

Curriculum Overview for Parents and Carers

Year 1

Spring Term

This term we will be learning the following things. Here are some useful hints and tips for helping at home!

English



Overview of Learning

In the Spring term, our children will explore a variety of exciting and imaginative stories that will ignite their creativity and love for reading. These include the charming *The Tiger Who Came to Tea*, the playful *Little Rabbit Foo Foo*, the whimsical *Paper Places*, along with the classic tales *Little Red Riding Hood* and *Jack and the Beanstalk*. Each story will offer opportunities for discussion, role-play and creative activities, helping to enhance their language skills and understanding of storytelling. We're looking forward to a fun and inspiring term!

The children will continue to build on their phonics knowledge as they progress through Phase 5 of the Little Wandle Letters and Sounds Revised program. They will read books matched to their learning in reading groups at school and bring them home on Thursdays to read over the weekend, returning them on Mondays.

We are continuing to teach spelling using the LET Spelling Curriculum, which complements our phonics lessons. This approach reinforces children's understanding of spelling patterns and the placement of graphemes, phonemes, and correspondences (GPCs) within words.

Our spelling sessions are designed to consolidate the GPCs your child has been learning in phonics, helping them to apply their knowledge effectively in reading and writing.

Ideas for Learning at Home

Encourage your child to read the books they bring home on Thursdays over the weekend. You can take turns reading with them, discuss the story, and ask questions to help them understand what they've read. Encourage your child to retell the story in their own words to practice comprehension.

Support your child with their spelling by reviewing the words and spelling patterns they are learning in class. You can create simple spelling games, such as writing the words in the air with their finger, or making a word search with the focus words of the week. This will help reinforce their understanding of GPCs and improve their writing.

Maths



Addition and Subtraction to 10: In this maths topic, we will be helping the children develop confidence with adding and subtracting numbers within 10. They will explore adding and taking away small amounts, including adding and subtracting 0, 1 and 2, and learn how numbers change when we count on or back. The children will practise spotting patterns, such as doubles, near doubles and halves, and use these to help them calculate more efficiently. We will also explore how addition and subtraction are linked, using fact families and inverse relationships, and solve missing number problems in a supportive, practical way.

Geometric Reasoning: The children will create repeating and growing patterns, as well as compose images using tangrams and investigate arrangements of tetrominoes and pentominoes. We will learn about 2D shapes (circles, triangles, rectangles and squares) and compare and sort both 2D and 3D shapes, noticing how they fit together as parts and wholes. Additionally, the children will develop their understanding of positional language, such as turns (left and right), directions (forwards and backwards), and spatial relationships (above and below). Finally, we will introduce ordinal numbers to support their understanding of order and position.

Numbers to 20: In this maths topic, we are learning about numbers to 20. We will practise recognising, reading and ordering numbers, and explore how numbers can be broken into parts and put back together using part-part-whole models, bar models and number lines. Children will learn to compare numbers, find one more and one less, and identify odd and even numbers. We will also begin measuring length, mass and capacity using non-standard units, before introducing centimetres for measuring length.

Addition & Subtraction (20): We will help the children develop a strong foundation in addition and subtraction within 20. They will learn strategies such as “ten and a bit” addition and subtraction, breaking down numbers to add or subtract efficiently. We’ll also practice using known addition and subtraction facts within 10 to solve problems up to 20, explore the relationship between addition and subtraction as inverses, and solve missing number equations. These lessons aim to strengthen their mental maths skills and deepen their understanding of number relationships.

Encourage your child to look for repeating or growing patterns around the house or in nature, such as stripes on clothing, patterns in tiles, or shapes in everyday objects.

Help your child identify 2D and 3D shapes around your home and community. Ask questions like, “What shape is this window?” or “Can you find a cylinder shape in the kitchen?” Sorting objects by shape can reinforce their understanding of different shapes and their properties.

Practise simple addition and subtraction within 20 using real-life examples, such as counting fruit, toys, or coins. You can also make up little number stories (e.g., “You have 10 apples, and I give you 5 more. How many do you have now?”) to help them apply their learning in everyday situations.

