

Year 1

Spring Overview



Tudor Grange Primary Academy
Yew Tree

Class: Year 1 (Willow) –Miss Fellowes

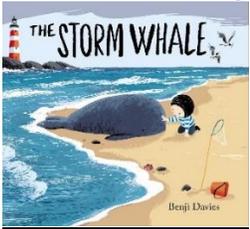
Yew Tree School

Termly Overview Sheet Term: Spring 2024

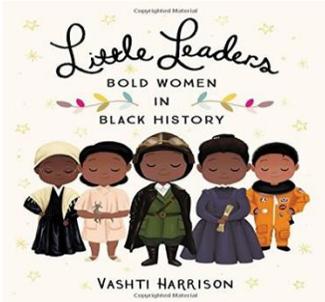
English:

Using the Jane Considine writing approach we will be focusing on the two texts listed below. To explore these texts, we will be using the Writing Rainbow lenses to discuss different aspects of writing that the authors have used throughout the story. This will encourage a depth of understanding throughout.

The Storm Whale by Benji Davies



Bold Women in Black History by Vashti Harrison



Mathematics:

Place Value (within 20 and within 50)

- Count and represent numbers up to 50
- Count forwards and backwards, from any given number within 50
- Find one more and one less than numbers within 50
- Compare objects and numbers within 50 using the greater than (>), less than (<) and equal to (=) symbols
- Order objects and numbers up to 50

Addition and Subtraction (within 20)

- Represent and use number bonds and related facts within 20.
- Explore doubles and near doubles.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) symbols.
- Add and subtract one-digit and two-digit numbers to 20, including 0.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations.

Measurement (length, height, mass and volume)

- Measure and record lengths and heights, mass/weight and capacity and volume
- Compare, describe and solve practical problems for lengths and heights, mass/weight and capacity and volume

Science:

Materials

During their materials topic, the children will learn about different materials such as wood, plastic, metal, glass, stone and work out what their properties are. We will find 'best fit material' for certain purposes.

Weather and Seasonal Changes

The children will be studying different types of weather through making and using a weather station and looking at the differences in the weather around the world.

The children will explore different aspects of weather and learn how different types of weather are associated with the different seasons. They will give weather forecasts for different parts of the year.

<p><u>Computing:</u></p> <p>Programming A- Moving a robot. <i>This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</i></p> <p>Data and information <i>This unit introduces pupils to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</i></p>	<p><u>Physical Education:</u></p> <p>Gymnastics <i>Key skills we will be focused on:</i> <i>Physical - travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll.</i> <i>Social- respect, collaboration, sharing, work safely.</i> <i>Emotional- confidence, self-regulation, perseverance</i> <i>Thinking- comprehension, select and apply action, creativity.</i></p> <p>Target Games <i>Key skills we will be focused on:</i> <i>Physical- underarm throw, overarm throw</i> <i>Social- collaboration, leadership, work safely, encourage others.</i> <i>Emotional- perseverance, honesty</i> <i>Thinking- comprehension, select and apply, creativity.</i></p>	<p><u>PSHE (Jigsaw):</u></p> <p>Dreams and Goals <i>In this unit, the children will identify their successes and achievements and celebrate them with their peers. They will set simple goals and tackle new challenges by understanding how their learning can be stretched. They will also consider how it feels when you succeed in a new challenge and how this can be celebrated.</i></p> <p>Healthy Me <i>In this unit, the children will understand the differences between being healthy and unhealthy and will learn how to make healthy lifestyle choices.</i></p>
<p><u>History:</u></p> <p>They Made a Difference <i>In this unit, the children will learn about Florence Nightingale and Mary Seacole and why they are significant figures in History. They will learn about how they have helped and influenced nursing and hospitals today. They will explore some of the key experiences in their lives and discuss reasons why they are important historical figures.</i></p>	<p><u>Geography:</u></p> <p>The United Kingdom – Where do we live? <i>In this topic the children will study our local area. They will be looking at the Geography of where we are in the United Kingdom. We will also begin to look at features of our local area on a map (e.g. shops, houses, hospitals). We will also look at the different types of houses that we can see in our area.</i></p>	<p><u>Religious Education:</u></p> <p>What do we mean by God and love? <i>The children will learn about the idea of ‘Christian love’ by exploring the story of Zacchaeus from the Bible and considering how Jesus showed kindness towards a selfish and unpopular man.</i></p> <p>How do we remember? <i>The children will explore the Easter story and find out about what happened in the last days of Jesus’ life, including the events of the Last Supper, his arrest and crucifixion and resurrection.</i></p>

<p><u>Art and Design:</u></p> <p>Barbara Hepworth <i>Barbara Hepworth is a sculptor who creates 3D sculptures inspired by nature and natural landscapes. The children will have opportunities to study the shapes that we can see in Barbara's work, alongside creating their own Barbara Hepworth masterpieces with air-drying clay.</i></p>	<p><u>Design and Technology:</u></p> <p>Constructing a windmill <i>Children will be working to design, make and evaluate a moving structure of a windmill. They will be able to achieve the following criteria:</i></p> <ul style="list-style-type: none"> • <i>Follow design criteria to meet the needs of a user.</i> • <i>Make a stable structure.</i> • <i>Make functioning sails/blades that attach to the supporting structure.</i> • <i>Improve their windmill.</i> 	<p><u>Music:</u></p> <p>In the groove and Round and round <i>The children's learning will be based around two songs- In the groove and Round and round. The children will listen to these pieces of music and recognise some of the instruments used within them. They will find the pulse in the songs and create rhythms by recognising long and short sounds or patterns of sound that occur in the music.</i></p>
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