



# Class 1 - Spring 1

## Key Information



### Key dates- Spring 1

- **EYFS/KS1 Gymnastics After school club-** Every Monday 3:30-4:30pm
- **Mad Science Club-** Every Wednesday 3:30-4:30

### EYFS Donations

- For our EYFS children we are continuing to ask for donations of £2 a week or £14 half-termly to provide for resources to help aid in further learning experiences.
- Any donations can be given to your child or to any Class 1 staff on a Monday morning at drop-off.

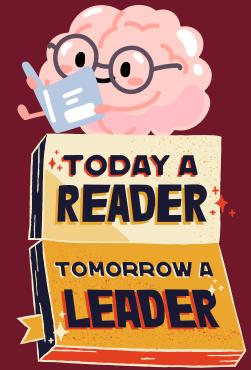
### PE days

- Please be advised P.E. days for this Spring 1 term will be:
- **Monday Afternoon-** Gymnastics
- **Friday Afternoon-** Ball skills
- Please ensure your child is wearing their P.E. Kits on these days.



# Class 1 - Spring 1

## Key Information



### Reading books

- Every Thursday to reinforce fluency.
- Fostering reading for pleasure.
- Children's interests to taken into account for book selections.
- Posing questions to deepen children's comprehension and understanding.
- Making time for reading consistently.
- Approaching reading with excitement and enthusiasm.

### Labelling items

- Please ensure all items of clothing and personal belongings are labelled to ensure they do not get misplaced or take by mistake.
- There are currently a large number of PE Jackets with no names.**

### Homework

- To continue to be sent out **every Thursday** and to be completed for the following Thursday.

Homework will include:

- Phonics
- Maths
- Handwriting



# Class 1's Learning Overview

## Spring 1



### Writing

Reception  
**Oracy retellings**

**Drawing and  
mark making  
opportunities**

**Role play**

**Writing**

- Sentence
- Labelling
- Captions
- Story maps
- Wanted posters

Year 1

#### **Writing responses linked to reading:**

- Explain the meaning of words in context
- Record information
- Summarise main ideas
- Justify with evidence from the text

#### **Written prediction**

- Wanted posters
- Letters
- Character descriptions
- Captions
- Own version superhero narrative

### Reading

Reading lessons have now been implemented to provide children with consistent, guided reading opportunities. Books are carefully chosen to match each child's ability which will help build confidence, reading fluency, and comprehension skills.





# Maths

## Reception

### 1,2,3,4,5

- Find, subitise and representing numbers from 1-5
- 1 more and 1 less
- Composition of 1 - 5
- Using 5s frames
- Counting using one-to-one correspondence
- Comparing quantities (more than, fewer than, the same)

## Year 1

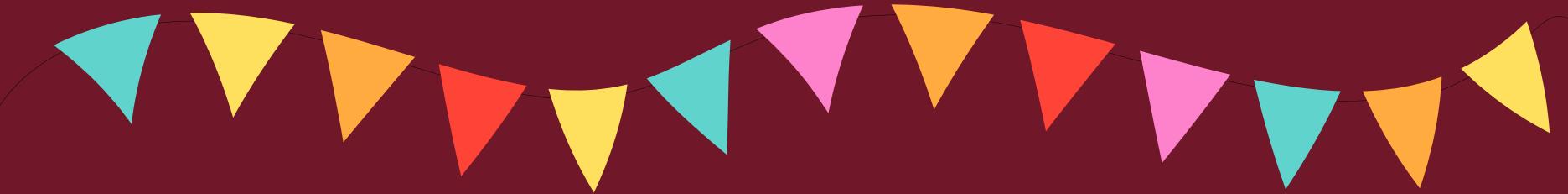
### Place Value within 20

- Understanding 10-20
- The number line to 20
- Estimating on a number line
- Comparing numbers to 20
- Ordering number to 20

### Addition and Subtraction within 20

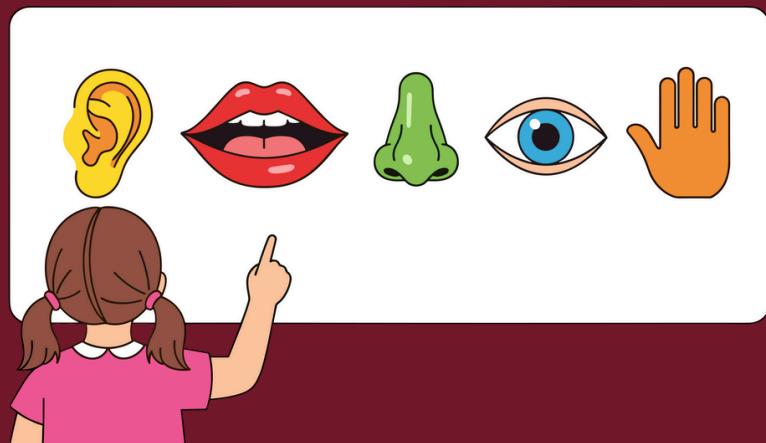
- Fact families
- Number bonds to 10
- Addition
- Addition problems
- Subtraction
- Subtraction on a number line





