



**Wonder**  
Learning Partnership  
Educate | Empower | Engage | Enrich

## Your Child's Learning Journey

### SPRING 2024

An overview of the spring curriculum for **Year 1**



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# ENGLISH

Children will begin the term by exploring poetry. They will use the vocabulary and ideas from this topic to write an **Overcoming the Monster** story.

Children will then write a recount, based on their work in Geography, and produce an information text about the coastline.

Children will learn how to use full stops and capital letters; how to use create plural nouns; and will continue to work on handwriting and fine motor skills.

# MATHEMATICS

Your child will complete five mini-units in Mathematics this term. These are:

## Place Value

They will be taught to:

- Count within 100, forwards and backwards, starting with any number.
- Reason about the location of numbers to 20 within the linear number system, including comparing using  $<$   $>$  and  $=$

## Spring Year 1 2: Addition and Subtraction

They will be taught to:

- Develop fluency in addition and subtraction facts within 10
- Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.

## Spring Year 1 3: Place Value

They will be taught to:

- Count within 100, forwards and backwards, starting with any number.
- Reason about the location of numbers to 20 within the linear number system, including comparing using  $<$   $>$  and  $=$

Children will also be taught to measure **Length and Height** as well as **Mass and Volume**



If you would like to support your child with this topic at home, you can find a comprehensive selection of support videos [here](#).



## ART

### Spring 1 – Flower Head

This project is designed to teach your children about the visual aspects of flowers, encompassing elements such as shape, texture, colour, pattern, and form. Additionally, your children will delve into diverse artistic techniques, encompassing drawing, printmaking, and the creation of 3-D structures, employing materials like paper and clay.

## SCIENCE

### Uses of Materials

In the Uses of Materials project, your children will learn the names and uses of everyday materials. They will find that materials can be shaped in different ways to make them more useful.

They will test how different materials can be shaped and whether they will return to their original shape. They will learn that the properties of materials mean they can be used in different ways and that objects are made from materials that have suitable properties for their purpose. They will find that objects can be made from one material or more than one material and that the same object can be made from different materials with similar properties.

Your child will label objects with their materials and think about their properties and uses. They will learn about paper and test the properties of different paper types. They will also find out about recycling and sustainability.

### Plant Survival

In the Plant Survival project, your child will learn the names of the different parts of a plant and how they grow. They observe how the seasonal changes affect how plants grow. They will learn how new



plants can grow from seeds and bulbs and what they need to germinate. They will use their observational skills to find out where plants like to grow and investigate what plants need to grow and stay healthy. Your child will then use their research skills to find out about some unusual plants.

## RE

Children will follow a scheme of learning entitled **Worship**. This unit builds on children's previous learning around 'special' places and objects in EYFS. They will learn about places of worship and identify their key features.

By the end of the unit, pupils will understand how places of worship are used and this leads directly into learning about the celebration of festivals – Easter, Eid, Holi, Baisakhi, Pesach.

As we move to the end of term, they will complete a short unit on **Easter**.

## DT

### Spring 2 – **Beach Hut**

This project builds on children's work on materials in science and links to the coastal theme in geography. They will learn about making and strengthening structures, including different ways of joining materials.

## PE

In Years 1 and 2, children experience PE through the form of a story with activities and exercises that link to an ongoing adventure. This term our journey is called **Through the Enchanted Forest**. It will also explore the importance of sporting values such as fair play.

## MUSIC

### Spring 1 – **West African Call and Response Songs**

Children will use instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song. They will learn to recognize simple notation, progressing to creating call and response rhythms.

### Spring 2 – **Vocal and Body Sounds**

Your child will explore the musical concept of vocal and body sounds through the theme of 'Under the Sea.' Children will make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.





# HISTORY

**Children will finish the unit Movers and Shakers, which started just prior to Christmas.**

In the Movers and Shakers project, your child will learn five statements from Dawson's model that will help them identify people who are historically significant and use the words year, decade and century to describe dates and times. They will study the life and impact of a significant person in the locality and of 10 significant individuals from around the world

The children will also carry out an independent study of a significant person from the past and learn about people who are significant today. They will also learn how significant people are commemorated.

# COMPUTING

## Spring 1 – Programming Robot algorithms

This unit develops children's understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

## Spring 2 – Data and information: Grouping Data

This unit introduces children to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Children will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, children will use their ability to sort objects into different groups to answer questions about data.

# PSHCE

Children will study three units on the themes of relationships, keeping and staying healthy, and hazards.

## **Relationships: *Friendship***

By the end of this unit, children will be able to:

- understand different types of relationships
- understand how to be a good friend
- be able to recognise kind and thoughtful behaviours
- understand the importance of caring about other people's feelings
- be able to see a situation from another person's point of view



### **Keeping and Staying Healthy: *Washing hands***

By the end of this unit, children will be able to:

- understand what we can do to keep healthy
- understand why we need to wash our hands
- know how germs are spread and how they can affect our health
- be able to practise washing your hands
- know the differences between healthy and unhealthy choices

### **Hazard Watch: *Is it safe to eat or drink? Is it safe to play with?***

By the end of this unit, children will be able to:

- How do our special adults keep us safe?
- What kind of objects or items do adults keep us safe from?
- What could you do if you spot a potential danger or hazard at home, at school, or in the community?

## **GEOGRAPHY**

### **Coastline**

In this topic, children will learn about atlases, cardinal compass points, and positional and directional language.

They will compare the weather in the local area to the climate in other areas around the World. We will complete field work to explore the climate in our area. This will include exploration of areas near the Equator, and the North and South Pole. As we explore the world, we will learn about the seven continents.

Children will also explore coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire. They will learn about other coastal areas around the world and the importance of looking after coastal areas.

