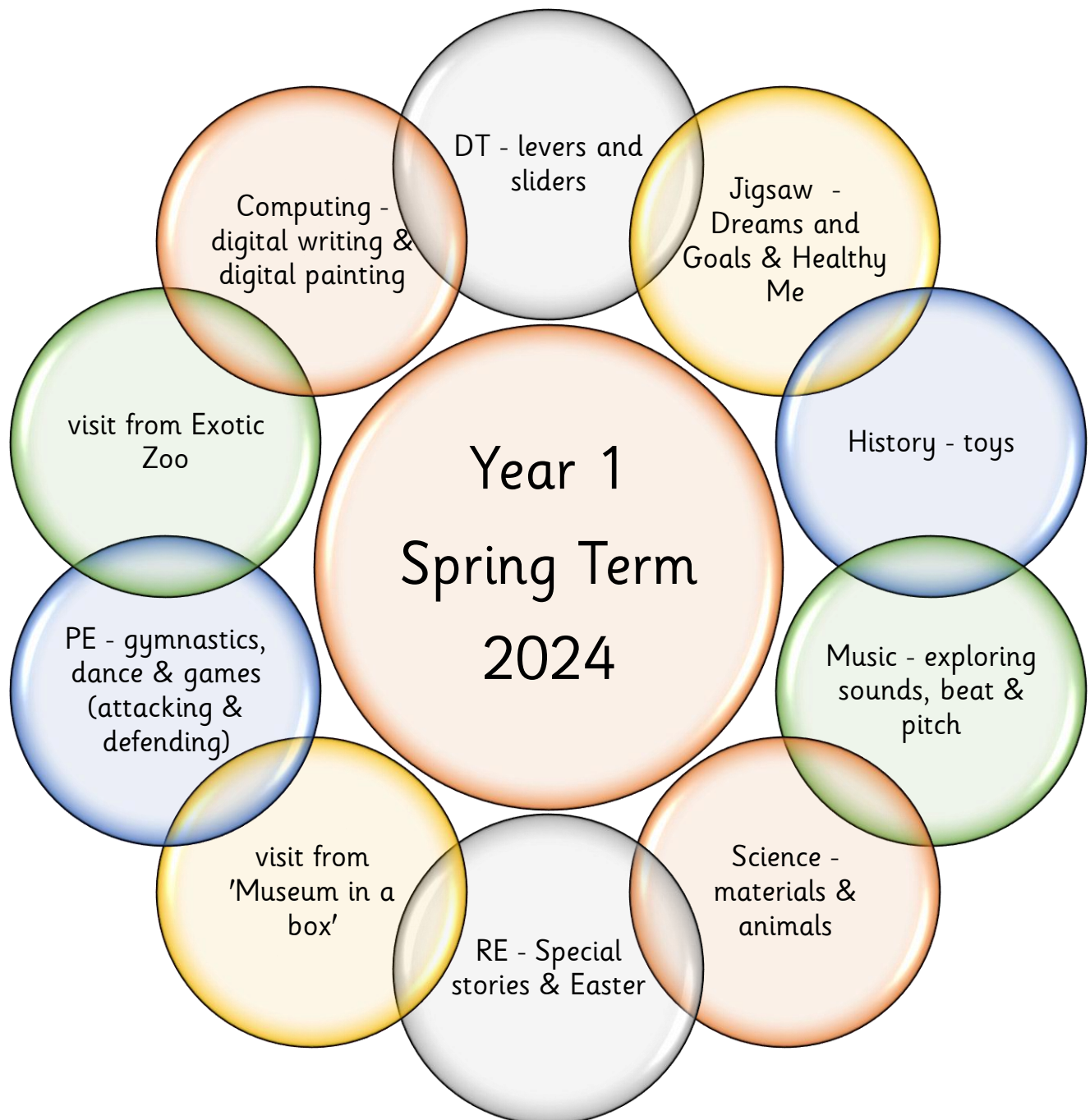


# Donnington Wood Infant School and Nursery

In addition to phonics, reading, writing and maths we have the following exciting learning planned for this term -



More detail about specific learning in each area is on the back of this sheet.

Please talk to your child's teacher if you would like more information.

