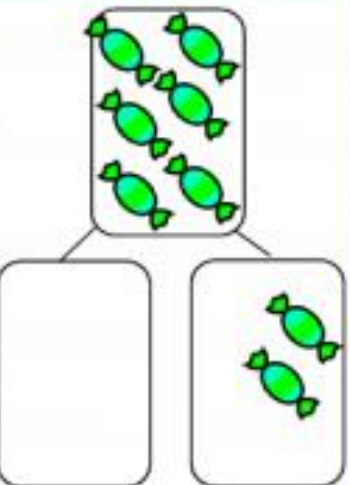
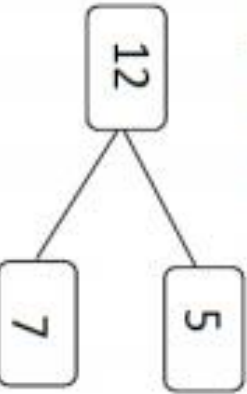
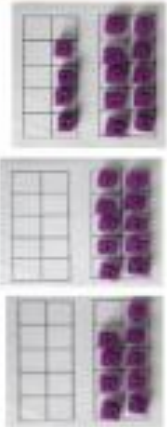

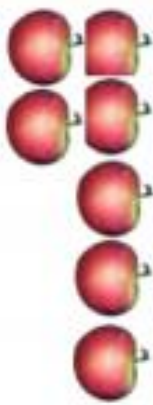


\*depending on regional accent





Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part- whole model	<p>Use part part whole model.</p> <p>Use cubes to add two numbers together as a group or in a bar.</p>	<p>Use pictures to add two numbers together as a group or in a bar.</p>	$4 + 3 = 7$ <p>Use the part-part whole diagram as shown above to move into the abstract.</p> <p><math>10 = 6 + 4</math></p>
Starting at the bigger number and counting on	<p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p>	$12 + 5 = 17$ <p>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>	$5 + 12 = 17$ <p>Place the larger number in your head and count on the smaller number to find your answer.</p>
Regrouping to make 10. <i>This is an essential skill for column addition later.</i>	<p><math>6 + 5 = 11</math></p> <p>Start with the bigger number and use the smaller number to make 10. Use ten frames.</p>	<p><math>3 + 9 =</math></p> <p>Use pictures or a number line. Regroup or partition the smaller number using the part whole model to make 10.</p> <p><math>9 + 5 = 14</math></p>	$7 + 4 = 11$ <p>If I am at seven, how many more do I need to make 10. How many more do I add on now?</p>
Represent & use number bonds and related subtraction facts within 20	<p>2 more than 5.</p>	<p>Emphasis should be on the language '1 more than 5 is equal to 6,' '2 more than 5 is 7,' '8 is 3 more than 5.'</p>	

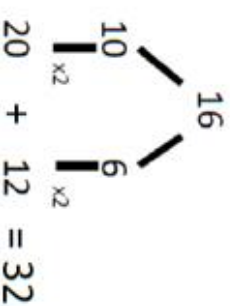
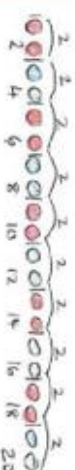
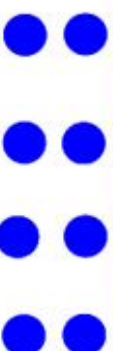
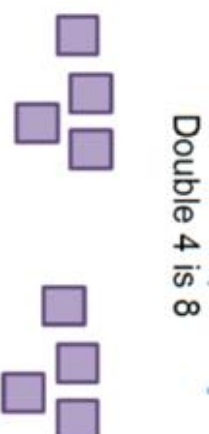
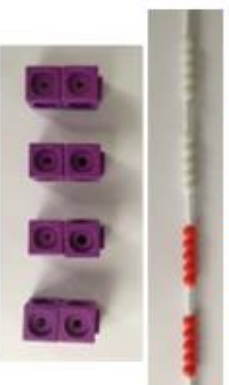
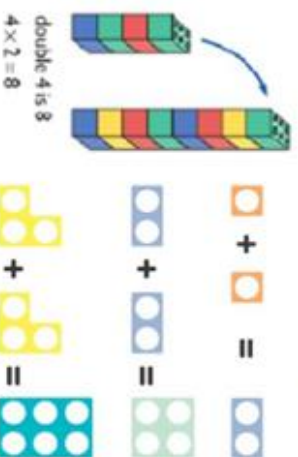
Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones.	<p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p> <p><math>6 - 4 = 2</math></p>  <p><math>4 - 2 = 2</math></p> 	 <p><math>15 - 3 = 12</math></p> <p>Cross out drawn objects to show what has been taken away.</p>	<p><math>7 - 4 = 3</math></p> <p><math>16 - 9 = 7</math></p>
Counting back	 <p>Move objects away from the group, counting backwards.</p>  <p>Move the beads along the bead string as you count backwards.</p>	 <p><math>5 - 3 = 2</math></p> <p>Count back in ones using a number line.</p>	<p>Put 13 in your head, count back 4. What number are you at?</p>
Find the Difference	<p>Compare objects and amounts</p> <p><math>7</math> 'Seven is 3 more than four'</p>  <p><math>4</math></p> <p>'I am 2 years older than my sister'</p>  <p>3 French fries</p> <p>7</p> <p>Lay objects to represent bar model.</p>	<p>Count on using a number line to find the difference.</p>  <p><math>+8</math></p>	<p>Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister?</p>

Strategy			
<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Part Part Whole model</p>	 <p>Link to addition. Use PPW model to model the inverse.</p> <p>If 10 is the whole and 6 is one of the parts, what's the other part?</p> <p><math>10 - 6 = 4</math></p>	 <p>Use pictorial representations to show the part.</p>	<p>Move to using numbers within the part whole model.</p> 
<p>Make 10</p>	<p><math>14 - 9</math></p>  <p>Make 14 on the ten frame. Take 4 away to make ten, then take one more away so that you have taken 5.</p>	<p><math>13 - 7</math></p>  <p><math>13 - 7 = 6</math></p> <p>Jump back 3 first, then another 4. Use ten as the stopping point.</p>	<p><math>16 - 8</math></p> <p>How many do we take off first to get to 10? How many left to take off?</p>
<p>Bar model</p>	 <p><math>5 - 2 = 3</math></p>		 <p><math>10 = 8 + 2</math></p> <p><math>10 = 2 + 8</math></p> <p><math>10 - 2 = 8</math></p> <p><math>10 - 8 = 2</math></p>





Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling	Draw pictures to show how to double numbers	Partition a number and then double each part before recombining it back together.
Counting in multiples	Count the groups as children are skip counting, children may use their fingers as they are skip counting.	Children make representations to show counting in multiples.	Count in multiples of a number aloud. Write sequences with multiples of numbers.



2, 4, 6, 8, 10

5, 10, 15, 20, 25, 30