

<p style="text-align: center;">English</p> <p><u>Fiction: Story writing</u> We will write simple stories based on what we have read.</p> <p><u>Poetry: Seasons Poems</u> We will explore the features of poetry and write our own poem.</p> <p><u>Handwriting:</u> We will practise letter formation, both lower case and upper case.</p> <p>Our class novels will be Window by Jeannie Baker and The Three Billy Goats Gruff.</p>	<p style="text-align: center;">Mathematics</p> <p>This term, we will start by looking at addition and subtraction within 20. We will then continue to explore place value but extend this up to 50. The children will then begin to look at addition and subtraction using practical equipment up to 50 before finally exploring length and height, weight and volume.</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Jigsaw: Healthy Me</p> <p>Within this unit, the children will look at how to keep our bodies healthy and fit. The children will also look at cleanliness and road safety.</p> <hr/> <p style="text-align: center;">Computing: Programming BeeBots</p> <p>Children will learn to understand the basic functions of a Bee-Bot. The children will learn that algorithms move a Bee-Bot accurately to a chosen destination.</p>
<p style="text-align: center;">History: Kings and Queens</p> <p>This unit provides the foundation for understanding the changing power of the monarchy in Britain. We will learn about today's royal family. Then we will learn about the Kings and Queens from the past. We find out about the Magna Carta.</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">How and why do we celebrate special and sacred times?</p> <p>We will learn about special and sacred times. Our main focus will be the Easter Story and how Easter is celebrated.</p>	<p style="text-align: center;">Science: Taking care of the Earth</p> <p>Within this unit we included knowledge that, over time, builds understanding of concepts such as recycling and sustainability. Children will build awareness of local and global issues relating to human interaction with the environment. They will be introduced to the concept of renewable and non-renewable resources, logging and pollution.</p>
<p style="text-align: center;">Physical Education: Dance</p> <p><u>Dance:</u> This unit based on the seasons will provide your children with varied dance experience and will develop their understanding of dance terminology such as mirroring, improvisation, canon and unison.</p>	<p style="text-align: center;">Music: Timbre and Rhythmic Patterns</p> <p>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.</p>	<p style="text-align: center;">Art: Style in Art</p> <p>There are four lessons on style and two lessons on narrative art. Style is introduced at this early stage in the curriculum as it is a central concept in art. It is defined as 'how a piece of art looks' and this is explored by reference to particular paintings techniques: pointillism used by Seurat and short brushstrokes used by Van Gogh.</p> <p style="text-align: center;">DT: Textiles</p> <p>Children will design, make and evaluate a puppet.</p>

Phonics

This half term, the children will continue to work on phase 5. They will revise all previous learning.

Year 1/Primary 2 Spring 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/l/ <o> (brother) Review week Y1:10	/f/ <g> (gem) /f/ <g> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -lan