# Science

- To identify and name the five senses.
- To match each sense to the correct body part.
- To observe and describe objects using senses.
- To explore differences between human and animal senses.
- To compare objects based on sensory properties (e.g., rough/smooth, loud/quiet, sweet/sour).
- To record observations using drawings, simple labels, or verbal descriptions.
- To use vocabulary to explain what they notice through senses.
- To make predictions about what they might see, hear, touch, taste, or smell.
- To engage in simple investigations exploring senses safely.



# R.E.

## Which Stories Did Jesus Hear When He Was a Child?

By the end of this unit pupils will know that:

- Jesus listened to and learned Old Testament stories.
- Old Testament stories teach us about God.

By the end of this unit pupils are expected to be able to:

- Recall/retell some of the Old Testament stories Jesus heard.
- Talk about their favourite stories. talk about their feelings and experiences



# Geography



## EYFS (Reception)

- Know that different places have different features (human and physical).
- Recognise features of their own immediate environment (school, park, shops).
- Understand that people live in different types of settlements (town, village, city).
- Know that maps and aerial views show places from above.
- Recognise that people travel along routes (roads, paths) to reach places.

## Y1

- Know the key human features of local and contrasting areas (houses, shops, schools, churches, roads).
- Know the key physical features of local and contrasting areas (rivers, hills, fields, woods, parks).
- Know that maps can represent real places using symbols and simple keys.
- Know that places have similarities and differences in features.
- Understand basic directional language (left, right, near, far, next to, between).

# Art and Design

Surface and Colour: Inspire by Flora and Fauna

Exploring colour

- Identify and name primary and secondary colours
- Mix colours to create new shades inspired by plants and animals
- Notice colours found in nature (leaves, flowers, insects, animals)
- Exploring surface and texture
- Explore different surfaces and textures (smooth, rough, bumpy, soft)
- Create texture using tools and materials (sponges, brushes, fingers, natural objects)
- Make rubbings and prints using leaves, bark, and natural materials
- Observing flora and fauna
- Look closely at plants and animals to notice patterns, shapes, and details
- Talk about similarities and differences in natural forms
- Use observation to inform artwork
- Pattern and design
- Explore repeating patterns found in nature (spots, stripes, veins on leaves)
- Create simple patterns inspired by animals and plants
- Use line, shape, and colour to decorate surfaces





## P.S.H.E.

### Building relationships: My family and friends

- Thinking about the perspectives of others in the class and learning about how different beliefs celebrate special times.
- Understand why sharing is important.
- Understand the characteristics that make a good friend.
- Learning the importance of supporting of others by being kind.
- Understanding the importance of perseverance in the face of challenge.
- Planning a party to celebrate the special friendships within the class.



## Music Pitch (superheroes)

- Identify high and low notes.
- Perform high and low notes.
- Create and perform a two-note and three-note pattern.
- Identify and perform changes in tempo.
- Contribute musical ideas and cooperate within a group.
- Prepare and perform a musical piece.
- Demonstrate a musical understanding of tempo and pitch.
- Participate in discussions about pitch and tempo.
- Offer feedback to groups on their performance.
- Follow instructions during a performance.
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## P.E.

### Ball skills

- To develop dribbling with your hands.
- To explore accuracy when rolling a ball.
- To explore throwing with accuracy towards a target.
- To explore catching with two hands.
- To explore dribbling a ball with your feet.
- To explore tracking a ball that is coming towards me.

### Gymnastics

- Develop body control, coordination, and confidence in movement
- Travel safely using a range of movements at different speeds and levels
- Balance on different body parts with increasing control
- Create and hold a range of simple body shapes
- Perform safe and controlled rolling actions
- Jump and land safely using one and two feet
- Link movements together to create short sequences
- Use mats and small apparatus safely
- Perform movements confidently and talk about what went well

## Computing



### Mouse and trackpad skills

- This includes clicking, navigating using the movement of the mouse and dragging and dropping.
- The activities aim to support children in developing the hand-eye coordination skills and fine-motor required to operate a mouse effectively.