



W H A T M A K E S O U R
S C H O O L G R O U N D
S P E C I A L ?
S P R I N G 1



READING

In our specific RWI groups we will continue develop our word reading by :

- Applying our phonic knowledge taught so far working towards reading fluently (quickly and accurately).
- Reading words containing common suffixes
- Reading common exception words.
- Re-reading books closely matched to our phonics level

Also, we will:

- Develop our pleasure in reading through recommendation in book club

Vocabulary: phonic sounds predict

Fred talk vocabulary



W R I T I N G

The text types we are learning about this half term are:

RSPB First Book of Birds Non-fiction
Non-Chronological Report

Our grammar focus will be:

- Conjunctions
- Exclamations
- Capital letters

Vocabulary: poetry

heading

question

stanza



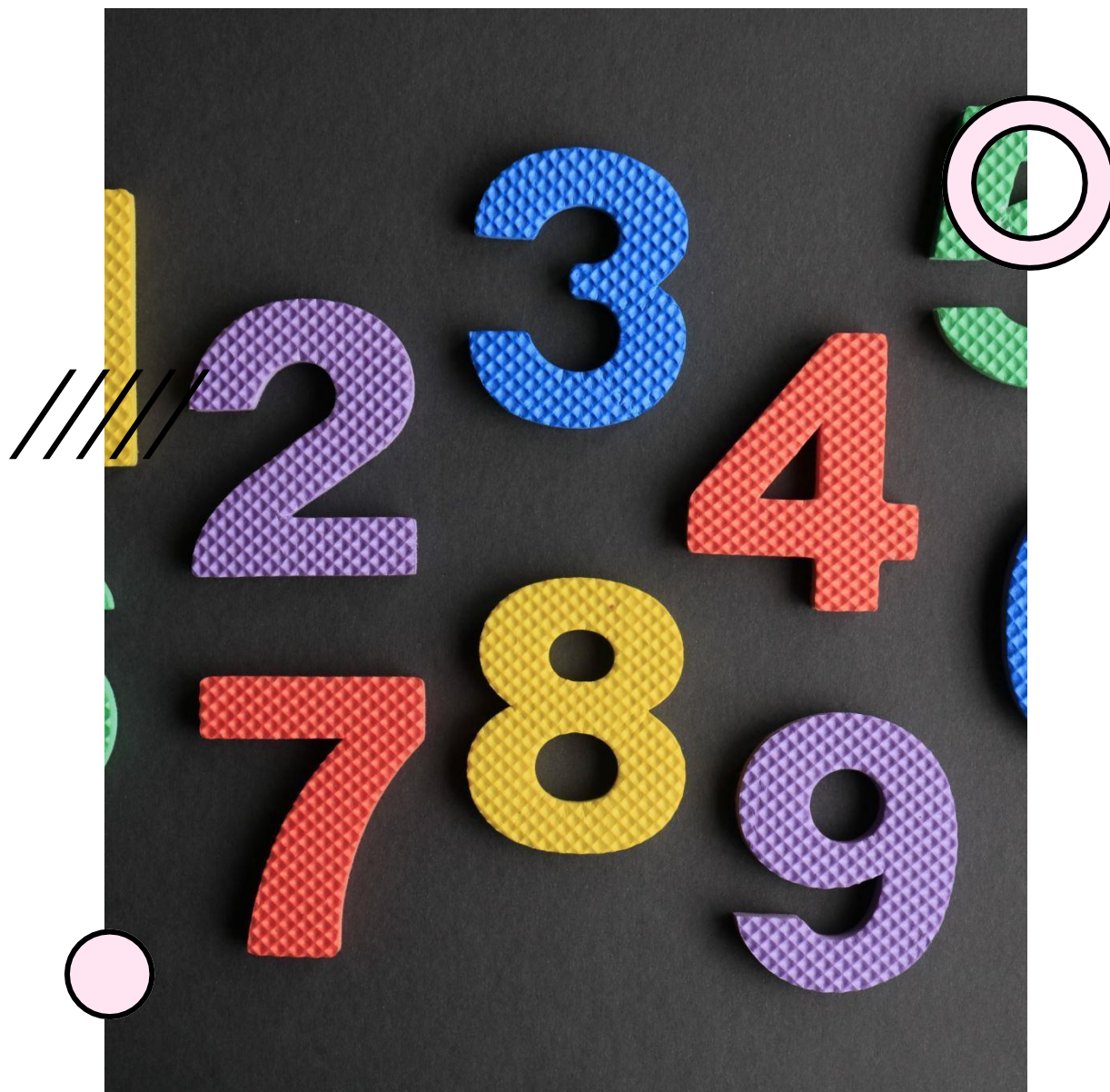
MATHS

We will be continuing working through our math's units, focusing on fluency skills and then developing our reasoning and problem solving.

