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Together we **learn, grow and dream**

## Half-Termly Curriculum Snapshot

Grasshoppers - Spring 1

Our Topic for this Half-Term: What was it like before, during and after the Great Fire of London?

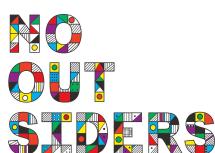
At Wincham, we believe in igniting enthusiasm and a love of learning through an inquiry-led approach. This half-term, your child will be exploring this exciting topic across various subjects, building on their prior knowledge and making meaningful connections. We are committed to fostering kindness, compassion, and a strong sense of community, nurturing well-rounded individuals in a safe and inclusive space.

### Key Learning Highlights

Here's a glimpse into the exciting learning journey your child will embark on this half-term, covering all aspects of the National Curriculum:

#### English:

- What we're reading: The Great Fire of London by Emma Adams
- What we're writing: recounts, information texts, poetry, a letter, instructions.
- Key skills: nouns and noun phrases, adjectives, verbs, adverbs, statements, commands, questions, exclamations, co-ordinating conjunctions, subordinating conjunctions
- Our visit to Nantwich will underpin lots of our writing and support our History learning too.



 Mathematics:

- Main topics: Addition and Subtraction Within 20 and Place Value to 50

**Year 1:**

- Adding by Counting On
- Find and make number bonds to 20
- Doubles and near doubles
- Subtracting 1s using number bonds
- Subtraction - counting back
- Subtraction - find the difference
- Counting by making groups of tens
- Partition into tens and ones
- Estimate on a number line to 50

- Main topics: Money and Multiplication

**Year 2:**

- Counting money - pence and pounds
- Choose notes and coins
- Make the same amount
- Compare amounts of money
- Calculate with money
- Make a pound
- Find change
- Making and adding equal groups
- Using arrays
- Grouping and sharing
- Doubling and halving
- $2x$ ,  $5x$  and  $10x$  tables
- Divide by 2, by 5 and by 10.

- Key skills: Using concrete models to develop mental fluency

 Science:

- Main topics: Animals Including Humans
- Key questions: Can I identify different categories of animals? Can I identify and name a variety of common animals that are carnivores, herbivores and omnivores? Can I identify, name, draw and label the basic parts of the human body? Can I identify which part of the body is associated with each sense?
- Prior Learning Connection: Using our hands to explore the natural world (senses) and naming and describing people who are familiar to them.



## History: What was it like before, during and after the Great Fire of London?

- Big Ideas:
- To explain how and why London was different in the 17th century.
- To explain and order the key events of the Great Fire of London.
- To explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.
- Prior Learning Connection: This builds on prior learning about chronology where children learnt about their parents and grandparents childhood. We are now moving back further in time and considering the lives of people further in the past.



## Music:

- Focus: I Wanna Play In A Band
- Key Skills: Singing and playing together in an ensemble; sing, play, improvise and compose; listen and appraise classic Rock songs.



## Physical Education (PE):

### Focus: Dance and Multiflex Games

- Key Skills: Dance
- Using body to create them related shapes, movements, actions and feelings
- Travel safely and creatively in space, showing different levels.
- Communicate effectively.
- Use pictures to create shapes, movements and actions.
- Use poems to create shapes, movements and actions.
- Remember and perform a simple sequence of movement



## Computing:

- Focus: Programming - Robot Algorithms
- Key Skills:
- Understand instruction in sequences and predict outcome
- Use given commands in different orders to investigate how the order affects the outcome
- Design in programming
- Develop artwork and test it for use in a program.
- Develop algorithms, test and debug them.

## 🙏 Religious Education (RE):

- Focus: Why is the Bible a special book for Christians?
- What makes a book special?
- Why do Christians try to live their lives according to teachings in the Bible?
- What sort of different books are in the Bible?
- What words of wisdom are there in the Bible?
- What could the story of David and Goliath teach a Christian? How did David show courage?
- How does the story of the stilling of the storm help Christians? What other passages have special significance for Christians?
- What prayers are there in the Bible and why do Christians pray?

