

Dates for your diary:

10th January Pirate dress up day
3rd – 9th February Children's Mental Health Week

Forest School Days:

Monday – Rosen
Wednesday – Dahl
Thursday - Murphy



KS1 Curriculum Newsletter Spring 1 2025



During Spring 1 we will be starting our topic of 'Land Ahoy!' where the children will learn about contrasting being responsible. The topic web below outlines how the different subject areas will be covered. Please note: Some activities may change or different activities may be added depending upon which areas the class choose to investigate further.

English The Write Stuff: This term the children will be writing a non-chronological report about Pirates which will include a main heading, introduction, heading, subheadings, topic information and thinking questions. The children will use the writing rainbow to learn about how to include the following elements in their writing: alliterative headings, action sentences, adjectives, precise words, similes, verbs, using the 'if' conjunction, repetition, onomatopoeia, using the subordinating conjunction 'because' and co-ordinating conjunction 'or', questions, commands, exclamations and writing fact questions.



P.E

Ball Skills: The children will learn how to roll a ball to hit a target, stop a rolling ball, dribble with their feet, kick a ball, throw, catch and dribble a ball with their hands.



Send and Receive: The children will be learning how to track and receive a rolling ball, send and receive a ball with their feet and send and receive a ball using a racket.

OAA (outdoor adventurous activities): The children will work as part of a team and communicate as they try to complete challenges. E.g. lead a blindfolded partner from one side of the astro to the other with markers/ cones/ hurdles in the way; work in small groups to travel from one side to the other using hoops but not stepping out of them.

Maths – Maths Mastery (White Rose Maths)

Year 1 – Place Value (within 20) The children will count within 20. They will deepen their understanding of 10 and apply this when learning about the numbers 11-20. The children will explore finding one more and one less than a given number within 20. The children will use and explore number lines up to 20 and estimate where given numbers should be placed on a number line. Lastly, the children will compare and order numbers to 20.



Addition and Subtraction (within 20) The children will add and subtract within 20 and then add/ subtract ones using number bonds. The children will find and make number bonds to 20 and then develop their understanding of doubles. Following this the children will explore the concept of near doubles. They will use subtraction to find the difference between two numbers and solve missing number problems.

Year 2 – Money The children will count money (pence and pounds) and explore different ways to make the same amount. Following this they will compare amounts of money and solve calculations involving money. The children will explore making a pound and giving change. Lastly, they will solve two step money problems.

Multiplication and Division The children will recognise, make and add equal groups. They will be introduced to the multiplication symbol and multiplication sentences. The children will explore arrays and make equal groups by sharing and grouping. They will recap their learning about doubling, halving and odd and even numbers. The children will learn the 2-, 5- and 10-times tables. Lastly, the children will learn to divide numbers by 2, 5 and 10.

Land Ahoy!



Learning Means the World – Dimensions Curriculum

Science - The children will compare how things move and then describe how things are moving using simple comparisons such as faster and slower. Following this, the children will develop an understanding that there are many kinds of sound and sources of sound. The children will investigate what happens to sounds as they move further away from and closer to a sound source.



Geography – The children will name and identify physical features (e.g. beach, mountain). The children will learn how to use simple compass directions and locational language (e.g. near & far) to describe the location of features and routes on a map.



PSHE – Threaded through this topic is the theme of behaving responsibly, with consideration for others.



ART – The children will identify the three primary colours and then explore what happens when they mix the primary colours. The children will create their own sea picture and explore what happens when they add white to a colour.



Music – During this topic the children will learn several songs linked to pirates whilst identifying the difference between loud and quiet sounds.



Computing – The children will learn about sequencing, loops, and events within programming. They will use this knowledge to create a game.



Home Learning Ideas:

- Make a porthole and draw/paint images as seen from a boat to display in the classroom.
- Google Earth – Children can view and print off maps of the land and sea.
- Establish rules for a desert island so that all can live happily.
- Read pirate stories <http://amzn.to/1pqkktE> and pirate poems <http://amzn.to/1i8y4UM>

R.E - The children will be learning about Judaism and answering the key question **How do people know how to behave?** They will develop their understanding about the 10 commandments and Jewish food laws. They will look at different days of rest in different religions and be introduced to the 'Golden Rule'. The children will know what the rules and vision are in our school and why they are important. They will talk about an agreement Jewish people make with God and say how obedience is important to some people. The children will know what the ten commandments are and how they encourage people to behave. They will know why Jewish people follow the ten commandments and consider if they are easy or hard to follow. Following this, they will understand some of the rules Jewish people follow around food and why. The children will consider how rules are written- is it better to tell others to 'do' something or 'not to do' something and then consider how the Golden Rule (treat others how you want to be treated) is linked to our school vision and who you look to for advice about how to behave. By the end of the unit the children will be able to ask questions about the rules and show that they know that rules may be linked to religious or other beliefs, they will begin to talk about what makes a good rule and demonstrate that they understand that there may be different rules in different places.

