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English

Fairy Tales: Cinderella, Rapunzel, Snow White and the Seven Dwarfs.
Children will explore different fairy tales, looking at their features. They will pick out story language and how 'good' and 'bad' characters are presented in fairy tales, including how they are described. Children will explore the stories of Cinderella, Rapunzel and Snow White and the Seven Dwarfs, learning to make predictions about a story and how to join sentences together to write short narratives.

Into the Forest by Anthony Browne.
We will explore a beautiful picture book that references the fairy tales we have read and learnt by heart this half-term.

Through these texts, pupils will be taught to:
- Listen to and discuss stories at a level beyond that at which they can read independently;
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;
- Recognise and join in with predictable phrases;
- Make inferences on the basis of what is being said and done.

Through these texts, when writing, pupils will be taught to:
- Say out loud what they are going to write about;
- Compose a sentence orally before writing it;
- Sequence sentences to form short narratives;
- Re-read what they have written to check it makes sense;
- Leave spaces between words;
- Begin to punctuate sentences using a capital letter and a full stop or exclamation mark;
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I';
- Use –ing and –ed where no change is needed in the spelling of root words (for example, helping, helped).

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Phonics and Reading:
We will teach Phase 5, including alternative pronunciations.

Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

As part of the Little Wandle Letters and Sounds programme, each child will also take part in a reading group up to 3 times a week focussing on a different skill (decoding, prosody and comprehension).

Maths – Shape, Place Value, Addition and Subtraction	Science - Animals
We will be following the Small Steps from White Rose Maths for Spring term: https://whiterosemaths.com/ We will teach the following small steps for addition and subtraction: • Add by counting on; • Find and make number bonds to 20; • Add by first making 10 and then adding the remaining ones; • Subtract not crossing 10 and then crossing 10; • Fact families within 20; • Compare number sentences within 20. We will teach the following small steps for place value including: • Numbers to 50	Each week children will learn a different variety of common animal and how to classify them; for example, they will learn that amphibians have 0 or 4 legs, smooth skin, are happy on land or water and have gills that grow into lungs. At the end of the topic, children will then classify lots of different common animals by their variety, recalling each variety's features. We will be teaching the following objectives from the National Curriculum: • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores

- Counting forward and backwards within 50
- Tens and ones
- Representing numbers to 50
- Comparing objects and numbers within 50
- Counting in 2s, 5s and 10s.

These small steps link to the following National Curriculum statements:

- Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number;
- Count, read and write numbers to 100;
- Count, read and write numbers to 20 in numerals and words;
- Given a number within 100, identify one more or one less;
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least;
- Represent and use number bonds and related subtraction facts within 20;
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs;
- 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, and missing number problems such as 7 = __ - 9.

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

We will be teaching the following 'working scientifically' objectives:

- Use observations to compare and contrast animals at first hand or through videos and photographs;
- Group animals according to what they eat.

Geography	History – Queens
History will be the topic focus this half term.	Children will look at what a monarch is: who are they and what do they do? What is a timeline? What is the royal family? Who is Queen Elizabeth II and what is her family tree? Where do queens live? Children will learn the following objectives from the National Curriculum: • Learn about the lives of significant individuals in the past who have contributed to national and international achievements; • Place events and objects in chronological order;

- Use common words and phrases about the passing of time;
- Identify differences between ways of life at different times;
- Find out about the past from a range of sources;
- To ask and answer questions about the past.

Art and Design – Painting and mixed media	Design Technology
Children will be practising scrunching and twisting and using these skills to create a variety of pictures. **Children will be learning the following art and design skills:** - Name the primary colours. - Explore coloured materials to mix secondary colours. - Mix primary colours to make secondary colours. - Apply paint consistently to their printing materials to achieve a print. - Use a range of colours when printing. - Mix five different shades of a secondary colour. - Decorate their hands using a variety of patterns. - Mix secondary colours with confidence to paint a plate. - Describe their finished plates.	Children will be designing, making and evaluating a windmill. They will learn how to build structures, exploring how they can be made stronger, stiffer and more stable.

R.E – Who do Christians say made the world?	PSHE - Relationships
Children will explore the idea of 'creation', an idea that many people (Jews, Christians and Muslims) believe in. They will learn the story of Genesis and recognise that the 'Creation' is the beginning of the 'big story' of the Bible. They will think about what the story tells Christians about God, creation and the world. *R.E planning follows the Kingston Agreed Syllabus, 2023*	Children will be learning about feelings and emotions, healthy relationships and valuing difference. *PSHE planning follows the PSHE Association.*

P.E	Computing – iProgram2
Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will	Children will learn: - to understand what algorithms are, how they are implemented as programs on digital devices and that

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apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. In Yoga, pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.

Children will learn the following objectives from the National Curriculum:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

programs execute by following precise instructions
- create and debug simple programs
- using logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information beyond school
- keeping personalise information private
- using technology safely and respectfully

Music – Dynamics

Children will learn to:
- use appropriate, justified movements to represent dynamics.
- identify sounds within the music and describe them using adjectives.
- recreate sounds using voice or body and extend ideas by adding dynamics.
- create appropriate, original sounds with their voice and body.
- use instruments to create loud and soft sounds.
- justify instrument and sound choices.
- follow instructions during a performance.
- create and play a musical score that showcases understanding by using dynamic symbols.