## Key Skills:

- Retell a religious story using prompts and know that it is from a sacred text and is special to some people.
- Recognise some religious symbols and words.
- Ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.

## ❤️ Relationships & Health Education (RHE) & PSHE: HeartSmart & No Outsiders

- Focus: This half-term, we will be continuing our work with HeartSmart, focusing on 'Too much selfie isn't healthy'.
- Key Learning: Recognising how we show love for others and how to be loving; awareness of surrounds and the people around them; looking for opportunities to be kind; the people who work in our community; the ways in which we are all similar and different; playground rules and life rules;
- We will also integrate our No Outsiders programme, promoting inclusivity, celebrating diversity, and ensuring every child feels valued and belongs within our school family.
- Key No Outsiders text: Can I join your club? - John Kelly and Steph Laberis.
- Key No Outsiders learning: Caring friendships: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- Respectful relationships; The importance of self-respect and how this links to their own happiness.
- Supporting Learning at Home -

Your support is always appreciated and reaps great rewards for the children. Here are simple ways you can support your child's learning this half-term:

- Read Together: Share stories, non-fiction books, and discuss what you're reading.
- Talk About It: Ask your child about their topic and what they've discovered in lessons.

- Explore: Look for connections to our topics in your local community, through documentaries, or online resources.
- Be a Kind Citizen: Discuss how your family can contribute positively to your local community and beyond, demonstrating kindness and respect for all.

## English

- Ask your child to retell the Great Fire Of London story in their own words.
- Read other historical stories and compare them to the Great Fire.
- Practise writing sentences with question marks and exclamation marks.
- Regularly listen to your child reading their phonics reading book.

## Mathematics

Y1:

- Count objects at home up to 20 (e.g. toys, buttons, pasta)
- Practise 1 more and 1 less using numbers around the house
- Compare numbers: Which is bigger? Which is smaller?
- Solve missing number problems (e.g.  $10 + \square = 15$ ).

Y2:

- "The Home Shop" Role Play: Collect items from around the house (toys, snacks, books) and give them prices in pounds and pence (e.g., £1.50, 75p).
- Give your child a budget (e.g., £5.00) and have them calculate the total cost of multiple items, compare amounts (which item is cheaper/more expensive).
- Calculate the change they would receive.

## Science – Animals Including Humans

- Sort toy animals or pictures into mammals, birds, fish, reptiles and amphibians.
- Identify animals as carnivores, herbivores or omnivores.
- Draw a human body and label some body parts.
- Go on a senses walk: What can you see, hear, smell, touch?
- Match body parts to senses (e.g. eyes for seeing, ears for hearing)

## History – The Great Fire of London

- Talk about what London or other towns and cities were like in the 17th century compared to today.

## Music – I Wanna Play in a Band

- Clap or tap along to music to find the pulse.
- Move your body to different styles of music and practice keeping in time.
- Sing familiar songs together, focusing on staying in rhythm.

## PE – Dance (The Great Fire of London)

- Create fire-inspired movements: flickering flames, spreading fire, falling buildings.

## Computing – Digital Writing

- Have your child act as the "programmer" and you are the "robot." They must give you simple, sequential commands (e.g., 'Take one step forward,' 'Turn right,' 'Pick up the book') to complete a simple task (the "chore"). *Try putting the commands in the wrong order to see how it affects the outcome (debugging).*

## Religious Education (RE)

- Talk about Christian beliefs about creation and other ideas about how the world began.
- Discuss how people can look after the world (recycling, caring for nature).
- Discuss ways that your family helps care for the Earth.

## RHE / PSHE – HeartSmart & No Outsiders

- Talk about what it means to be kind and loving.
- Spot acts of kindness at home and in the community.
- Discuss playground and life rules and why they are important.
- Talk about what makes someone a good friend
- Celebrate similarities and differences within your family and community.

Please do not hesitate to contact me, on the class email, if you have any questions.

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Warmly,

Miss Webb

Grasshoppers' Teacher  
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