



# Year 1 – Signs of Spring

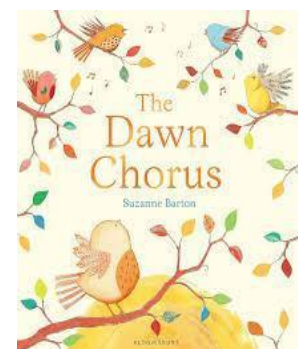
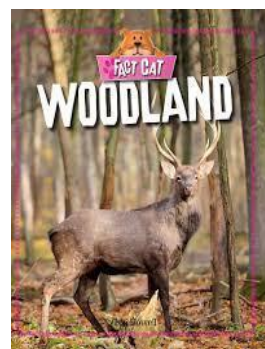
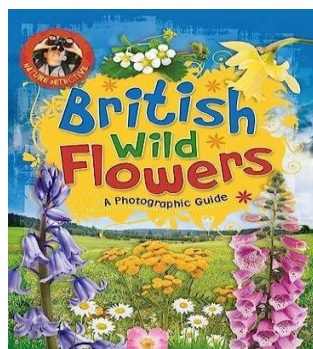
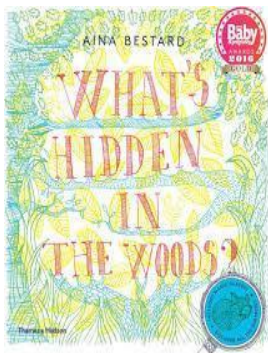


## What is spring like?

### Project Overview

Step outside – something exciting is happening! In our new project, Signs of Spring, we'll become seasonal detectives, exploring how our wonderful world changes as winter fades and spring begins to bloom. From discovering where in the world the warmest and coldest places hide, to naming continents, locating the Equator and spotting how daylight stretches and shrinks through the seasons, we'll travel the globe without ever leaving the classroom! Back home in the UK, we'll watch the four seasons unfold before our eyes and find out why spring is such a special time of year. Then it's into the great outdoors to hunt for budding plants, sprouting seeds and colourful wild and garden flowers. We'll learn how plants grow, name their parts, and even become tree experts—can you tell a deciduous tree from an evergreen one? Watch closely as we follow an apple tree's journey through all four seasons. So grab your magnifying glass, sharpen your senses and get ready to spot the magic... spring is on its way, and we're ready to explore every sign of it!

### Recommended Books



## This Term We Are Learning ...

English	<p>We will be continuing our phonics and English lessons this term. Once again, the children have been placed into RWI groups following their most recent assessments. During these sessions they will continue to participate in daily Speed Sound lessons, revising phonemes that they have learnt so far and learning new sounds. They will be encouraged to use 'Fred Talk' to say the sounds in words and decode these sounds to blend successfully. As their confidence builds, they will apply a growing number of sounds to their writing, using 'Fred Fingers' to identify the number of sounds within a word before attempting to write it. The children will revise and practise letter formation. In addition to this, they will look at 'Speedy Green Words' and 'Story Green Words' which they will come across in their books and 'Red Words' (it's hard to Fred a Red), looking at the tricky part. The children will practise reading these words speedily before reading their storybook. The children read each book at least three times during RWI sessions, the first time for accuracy, secondly for fluency and finally to develop their storytelling voice. In English, they will write sentences linked to the book we are reading, concentrating on checking for capital letters, punctuation and finger spaces. They will also answer questions linked to the book they are reading, finding the evidence in the text to support their ideas.</p>
Maths	<p>Children will read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs; represent and use number bonds and related subtraction facts; add and subtract one-digit numbers, including zero; solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and solve missing number problems such as <math>9 - \square = 7</math>. Children will explore structures underlying addition and subtraction facts within ten, build fluency with these facts and make connections between real life contexts, involving quantities to ten and the expressions and equations which can be used to represent them.</p>
Geography	<p>The children will learn that the world is made up of seven continents and where each one is located on a world map. They will begin to recognise their names and understand that we live in Europe. The children will learn that the Equator is an imaginary line around the middle of the Earth and explore how it helps us understand the Earth's climate and identify it on a map. They will explore how places close to the Equator are hot and places far away are cold and will use world maps to spot hot and cold regions around the globe. They will then learn that the UK has four seasons: spring, summer, autumn and winter. We will explore how each season looks and feels through weather and environmental changes.</p>
Science	<p><b>Seasonal Change / Plants</b> - The children will learn that the amount of daylight changes across the seasons and will discover that summer has the most daylight and winter has the least. They will then learn that plants are living things that grow from seeds or bulbs and explore what plants need to grow and begin planting their own seeds. Observing plants closely, they will learn the four main parts of a flowering plant: roots, stem, leaves and flower and label these parts in a diagram. The children will learn the difference between wild plants that grow naturally and garden plants cared for by people. We will then identify examples of both in their school environment. The children will learn that deciduous trees lose their leaves in autumn, while evergreen trees keep their leaves all year. They will compare different leaves and sort them into the two groups. They will then learn how deciduous trees change throughout the four seasons.</p>
Religious Education	<p><b>How and why is Shabbat important to some Jewish people in Britain?</b> The children will explore how and why Shabbat is important to some Jewish people in Britain. They will say why we have rules in our school. They will talk about some of the things that Jewish people do to celebrate Shabbat. The children can start to explain how certain beliefs affect decision-making. They can explain why Shabbat is important to Jewish pupils in Britain.</p>