Place Value within 20

Addition and Subtraction within 20

Vocabulary:	Subtraction	Addition
Number bonds	Part	



G E O G R A P H Y

We will be learning about the difference between a human and a physical feature.

- Explain the difference between a human and physical feature.
- Explain the geography of green spaces.
- Identify green spaces in the school grounds.



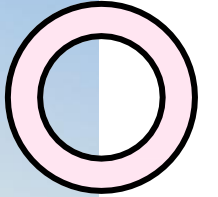
1. Physical features are natural parts of the environment.
2. Human features are made or changed by people.

Vocabulary:

green spaces

human

physical

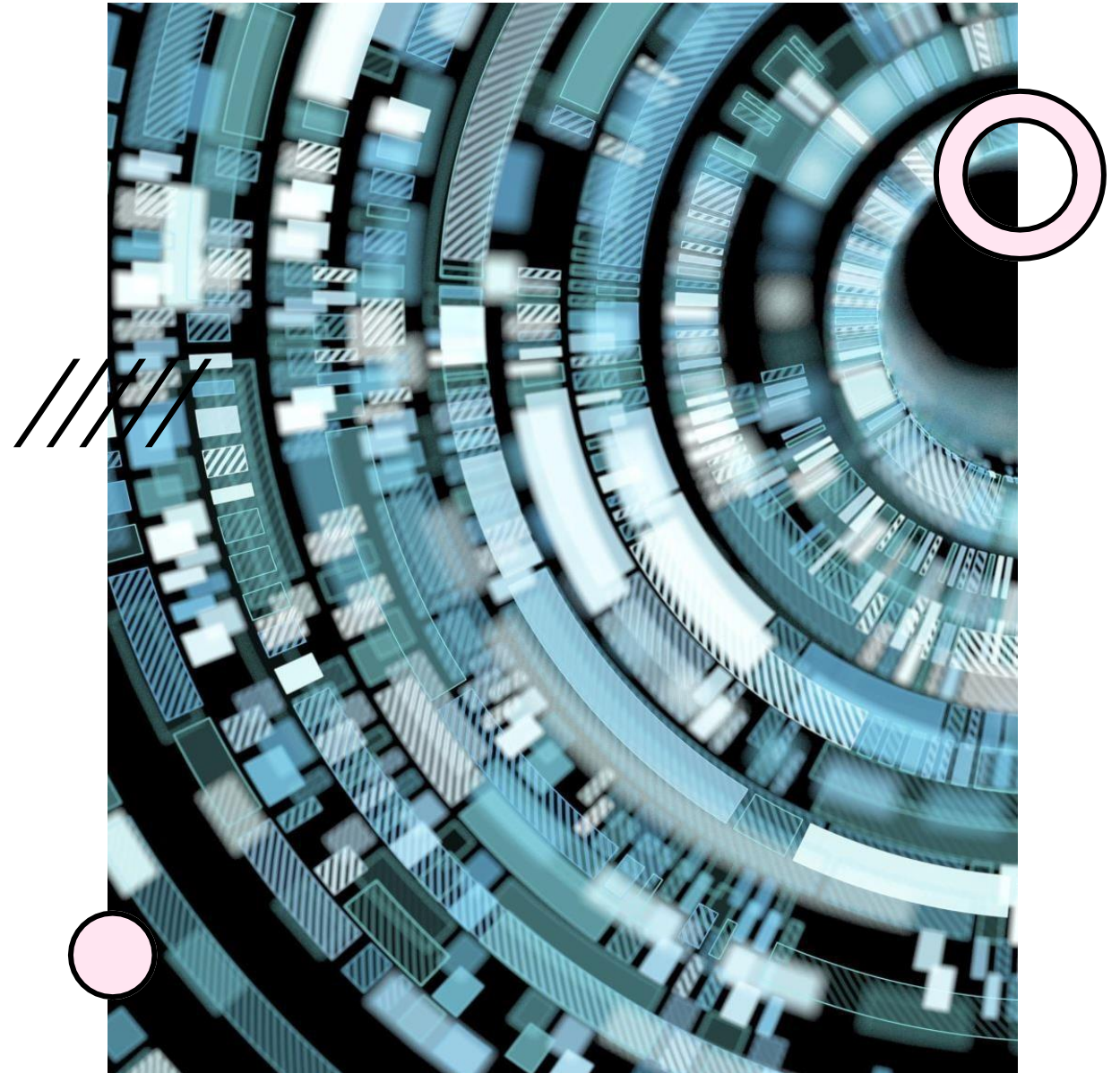


COMPUTING

In computing we will be learning about moving a robot: how to plan and input a simple program.

