



Class 1 - Spring 2

Key Information



Key dates- Spring 2

- Class 1 **Mothers' Day Celebration**
@9am on Thursday 12th March
- Class 1 **Break a rule day** for charity
on Friday 13th March

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.

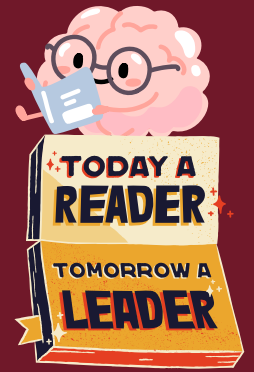
PE days

- Please be advised P.E. days for this Spring 2 will be:
- **Wednesday-** Fitness
- **Friday-** Ball Skills: Unit 2
- Please ensure your child comes to school on these days wearing their P.E. kits.



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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 Charity



Why We're Supporting Alder Hey Children's Charity

Our class has chosen to support Alder Hey Children's Hospital because it is one of the UK's leading children's hospitals, providing expert care to thousands of young patients and their families every year.

Alder Hey Children's Charity raises vital funds to help make the hospital experience as positive and comforting as possible for children.

How Donations Help

Donations can help provide important medical equipment, support wellbeing through play and distraction resources, improve hospital facilities, and fund research into better treatments for childhood illnesses.

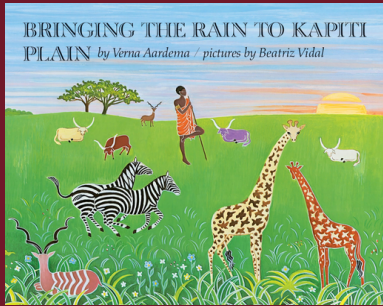
Every contribution, big or small, helps Alder Hey continue to give children the best care in a welcoming and supportive environment.

During Spring 2, we will also be holding a "Break the Rule Day" to raise awareness and funds to support this wonderful charity.



Class 1's Learning Overview

Spring 2



Writing

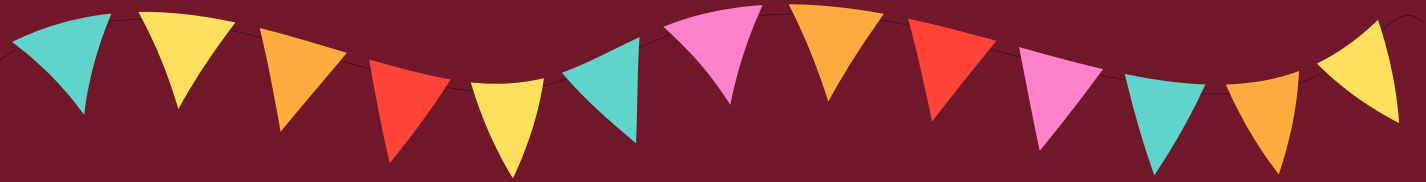
This half term, our writing focus will be based around non-fiction and developing children's ability to write for different purposes. We will be working on a range of text types, including:

- **Labels and captions** to describe pictures, diagrams, and objects clearly
- **Explanations** where children will learn to explain how or why something happens (for example, how something works or why events occur)
- **Information writing** such as fact files and short reports
- **Information booklets**, where children will organise ideas into sections with headings and clear detail for the reader

Reading

Reading lessons are now firmly embedded into our weekly routine, ensuring that children have regular and consistent opportunities to take part in guided reading. Books continue to be carefully selected to match each child's individual reading ability, helping to build confidence, improve fluency, and strengthen comprehension skills as they progress.





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 50

- Count on from 20
- Count by making groups of tens
- Groups of tens and ones
- Partition into tens and ones
- The number line to 50
- Estimate on a number line to 50

Lengths and Height

- Compare lengths and heights
- Measure length using objects
- Measure length in centimetres

Mass and capacity

- Measure mass
- Measure capacity
- Compare mass
- Compare capacity





Science

PERFECT PLANTS

Reception Knowledge

- Know that plants grow in soil, water, and sunlight.
- Know that plants can have flowers, leaves, stems, and roots.
- Know that plants need water and sunlight to grow
- Know the names of some plant parts: leaf, stem, root, flower.
- Know that flowers make seeds.
- Know that seeds grow into new plants.
- Know that some plants grow in the garden and some grow in the wild
- Know that plants grow from seeds, need water, light, and soil.
- Know some names of garden and wild plants.