Computing	<b>Technology around us</b> - Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. The children will also consider how to use technology responsibly.
Art	<b>Natural Art (Andy Goldsworthy)</b> - The children will use a range of natural materials, such as straw, wool, twigs, sticks, pebbles, pine cones and leaves, to create transient art. For inspiration, they will look at the work of the artist, <a href="#">Andy Goldsworthy</a> , describing what they like or find interesting about his work.
Music	We will be exploring the Magical Musical Aquarium Unit focusing on timbre, composition, unison and percussion. The children will be introduced to the techniques required to play a glockenspiel. They will be playing and creating simple melodies using the notes C,D and E (Do, Re, Me).
P.E.	<b>Football</b> - In this unit, children will work on coordination and moving, getting into space, ball control and dribbling. <b>Orienteering</b> - in this unit, the children will enjoy parachute games, scavenger hunts, using a compass and directional language and taking part in obstacle courses and picture orienteering.
PSHE	Our Jigsaw theme for Term 4 is ' <b>Healthy Me</b> '. We will be encouraging the children to think about how amazing our bodies are and identifying some ways to keep it safe and healthy. This includes a balanced diet and good hygiene and why this is particularly important. *We would appreciate it if you could talk to your child about the dangers of some household products and medicines and how these can be harmful if not used properly. Please also discuss the importance of road safety when you are out and about. Twinkl have a good PPT that you can watch and discuss together: <a href="https://www.twinkl.co.uk/resource/t-t-15986-the-green-cross-code-powerpoint">https://www.twinkl.co.uk/resource/t-t-15986-the-green-cross-code-powerpoint</a>  <b>Learn to Cross the Road</b> <ol style="list-style-type: none"> <li>1. Think first</li> <li>2. Stop</li> <li>3. Use your eyes and ears</li> <li>4. Wait until it's safe to cross</li> <li>5. Look and listen</li> <li>6. Arrive safely</li> </ol>

## How To Help Your Child's Learning

### **Reading:**

We expect the children to read at least 3 times a week, but strongly encourage them to read each night and to record this in their diary, along with a brief comment. This can be done by your child or an adult, or a mixture of both. We will continue to respond in the reading diaries once a week. If you can ensure they read their small story book to you as independently as possible as they will already have read this in school 3 times so should be able to 'show off' their super reading to you then read the additional glossier book perhaps with a little support. Please remind your child they can change their book talk book as often as they wish. **It is important that your child has their reading folder in school every day please.**

### **Numbots:**

It would be great to see all children accessing Numbots at home for 10 minutes per week. If you are having trouble logging in, or do not have access to the internet at home, please speak to your child's class teacher. The children can earn certificates for the amount of time spent on Numbots, effort and levels passed. It's a great way for them to be able to improve their number fluency in a fun way.

**PSHE:** See above \*

## Homework

We will continue to set optional homework via Google classroom. This is not compulsory; however, it will give your child an opportunity to show what they have been working on at school and extend their learning at home. You can either send in a paper copy, or upload on Google Classroom.

## Key Vocabulary

continent	stem
petal	device
equator	trunk
evergreen	vitamin
climate	root
deciduous	diet
season	hygiene
Shabbat	medicines

## Items Related to Our Project

Woodlands are interesting places. Why not take a woodland walk and see which plants and creatures you can find? Simple spotting books or apps will help you to identify unknown species. Alternatively, visit the local library and borrow information and storybooks about woodland creatures to read together. You could also collect twigs, leaves, seed cases and flowers to make natural art together outside. Remember to take photos before the wind blows your artwork away!

<https://www.twinkl.co.uk/resource/t-t-15986-the-green-cross-code-powerpoint>

## Information For This Term

**PE: PE lessons will be taught outside when possible.**

Y1 PE will be continuing on Monday and Wednesday afternoons. Children will need to **come to school in their PE kit**. This consists of a dark pair of tracksuit trousers or shorts (preferably black), a white t-shirt, a warm sweatshirt or jacket and a pair of comfortable sports trainers. Please also ensure that **long hair is tied back** and children have **earrings removed** or are able to take them out themselves. This is for health and safety reasons and children will be unable to participate if they have earrings in. Many thanks.

### Reminders

- Children must bring fresh drinking **water** (no other drinks please) each day, in a **named**, clear bottle with a sports cap.
- Although free fruit is always available for children in KS1, if preferred, they may bring fruit or vegetables from home to eat at snack time.
- In the interest of health & safety, **please do not send your child to school with any food containing nuts** (unfortunately, this does include many chocolate spreads). We have a number of children in our school who have **severe nut allergies**, so this is of great importance.
- As there is limited space in the children's trays, please encourage them to only keep what is necessary in their book bags. We would also appreciate it if you could **avoid attaching fluffy toys** etc. to book-bag handles.
- As always, we really appreciate your monetary donations. A small, voluntary contribution of 50p-£1 each week really helps us fund items such as playdough and cooking ingredients and small resources to enhance our projects etc. Thank-you SOOOO much to those of you who have made regular donations over the last three terms.

***Finally, in the interest of safety, if someone other than the usual adults will be collecting your child, please always let us know.***

Thank you,

Year 1 Team.