

# Year 1 Spring Term

## Bright Lights, Big City



In January 2024, the Year 1 children will begin their Spring Term Expedition, focusing on the guiding question:

### “What puts London on the map?”

#### Our Learning:

In **Geography** (Case Study 1), we will use a map to locate the four countries that make up the UK and their capital cities; focusing on the capital city of England, which is London. We will be finding out about London, including its location, geographical features and famous landmarks. We will use aerial photographs to identify and describe some of the different London landmarks. We will use a map to identify and locate various landmarks and use positional and directional language to navigate between points on a map. We will also learn to use a key to identify landmarks on a map. We will use our knowledge of the four seasons to describe what London will be like during these months. We will use our knowledge to suggest activities and events that might take place in London in each of the four seasons. We will consolidate our understanding of our geography lessons by planning an imaginary trip to London. We will need to consider how we will get there, what we will need to wear for the season, what we will see and what activities we might do whilst we are there.

In **Design and Technology** (Case Study 2), we will explore different types of moving vehicles and their features, before exploring, designing, creating and evaluating our own model of a London vehicle using wheels, axles and chassis. We will explore how different parts of a vehicle help to make them work and we will experiment with a range of materials and techniques to combine wheels, axles and chassis. We will then use our designs to create and make our vehicles using a range of craft materials. We will need to make sure they are working safely and carefully. We will share our vehicles with our friends, making sure that wheels are working and the chassis is strong. We will then evaluate our vehicle and look at how our vehicle could be improved if we were to make it again.

In **Computing** (Case Study 3), we will focus on our programming skills: we will begin by learning about commands and how to combine these to make a sequence so we can plan a simple program to move a robot, finding more than one solution when we face problems.; we will then use our skills and knowledge to create algorithms to direct our Beebot around a map of London, visiting different landmarks. We will write our programs before testing and debugging.

In **History** (Case Study 4), we are studying the life of Queen Elizabeth II, Queen Elizabeth I and Queen Victoria, considering what the world was like when the different queens reigned over England. We are also considering the chronology of the queens and changes over time between the reigns and the developments between them. We will also be building our knowledge of living memory, looking at the reign of Queen Elizabeth II and King Charles III.

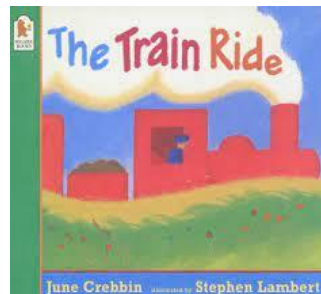


### Final Product and Family Learning

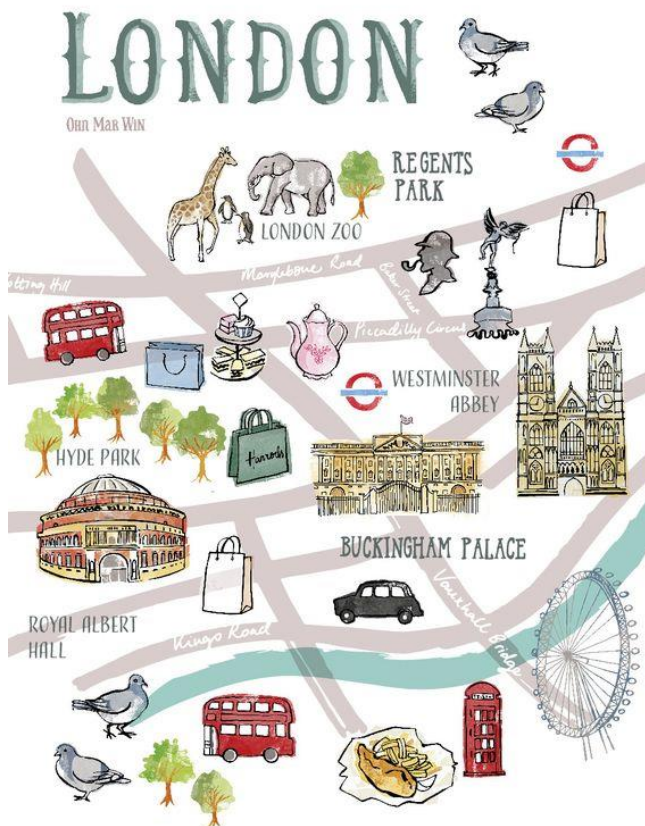
To answer our expedition question (*What puts London on the map?*), using a large-scale map of London showing the landmarks that they have learnt, the children will direct their created vehicles around the map using the skills they have learnt in ICT. As they do this, they will act as tour guides at each destination and impart key facts about the London landmarks using the information they will have learnt and written about in their writing sessions.

Parents will be invited in to come and have a 'tour' and to find out what the children have learnt about each landmark.