Year 1 Knowledge

- Know the basic parts of a plant: root, stem, leaf, flower.
- Know that plants need water, light, and a suitable temperature to grow.
- Know that plants need sunlight, water, air, and suitable temperature to grow well.
- Know the function of each part: roots take in water, stems hold the plant up, leaves make food, flowers make seeds.
- Know the life cycle of a plant from seed to mature plant.
- Know that seeds can be dispersed in different ways (wind, animals, water).
- Know the difference between garden plants and wild plants.
- Know that some plants are deciduous and some evergreen.
- Consolidate plant parts, life cycle, and needs for growth.
- Know the difference between wild and garden plants.





R.E.



Why did Jesus tell stories?

By the end of this unit pupils will know that:

- Jesus told stories and that they are found in the Bible.
- Jesus told the stories to teach people about God.

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

- Identify a Bible.
- Recall/retell some of Jesus stories.
- Talk about their own experiences and feelings.
- Ask and respond to questions about their experiences and feelings.
- Give a simple explanation of the things we can learn from Jesus' stories.

Why do Christians believe Easter is all about love?

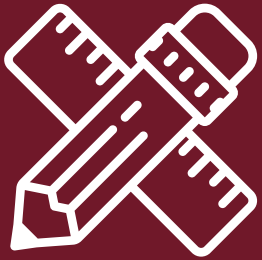
By the end of this unit pupils will know that:

- Jesus rode into Jerusalem on a donkey on Palm Sunday.
- Jesus died on the cross on Good Friday.
- Christians believe that Jesus rose on Easter Day and is alive today.
- Easter is the most important time of the year for the Church.

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

- Tell you that Christians believe Jesus died on the cross because God loves everyone.
- Briefly retell the story of Easter.
- Identify symbols associated with Easter.
- Talk about their own experiences of love and other emotions expressed in the Easter Story.
- Ask questions about the Easter story

Design and Technology



Textiles- Bookmarks

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

- Know that textiles are materials made from fabric and can be used to create different products.
- Identify different types of fabric and describe how they feel (e.g., soft, rough, smooth).
- Understand that a bookmark is a product with a purpose (to mark a page in a book).
- Use simple joining techniques such as gluing, stapling, or basic stitching to attach materials together.
- Cut fabric safely and accurately using scissors.
- Decorate and design a bookmark using shapes, patterns, and colour.
- Follow simple instructions to make a finished textile product.
- Talk about what they like about their bookmark and suggest ways it could be improved.
- Understand that their design needs to be the right size and shape to work as a bookmark.

Geography



Life on the farm

- Recognise that a farm is a human feature found in rural areas.
- Understand the difference between human and physical features.
- Know that farms are located across the United Kingdom and that land can be used in different ways, such as farming.
- Compare how a rural farm environment differs from our local area.
- Understand that places can have both human and physical characteristics.
- Learn how weather and seasons affect farming and identify simple seasonal patterns in the UK.
- Develop basic map skills, including understanding that maps show where things are and that symbols represent different features.
- Know that geographers observe and study places to learn about them, including key aspects of rural land use.



P.S.H.E.

Managing self: My wellbeing

- Learning about the importance of exercise and exploring how exercise affects different parts of the body.
- Exploring yoga, guided meditation and relaxation.
- Understanding why it is important to be able to take care of oneself.
- Exploring what it means to be a safe pedestrian.
- Exploring what it means to eat healthily.
- Understanding the importance of healthy food choices and what a balanced diet is.



Music

Musical Stories

- Listening appropriately to someone leading a short musical phrase, song or rhyme.
- Exploring spontaneous movement with different parts of their body in response to music.
- Expressing different spontaneous emotional reactions to music (smiling, movement, body language).
- Identifying and imitating sounds from a variety of music.
- Considering whether background music and sound effects can enhance storytelling.
- Singing short, rhythmic rhymes and songs.
- Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)
- Exploring different ways of holding a range of instruments. (Groups A, B and C.)
- Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)
- Using instruments expressively to music. (Group B.)
- Finding a comfortable static position when playing instruments or singing.
- Exploring and imitating sounds from their environment and in response to events in stories.



P.E.

Fitness

- To develop my understanding of how exercise can make you feel.
- To develop my understanding of how exercise can make you strong and healthy.
- To develop my understanding of how exercise relates to breathing.
- To develop my understanding of how exercise helps my brain.
- To develop my understanding of how exercise helps my muscles.
- To develop my understanding of the importance of daily exercise.

Ball skills: Unit 2

- To develop rolling and tracking a ball.
- To develop accuracy when throwing to a target.
- To develop dribbling with hands.
- To develop throwing and catching with a partner.
- To develop dribbling a ball with your feet.
- To develop kicking a ball to a target.

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.