Science



Seasonal Changes: Throughout the year the children will be observing, recording and asking and answering questions about the changing seasons. They will learn the names of the seasons, know when they change and the differences in weather, temperature and daylight length. They will think about how features in nature change, like animals and plants, throughout the seasons. They will answer questions linked to seasonal change and find ways to answer these, such as creating rain gauges and weather charts, and recognise that we need different clothes for the different seasons.

Amazing Animals: The children will be learning all about some of our most common birds, fish, amphibians, reptiles, mammals and invertebrates. They will learn names and compare the similarities and differences between animals by labelling them, finding out about their diets and grouping them into carnivores, herbivores and omnivores.

As we go through the year, perhaps you could take photos of your child which record the different clothing and activities associated with different seasons, as well as the changes in the weather and environment. It would be a lovely record to share these in class.

What animals are there in your family? Can your child talk confidently about them and how to care for them? Could they do some animal spotting in the garden or on a walk? Perhaps they could keep a record of all of the different animals they see and group them by their characteristics.

History



In our upcoming history lessons, we will delve into the fascinating development of aeroplanes and their impact over time. The children will explore what the first aeroplanes were like and how their design and technology have evolved since the Wright brothers' pioneering invention. We will also examine how the ways we use aeroplanes have changed, from early experiments in flight to modern-day travel and transport. Finally, we will investigate how the invention of the plane has influenced and contributed to our local area, shaping its history and connections to the wider world.

Talk to your child about any experiences they've had with aeroplanes, such as family holidays or visits to airports. If you have photos, share these and discuss what they noticed about the planes.

Explore books or watch videos about the Wright brothers and the history of flight. Encourage your child to share what they've learned in class and ask questions to deepen their understanding.

If you have time, try building a simple model aeroplane together using paper or kits. This can help them understand early designs and modern advancements.

Geography



In the Spring term, we will explore the topic Where in the United Kingdom do we live? The children will learn about the countries that make up the UK - England, Scotland, Wales, and Northern Ireland and their key features, including capitals, landmarks, and geographical characteristics. We will also look at where our local area fits into the map of the UK and explore its surrounding environment. This topic will help the children develop a sense of place and understand the geographical context of where they live.

Explore Maps: Look at maps of the United Kingdom together, helping your child identify England, Scotland, Wales, and Northern Ireland. You can use a map to locate where you live and talk about nearby cities, landmarks, and natural features like mountains or rivers.

Art & Design



Dots and Lines:

This term, the children will explore the work of artists Yayoi Kusama and Paul Klee. Starting with the story "Colours, Colours Everywhere" and learning about the colour wheel, each lesson builds upon the last. From experimenting with vibrant dots and lines using various tools, drawing inspiration from Kusama's "Covered Everything in Dots and Wasn't Sorry" and Klee's "What Paul Made," to creating independent pattern pieces with dots and/or lines, your child will express their creativity. The journey concludes with them crafting and evaluating their own unique artworks, fostering self-expression and reflection. This engaging experience not only introduces your child to art but also encourages vital skills in experimentation, design, and self-evaluation.

You could look at other artwork by our focus artists and designers at home and discuss what you think of the art with your child, encouraging them to verbalising their thoughts and ideas too.

Your child may also want to continue their exploration of colour, dots and lines at home. They could do this with paint, or if you'd prefer a less-messy option, coloured pens or pencils work fine.

Design & Technology



Year 1 will be learning about how to design, create, and evaluate their own animal sock puppets in their Design and Technology (DT) sessions. They will start by exploring why socks are a good material for puppets and how reusing old socks helps reduce waste and protect the planet. They will then design their own puppets, thinking about the animal they want to represent and choosing the right materials for their creation. In the making session, they will follow instructions to create their puppet, learning key skills like cutting fabric and gluing. Finally, the children will have the chance to use and evaluate their puppets by putting on a puppet show, talking about what worked well, and suggesting improvements. It's a fun, creative project that also connects to their learning about recycling and materials in science.