# Donnington Wood Infant School and Nursery

## Year 1 Spring Term 2024



Phonics and Reading	Maths
<p>Phase 5 (new sounds) secured</p> <p>Read words consistent with their phonic knowledge (phase 5 new sounds)</p> <p>Read some words of 2 or more syllables (phase 5 new sounds)</p> <p>Read 25/45 Y1 common exception words</p> <p>Read aloud many phase 5 words accurately with minimal sounding and blending</p> <p>Answer simple questions about a book that has been read to them (story or non-fiction)</p>	<p><u>Number: Addition and subtraction within 20</u></p> <p>Add by counting on</p> <p>Find and make number bonds</p> <p>Add by making 10</p> <p>Subtraction not crossing 10 and subtraction crossing 10</p> <p><u>Number: Place value within 50</u></p> <p>Read and represent numbers to 50 using tens and ones</p> <p>One more/ one less than numbers to 50</p> <p>Compare objects / numbers within 50</p> <p>Count in 2s and 5s</p> <p><u>Number: Multiplication and division</u></p> <p>Count in 10s</p> <p>Make and add equal groups</p> <p>Make arrays</p> <p>Make doubles</p> <p><u>Mass and weight</u></p> <p>Measure and begin to record mass/weight</p> <p>Compare, describe and solve practical problems for mass/weight</p>
Literacy	Science
<p><u>traditional stories, information text, instructions, recount, poetry</u></p> <p>Correctly form all lower case letters</p> <p>Begin to form capital letters</p> <p>Segment spoken words into phonemes and represent these using known graphemes (phase 4) spelling some words correctly and making phonetically plausible attempts at others</p> <p>Spell 20/45 Y1 common exception words</p> <p>Begin to write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>Demarcate some sentences with capital letters and full stops</p> <p>Use spacing between words</p> <p>Begin to use 'and' to join words and clauses</p>	<p><b>Exotic Zoo in school</b></p> <p><u>Materials</u></p> <p>Distinguish between an object &amp; the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday material</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Animals</u></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><u>Working Scientifically</u></p> <p>Performing simple tests</p> <p>Identifying and classifying</p>
DT	Computing
<p><u>Levers and sliders</u></p> <p>Join appropriately for different materials and situations</p> <p>Create and use levers and sliders</p> <p>Design purposeful products based on simple design criteria</p> <p>Generate and communicate their ideas through talking &amp; drawing</p> <p>With support put ideas into practice</p> <p>Explain how to keep safe during practical activity</p> <p>Describe how an existing product works</p> <p>Talk about their own work, identifying strengths and areas for improvement</p>	<p><u>Instructions</u></p> <p>Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute following a sequence of instructions</p> <p><u>Digital Writing</u></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private.</p>
PE	PSHE (Jigsaw)
<p><u>Gymnastics Traditional Tales</u></p> <p>Recognise and perform contrasting movements and balances.</p> <p>Travel in different ways, changing speed and direction.</p> <p>Control my body when jumping and rolling in different ways.</p> <p>Link movements to create and perform a sequence with a beginning, middle and end</p> <p>Cooperate effectively with a partner.</p> <p><u>Crossbar Dance</u></p> <p>Copy a dance sequence and use improvisation skills</p> <p>Understand mirroring and to do this with a partner</p> <p>Keep in time with a steady beat to perform a traditional style of dance.</p> <p>Vary the shape and speed of movements</p> <p><u>Dance</u></p> <p>Increase coordination when dancing at different levels</p> <p>Develop agility coming into and out of different movements</p> <p>Develop agility by varying the speed of movements</p> <p>Develop balance in standing positions</p> <p><u>Games – Attacking and Defending</u></p> <p>Think about using space in a team game and mark another player</p> <p>Defend the space between players and get past a defender</p> <p>Pass a ball to another player</p> <p>Use attacking and defending skills in a team game</p>	<p><u>Dreams and Goals</u></p> <p>I can set a simple goal and work out how to achieve it</p> <p>I understand how to work well with a partner</p> <p>I can tackle a new challenge and understand this might stretch my learning</p> <p>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p><u>Healthy Me</u></p> <p>I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>I know about household products including medicines can be harmful if not used properly</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know how to keep safe when crossing the road, and people who can help me to stay safe</p> <p>I can tell you why I think my body is amazing and identify some ways to keep it safe &amp; healthy</p>
RE	History
<p><u>Special Stories - What can we learn?</u></p> <p>How is God shown in the stories of creation?</p> <p><u>Easter</u></p> <p>How and why are celebrations important in religion?</p>	<p><b>Museum in a box</b></p> <p><u>Toys</u></p> <p>Put the main features (a few objects or pieces of information) in chronological order on a simple timeline</p> <p>Use a number of everyday time terms, such as connectives and 'now', 'then', 'yesterday', 'week', 'month', 'year', 'old', 'new', 'long ago'</p> <p>Identify a few similarities, differences and changes occurring within a particular topic</p> <p>Extract information from several different types of source including written, visual and oral sources and artefacts</p> <p>Ask and answer a few valid historical questions (e.g. ask a few questions about a topic, locate relevant information and communicate the answers as sentences)</p>
Music	
<p><u>Exploring Sounds</u></p> <p>Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments</p> <p>Identify a sequence of sounds (structure) in a piece of music</p> <p>Respond to music through movement</p> <p>Sing a song together as a group</p> <p>Create a soundscape using instruments as part of a song performance</p> <p><u>Beat</u></p> <p>Play percussion instruments at different speeds (tempi)</p> <p>Play and control changes in tempo</p> <p><u>Pitch</u></p> <p>Identify changes in pitch and respond to them with movement</p> <p>Listen in detail to a piece of orchestral music (e.g. identify instruments)</p> <p>Relate pitch changes to graphic symbols and perform pitch changes vocally</p>	