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Together we **learn, grow and dream**

## Half-Termly Curriculum Snapshot

### Rabbits - Spring 1

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

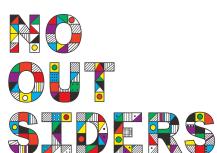
At Wincham, we believe in igniting enthusiasm and a love of learning through an inquiry-led approach. This half-term, your child will be exploring this exciting topic across various subjects, building on their prior knowledge and making meaningful connections. We are committed to fostering kindness, 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 & James Weston Lewis
- What we're writing: letters, recounts, quiz questions, poetry, simple information tests
- Key skills: using question marks and exclamation marks, oral rehearsal (saying a sentence aloud before writing it down, sequencing sentences to make a short narrative, re-reading written work check it makes sense



 Mathematics:

- Main topics: Place Value (to 20), Addition & Subtraction (to 20)

**Year 1:**

- Understanding the numbers 11 to 20
- 1 more and 1 less
- Using a number line
- Compare and order numbers to 20
- Add by counting on within 20
- Find and make number bonds to 20
- Doubles & Near doubles
- Subtract by using number bonds, counting back and finding the difference
- Missing number problems

 Science:

- Main topics: Animals Including Humans
- Key questions: Animals can have different structures e.g. wings, tails, ears etc and different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them. Animals eat certain things - some eat other animals, some eat plants, some eat both.. Humans (and other animals) find out about the world using their 5 senses – sight, touch, smell, taste and hearing and these senses are linked to particular parts of the body

 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: In the Groove
- Key Skills: Finding and following the pulse & how to be “in the groove” with different styles of music
- Singing and playing together

 Physical Education (PE):

## Focus: Dance - The Great Fire Of London

- Key Skills:
- Use my body to express simple theme-related shapes, movements and feelings
- Use pictures to create shapes, movements and actions Show good listening skills & communicate effectively with a partner
- Travel safely and creatively around the space
- Show different levels when travelling

## Computing:

- Focus: Digital Writing
- Key Skills:
- Entering text into a computer using letters, number and Space keys
- Using backspace to remove text
- Using Shift for capital letters
- Using the toolbar to change text to bold, italic and underline
- Selecting by double-clicking
- Clicking and dragging
- Changing the appearance of the writing (font, colour, size)

## Religious Education (RE):

- Focus: How do people with different and similar worldviews believe the world began and how should we look after it?
- How do Christians view the creation of the world and try to take care of it?
- How do different groups of people believe the world was made?
- How do religious and non-religious people say we should care for the world?

## 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: Going To The Volcano - Andy Stanton
- Key No Outsiders learning: Caring friendships: How important friendships are in making us feel happy and secure and how people choose and make friends.

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

- 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.  $10 + \square = 15$ ).

### Science – Animals Including Humans

- Sort toy animals or pictures into groups e.g. mammals, birds, fish, reptiles
- 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 – In the Groove

- 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

- Type a short sentence or story on a computer or tablet.
- Practice using Space, backspace, Shift

 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 [rabbits@winchamcp.cheshire.sch.uk](mailto:rabbits@winchamcp.cheshire.sch.uk) if you have any questions.

Kind regards,

Mr Bounds

Rabbits Class teacher

Wincham Community Primary School