Create a Puppet Show at Home: Once the puppet is made, help your child set up a little puppet show. You can create a simple stage using a box or even perform the show with family members. This can give your child a chance to practise evaluating their work, such as what they liked about their puppet and what they might improve.

RE



This term in Year 1 RE, we will be exploring the question, Who is God to Hindus? across a series of engaging sessions. We will begin by discussing how we show different parts of our personality to different people and then move on to learning about the supreme deity in Hinduism. Children will investigate the Trimurti, the three principal deities in Hinduism and exploring what each represents. They will also delve into Hindu beliefs about God and how these beliefs might influence how Hindus treat living things. In the final sessions, we will discuss how we can show respect to living things, encouraging children to reflect on the importance of respect in their own lives. Through these discussions and activities, children will gain a deeper understanding of Hinduism and its beliefs.

Create a Trimurti Poster: Help your child create a simple poster showing the three main Hindu deities (Brahma, Vishnu, and Shiva). You can use pictures or drawings to represent them and include key facts about what each deity represents. This activity will reinforce their understanding of the Trimurti in a fun and creative way.

Plant a Garden or Care for Plants: Spend time together planting seeds or caring for plants around the house. Discuss how Hindus believe in respecting nature and living things. You could also talk about how plants are alive and deserve care.

Feed the Birds or Wildlife: Set up a bird feeder or leave food out for local wildlife. Discuss how feeding animals shows respect for them, relating this to what Hindus believe about treating living things kindly.

<p>PE</p> 	<p>In Spring 1 and 2 the children will be participating in a series of sessions based on the unit “Send and Return” with our PE coach. In other PE lessons, the focus will be on dance and gymnastics.</p>	<p>Please ensure that your child wears their PE kit every Tuesday. We will be outside in all weathers (within reason) so warm tracksuit, waterproof coat, hat and gloves are also needed as we head into winter.</p> <p>It is also very important that your child brings a water bottle to school every day.</p>
<p>PSHE</p> 	<p>What makes us special?</p> <p>The children will start by discovering their likes and dislikes, then move on to recognising strengths, areas for improvement, and building independence. The journey continues with reflections on future goals, understanding similarities and uniqueness among peers, and acknowledging special individuals in the community. These lessons also touch upon diversity, gently exploring both commonalities and differences between boys and girls. Through these engaging discussions, your child will gain valuable insights into self-awareness, personal growth, and community connections, fostering a well-rounded understanding of themselves and the world.</p>	<p>Try to spend at least 5-10 minutes each day playing with your child.</p> <p>Allow your child to lead different play activities.</p> <p>Praise your child’s good behaviours.</p> <p>Be enthusiastic.</p> <p>Reflect your child’s words and emotions.</p>
<p>Music</p> 	<p>The children will continue to learn a range of songs, chants and rhymes – singing with confidence and enjoyment. They will practise being able to stand still and sing sensitively or sing louder and with movement when appropriate and to listen carefully to others when they perform.</p>	<p>Discuss the terminology; pulse, beat and tempo. Can your child clap their hands or move their body in time to a piece of music?</p>
<p>Computing</p> 	<p>How can we be kind online?</p> <p>In Year 1, the children will be learning about the importance of positive online behaviours and the impact of unkind actions on the internet. This includes understanding that being unkind online, such as sending negative messages, liking hurtful posts, excluding others intentionally, or posting negative things in a group, can have the same emotional impact as in-person unkindness. The focus will be on fostering kindness by encouraging positive online actions. The aim is to help children recognise the emotional effects of their online interactions and promote a supportive and inclusive online environment.</p>	<p>Let’s make sure our children stay safe while they’re online. There are many fantastic free apps and websites that can support their learning. By guiding them to use these educational resources, we can help them have a positive and enriching online experience.</p>
<p>Trips, Experiences and Enrichment</p> 	<p>World Book Day Trips: Trip to NELSAM (History) Visit to All Saints Church (RE) Enrichment: Indoor Fort Building and Enterprise.</p>	

Within school we have 6 values: **Kindness, Respect, Resilience, Fairness, Teamwork** and **Ambition**.
These are interwoven through our curriculum and everyday practice.