

STAYING ALIVE

Our theme will be **Animals and Humans** over the Spring Terms. We will be learning all about Humans this term in Science before learning about animals in Spring 2. We will be enjoying the story of *The Snail and the Whale* in English.



English

We will be learning to ([click here for further information](#)):

- Make predictions about a story we are going to read.
- Create story maps and retell stories.
- Write retells of known stories.
- Use prepositions for position (on, between, across, through)
- Use prepositions for time (afterwards, at, during, before)

We will be writing:

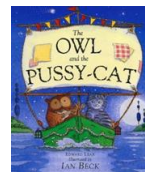
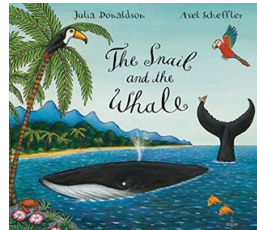
- An innovated version of 'The Snail and the Whale'

Key texts

The Snail and the Whale

By Julia Donaldson

In Guided Reading we will explore;



Year 1 Spring Term One Overview

We are continuing our school year with our science theme - Staying Alive! This term much of our learning will be about healthy lifestyles and lives of animals in different habitats. Our children will be learning facts about healthy living and gaining first hand experiences of life in a variety of places. Learning from across the whole curriculum will link to our main theme.

Mathematics

We will be learning to ([Click here for further information](#))

- Represent and use number bonds and related subtraction facts within 20.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Compare, describe and solve practical problems for length.
- Measure and begin to record length.

Phonics

We will be learning the alternative ways to represent these sounds:

- Sound: ie like in tie. Spellings of ie: i ie y i-e igh
 - Sound: oo like in book. Spellings of u: oo u oul
 - Sound: s like in sat. Spellings of s: s ss st c ce se sc
 - Sound: l like in lip. Spellings of l: l ll le el al il ol
- ([Click here for more information](#))

Science

We will be learning about The human body and the senses and The Seasons (Winter)

We will be learning to:

- To name parts of the human body.
- To name the body parts used for each sense.
- To identify the body parts used for the sense of taste, touch, sight, hearing & smell.
- To recognise how the senses are used in everyday life.
- To discuss and describe the features of winter.
- To understand that daylight hours change across the seasons
- To understand how some animals adapt in winter

Physical Education

In Gymnastics we will be learning to: [Click for more information](#)

- Make our bodies tense, relaxed, curled and stretched
- Copy sequences and repeat them
- Roll in different ways
- Travel safely in different ways
- Balance in different ways
- Stretch and curl in different ways
- Create a sequence which follows a set of simple 'rules'
- Perform simple movement phrases that are controlled on different apparatus
- Watch, copy and describe performances and suggest improvements

Religious Education

Key question: How did the world begin?

We will be learning to:

- To show respect when talking about big ideas.
- To identify what creation means in relation to the natural world.
- To recognise that some people believe God created the world by listening to the Jewish and Christian creation stories.
- To recognise that there are different creation stories to explain how the world began.
- To express ideas about what a creator might be like based on creation stories.
- To know that many Humanists use science to understand how the world began.
- To explore and express ideas about how the world began.

Computing

Pupils will be able to develop and explore a range of coding skills.

Using beebots, they will navigate these devices in a variety of contexts.

- Understand what algorithms are.
- Know where some algorithms are used in our lives.
- Explore the possible actions of Beebots.
- Create algorithms for a specific outcome.

[Click here for more information](#)

Music

We will be learning about DYNAMICS and learning to

- To understand how music can be used to represent an environment
- To understand how music can represent changes in an environment.
- To explore using instruments, body and voice to create a seaside soundscape.
- To identify how dynamics can reflect environments.
- To create and represent sounds using symbols.

Personal Development

Theme: Keeping Safe

- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle.
- Recognise emotions and physical feelings associated with feeling unsafe.
- Explain the difference between appropriate and inappropriate touch.
- Understand that medicines can sometimes make people feel better when they're ill.
- Recognise the range of feelings that are associated with loss.
- Where and how to report concerns and get support with issues online.

[Click for more information](#)

Art

We will be learning to: [Click for more information](#)

PAINTING

- Use thick and thin brushes.
- Know and use the primary colours.

DRAWING

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Include different grades of pencils, charcoal, pastels, chalk etc

Artist: Sam Morris (local artist)

