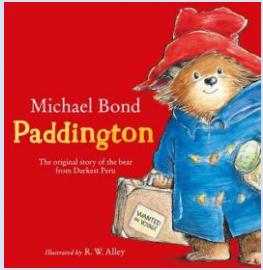


<p><b>Year 1</b> <b>Miss Baldwin</b></p>	<h1>Spring Term 2026</h1>		
	<p><b>WHAT MAKES BRITAIN GREAT?</b></p>		
	<p><b>Spring 1</b></p>		
	<p><b>Spring 2</b></p>		
<p><b>ENGLISH</b></p> 	<ul style="list-style-type: none"> <li><b>Reading:</b> whole class, group and individual</li> <li><b>Phonics:</b> Read Write Inc.</li> <li><b>Writing:</b> fiction and non-fiction           <ul style="list-style-type: none"> <li><i>The queen's hat</i></li> <li><i>Sharing a shell</i></li> <li><i>Queen Elizabeth II (non-fiction)</i></li> <li><i>The camel who had the hump</i></li> <li><i>Paddington</i></li> <li><i>Where to hide a star</i></li> </ul> </li> <li><b>Handwriting (daily)</b></li> <li><b>Helicopter stories every Friday</b></li> </ul>	<p><b>MATHS</b></p> 	<p><b>Number:</b> Place Value (within 20)</p> <p><b>Number:</b> Addition and subtraction (within 20)</p> <p><b>Number:</b> Place Value (within 50)</p> <p><b>Measurement:</b> Length and height</p> <p><b>Measurement:</b> Weight and volume</p> <p><b>Time (ongoing learning throughout the year)</b></p>
<p><b>SCIENCE</b></p> 	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li><i>Describe the simple properties of a variety of everyday materials</i></li> <li><i>Compare and group together a variety of everyday materials on the basis of their simple physical properties</i></li> </ul> <p><b>Seasonal Changes (ongoing throughout the year)</b></p> <ul style="list-style-type: none"> <li><i>observe changes across the four seasons</i></li> <li><i>observe and describe weather associated with the seasons and how day length varies.</i></li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li><i>Basic parts of the human body.</i></li> <li><i>Which part of the body is associated with each sense.</i></li> </ul>	<p><b>HISTORY</b></p> 	<p><b>Why will Queen Elizabeth be remembered?</b></p> <p>Exploring the life of Queen Elizabeth II to develop curiosity about changes within living memory and an understanding of the ways we can find out about these changes.</p> <ul style="list-style-type: none"> <li><i>What is a Monarch?</i></li> <li><i>The Queen's family</i></li> <li><i>The Queen's Homes</i></li> <li><i>The Coronation</i></li> <li><i>The Queen's Duties</i></li> <li><i>King Charles III and the new Monarch.</i></li> </ul>

<h3><u>GEOGRAPHY</u></h3> 	<h4>Human and Physical geography</h4> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul> <h4>Geographical skills and fieldwork</h4> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in London and across the UK.</li> <li>Devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<h3><u>COMPUTING</u></h3> 	<h4>Moving a Robot</h4> <ul style="list-style-type: none"> <li>Writing short algorithms and programs for floor robots, and predicting program outcomes</li> </ul> <h4>Grouping Data</h4> <ul style="list-style-type: none"> <li>Exploring object labels, then using them to sort and group objects by properties</li> </ul>
<h3><u>PSHE</u></h3> 	<h4>Dreams and Goals</h4> <ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul> <h4>Healthy Me</h4> <ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Heathier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety within household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<h3><u>RE</u></h3> 	<h4>Judaism- Who is God to Jews?</h4> <h4>Theme: The special relationship that Jews have with God</h4> <h4>Christianity- Why was Jesus welcomed like a king or a celebrity by the crowd on Palm Sunday?</h4> <h4>Theme: Easter- Palm Sunday</h4>

<b>ART</b> 	<b>Clay tiles</b> <i>Focus artists/artworks:</i> <ul style="list-style-type: none"> <li>• Megan Coyle: <i>City Landscapes London</i></li> <li>• Henri Matisse: <i>The Snail</i></li> <li>• Explore the differences and similarities within the work of artists in different times and cultures.</li> <li>• Identify shapes in buildings, thinking about how they can be represented.</li> <li>• Learn different clay techniques.</li> <li>• Evaluate their work and identify what they might change in their current work.</li> </ul>	<b>Design and Technology</b> 	<b>Cookery</b> <ul style="list-style-type: none"> <li>• Design and make a savoury sandwich</li> <li>• Safely using tools, designing products, exploring techniques and talking about what and how something has been made.</li> <li>• Sorting foods into the 5 groups, preparing simple dishes.</li> <li>• Use principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the Eatwell plate.</li> </ul>
<b>MUSIC</b> 	Musical symbols - Theme under the sea. <ul style="list-style-type: none"> <li>• To be able to move at a speed that reflects the tempo of the music.</li> <li>• To be able to sing and play high and low notes.</li> <li>• To demonstrate an awareness of pitch, rhythm and dynamics.</li> </ul> <b>Sound patterns- theme fairytales</b> <ul style="list-style-type: none"> <li>• To be able to join in time with repeated phrase using a character voice.</li> <li>• To be able to change the dynamics of their voice to represent a character.</li> </ul> To be able to play given sound patterns in time with the pulse.	<b>MFL</b> 	<ul style="list-style-type: none"> <li>• Mini beasts</li> <li>• El erizo- hedgehog</li> <li>• La abeja- bee</li> <li>• La oruga- caterpillar</li> <li>• El gusano- worm</li> <li>• La mariposa- butterfly</li> <li>• El caracol- snail</li> <li>• La hormiga- fly</li> <li>• La rana- frog</li> <li>• La mariquita- ladybird</li> <li>• La arana- spider</li> </ul>
<b>PE</b> 	<ul style="list-style-type: none"> <li>• <i>Dance</i></li> <li>• <i>Ball skills</i></li> <li>• <i>Running</i></li> </ul>		

Please remember:

- Children must wear their PE kits on Tuesdays and Fridays.
- Please listen to your children read as much as possible and sign their learning journal so that we can change their books.
- Children need a labelled water bottle in the classroom to access as and when they need a drink.
- Children to please choose and complete 2 or 3 activities from their home learning projects.

Please do not hesitate to contact me if you have any questions or need any support.

Miss Baldwin