### Key Texts



### Staff Model Product



## Other subjects taught this term

### Writing

In writing lessons this term, we are exploring the use of adjectives in a greater depth so that our written work is more detailed and adventurous. We are also looking at how we can effectively use the conjunction 'and' to extend our sentences by joining two clauses together. Our first writing unit will be based around the story 'The Train ride' where children will explore how to write a story of their own about a journey.

Later in the term, we are creating a fact file about the key London landmarks using our learning from our geography. We will also be exploring instructional writing skills and then complete the term looking at character description in their writing. Throughout this term, the children will be working on improving their formation and placement of individual letters, ensuring that their letters sit on the line. The children will be making their capital letters clear and distinct and begin to show clear ascenders and descenders.

### Reading

In our Reading lessons, we will be looking at a book that is tricky to interpret, as it has no words! This is called 'Wave'. The children will develop their inference, prediction and summarising skills. We will be spending time discussing the events, our favourite parts, what we predict might happen next and different characters' feelings as we read. It is a beautiful text that will promote discussion right from the first lesson.

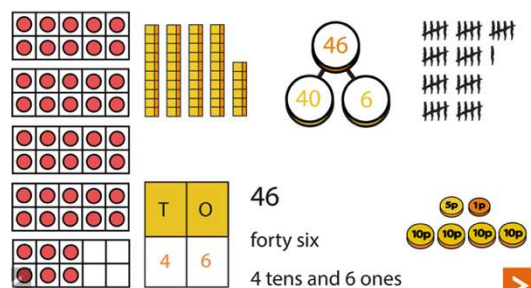


### Phonics

In phonics, the children will continue their Read Write Inc. daily sessions. Within their phonics groups, the children will work on targeted sounds and ensure speedy recall of these phonemes. They will work on Fred Talk to identify how many sounds are in a word and will become faster at recognising 'special friends' in their reading and writing. The children will develop their fluency and will discuss the books they read in class with their peers and teachers, becoming more confident with inference and retrieval skills. They will develop a reader's voice and begin to use expression in phrases in their reading.

### Maths

During this term, we are increasing our knowledge of addition using numbers within 20, and place value using numbers within 50. We are making sure that we could show this using concrete objects, before moving onto pictorial representations, abstract representations and written questions. We are also looking at measurement, exploring the length, height, mass and volume of objects using comparative language (taller/shorter, full/empty) before measuring more accurately.



### Science

In science lessons, we will be exploring everyday materials. We will learn the difference between objects and the materials they are made from, identify and name a range of everyday materials as well as being able to describe their simple physical properties. We will also compare and group materials before we test them to find out which would be the most suitable material for an umbrella for a rainy day in London.

## **RE**

This term we will continue to focus on Christianity, learning about their some of their beliefs, including what makes a person special and how people should live with others, as well as discovering the importance of the stories and the Bible. We will then develop our understanding of why Jesus is important to Christians and learn about the role of different Christian leaders, thinking about how they help others to learn from their example.



## **Art**

In art, we will develop our understanding of colour theory, exploring and experimenting with primary colours before mixing these to create secondary colours; we will be exploring a range of paint, brush sizes and tools whilst doing this as well as describing collections of colours, discussing and use warm or cold

colours. We will also be exploring the different methods of printing such as mono printing, block printing and etching into soft materials, creating stamps of different London monuments which we will use to print using simple materials such as card, string and paper.

## **PSHE**



In the first half term, the children will learn how to set simple goals and working out how we can achieve them; learn how to face challenges, identifying and overcoming the obstacles before thinking about our feelings as we celebrate achieving this. Then we will begin to learn the differences between being healthy and unhealthy with making healthy lifestyle choices, including how to keep ourselves clean and understanding that medicines help us if we feel poorly. Finally, we will learn about road safety and about people who can help us to stay

safe.

## **Spanish**

This term, we will continue to develop our verbal skills, becoming more confident in using simple greetings and moving on to recognising personal questions and responding to them.



## **Music**

We begin the term by learning about timbre and rhythmic patterns - understanding that different sounds can represent characters or key moments, exploring clapping along to the syllables of words before creating our own rhythmic patterns to tell familiar fairy tales. Then, the children will develop their understanding of pitch and tempo, identifying high and low notes, learning how to compose a simple tune and investigating how tempo changes help tell a story and make music more exciting.

## **PE**

During the spring term, the children will take part in gymnastics lessons with a superhero theme as they learn the fundamental skills that they continue to build on as they move up through the school. For example, children will learn basic shapes, perform balances, explore different types of rolls and how to jump/land safely. In addition, the children will take part in dance lessons with a 'walk on the wild side' theme. The key skills the children will develop include how to perform and link basic body actions, to move at different



levels/different directions and to work in time to a beat.

