

Year 1 - Areas of Study – Spring 1 - 2025

Topic Title: I Need a Hero

Key Question: What makes a hero?

English (Reading and Writing)

In English this term, the children will be exploring a range of different heroes. They will create their own short superhero story focusing on adjectives and exclamations. The children will then look at an example of a historical hero, Florence Nightingale and how her life has impacted our modern world -this will closely link with history and computing. During this unit the children will ask questions they have about Florence Nightingale and conduct a google search to find their answers. They will also learn the key features of a non-chronological report and write one about Florence Nightingale.

Our English will finish with looking at real life heroes which the children can relate to. They will be writing about a personal experience they may have had with a real-life hero.

In reading, the children will take part in a class guided read where the whole class will explore one book together.

The children will also be looking at other superhero stories such as the popular 'Supertato' series.

Maths

In maths, the children will be continuing to build on their understanding of place value. We will start with a recap on place value to 10 and then explore numbers up to 20. They will be using the number line to help them estimate where a number might fall and then look at what numbers are 1 less and 1 more than a given number.

Moving on from this, the children will use their understanding of place value to help them solve addition and subtraction number sentences within 20. They will use their understanding of number bonds to help them solve missing number problems.

Science

In spring, the children will continue to observe changes across the four seasons with a focus now of winter into spring. They will use weather charts and stations to help them with their observations, refer to their previous learning on mammals and birds but now include insects as we look at life cycles and the activity during the spring season.

History

In history, the children will be learning about a significant individual in the past who has contributed to national and international achievements- Florence Nightingale. They will explore a range of sources which tell us about her life and experiences. This will closely link with English and computing where the children will have the opportunity to use the

internet to find out about Florence Nightingale and then write a non-chronological report about her life. The children will also be comparing her to Mary Seacole.

Geography

As part of our study of Florence Nightingale and Mary Seacole, we will locate Crimea, Italy and Jamaica on a map and globe.

We will discuss how transport and journey times have changed. We will also continue to monitor our weather station and repeat our walk around the school to identify seasonal changes that have occurred.

Art

In art, the children will use their drawing and painting skills to create their own superhero. They will look at pop art and create their very own pop art superhero word.

Design Technology (DT)

Not taught this half-term.

Music

In music, the children will be learning beat, ostinato, pitched and unpitched patterns and mi-re-do (notes E-D and C).

The unit begins with exploring the rhythmic chants of football. They will also have opportunities to echo sing, compose word patterns, compose melodies with mi-re-do and play percussion ostinato.

The children will understand the difference between pitched patterns and rhythms patterns, higher and lower.

Religious Education (RE)

During the first half of the spring term the children will be introduced to a new faith of Sikhism. This term the children will be looking at belief in God. They will use the overarching question of '**Does everyone believe the same thing about God?**' to help guide the sessions and their discussions. They will explore the different gods within Christianity, Hinduism and Sikhism. They will also look at some stories within each of the beliefs.

Physical Education (PE)

During this half-term, the children will get a chance to become dancers. They will be focusing on creativity and learning to observe and copy others, explore and describe different movements and select and link movements to fit a theme. They will learn to identify the rhythm and beat of music, and look at turning, jumping and moving. The children will also continue with outdoor games building on their skills of balance and agility.

Computing

In computing, the children will be learning how to conduct an internet search in order to find out answers to questions they may have about Florence Nightingale.

Personal, Social and Health Education (PSHE)

The children will be looking at belonging to a community in PSHE this half term. We will start with communities the children are familiar with look at other local communities that they may not have realised they are a part of.

The children will also be learning the importance of media literacy and digital resilience. Understanding the different uses and why people use the internet and how to safely use digital devices. This unit will closely link the computing.

* * To teach phonics in Key Stage 1, we use the Twinkl Phonics scheme and Rhino readers. These are organised systematically and carefully matched to the child's phonic stage, to ensure that all of our children develop the skills they need to become fluent and confident readers.

**To teach reading in Key Stage 1, the children learn the sounds they need to decode words and read texts that are linked closely to their phonic knowledge.

Alongside daily phonics sessions, the children participate in guided reading sessions to focus on their comprehension skills. They are encouraged to become reading VIPERS and focus on the key objectives of Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing. We read the children a wide selection of engaging and entertaining real books to inspire in them a love of reading and develop their language and understanding.

*If you require additional information relating to our school curriculum, please ask at the school office or the class teacher.