- Moving a robot
- The meaning of key vocabulary such as algorithm, decomposition and abstraction
- What a given command will do
- How to plan and input a simple program
- How to find more than one solution to a problem

Vocabulary: algorithm
 decomposition



P . S . H . E

We will be learning about: Think Positive! The children will be able to:

- identify and discuss feelings and emotions, using simple terms.
- describe things that make them feel happy and unhappy.
- understand that they have a choice about how to react to things that happen.
- talk about personal achievements and goals.
- describe difficult feelings and what might cause these feelings
- discuss things for which they are thankful
- focus on an activity, remaining calm and still.



1. The first line of my address and town is ...
2. My date of birth is...

Vocabulary:

choices

goals

positive



A R T

We are learning about: Botanical Drawings

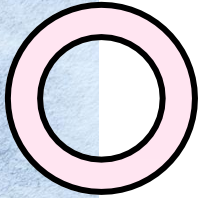
- Use a range of mark styles
- Hold a pencil in different ways to produce a required outcome
- Use close observational skills to make detailed drawings of a subject
- Use other botanical illustrator's work as a basis for observational drawing from photographs, plants and flowers.

Vocabulary:

Observation

Marks

Styles





R.E.

We will be learning about - Who is Jewish and how do they live?

Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

Vocabulary:

faith

Jewish

belief

celebration

P . E .

We will be learning:

Gymnastics:

To be able to perform 5 key shapes

. To link movements

. To move with control.

To use different pieces of equipment and apparatus.

To balance using different parts of my body.

To participate in a performance

Volleyball:

To control your body when moving.

To copy actions.

To control the ball with hands.

To track the ball in the air.

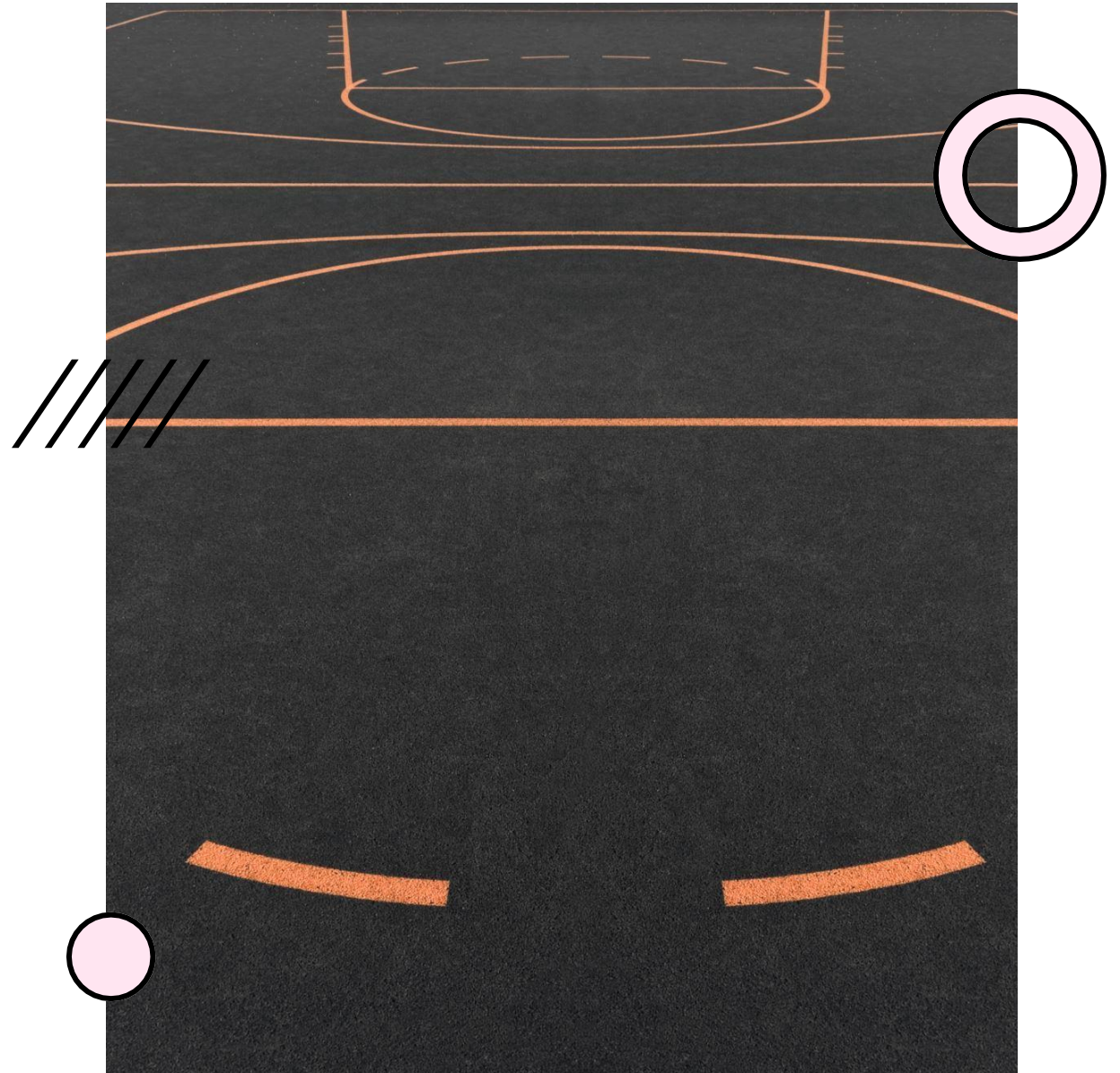
To hit a ball with hands.

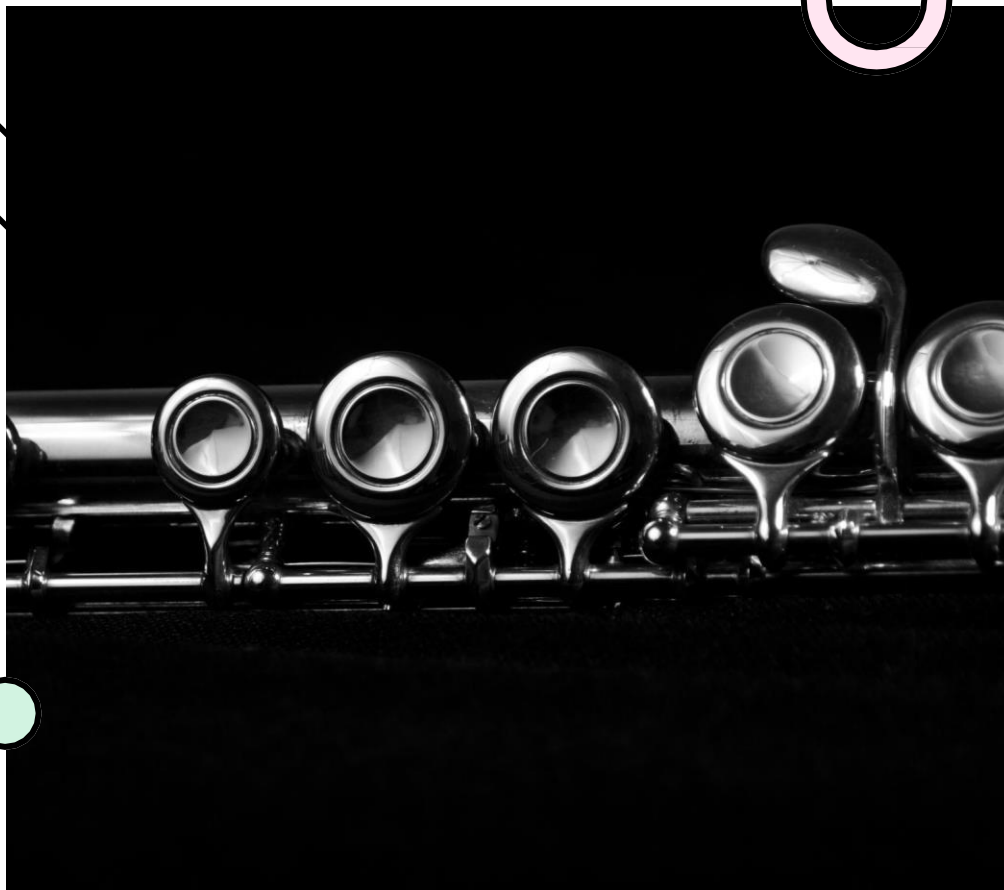
Vocabulary:

rhythm

control

balance





MUSIC

In our music lesson we will be learning the song 'Football'.

- Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).
- Chant together rhythmically, marking rests accurately.
- Play a simple ostinato on untuned percussion.
- Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.
- Recognise the difference between a pattern with notes (pitched) and without (unpitched).



1. The beat is the steady pulse in the music.

Vocabulary:

pitch

beat

rhythm



Our storytime book is going to be The Flower



Our focus music will link to relaxing music based upon the “Dawn Chorus” of bird song.



We will be learning about the wider community of diverse Britain.

