

# Year One

## Spring Term – ‘Marvellous Monarchs’

As readers, our children will use the following texts to support their learning:



### Fiction

- 'The Queen's Knickers' by Nicolas Allen
- 'The Jolly Postman' by Janet and Allan Ahlberg
- 'The Emperor's New Clothes' by Hans Christian Andersen
- 'The Royal Dinner' by Brenda Parkes
- 'The Queen's Hat' by Steve Antony

### Non-Fiction

- 'Queen Elizabeth II' and 'Queen Victoria' by Zanna Davidson
- 'The Queen' by Richard Brassey

### Poetry

- Nursery Rhyme – Pussy Cat, Pussy Cat
- The National Anthem
- 'The Sound Collector' by Roger McGough

Our children will use the texts and the links to the curriculum to develop our skills as writers of:

- **narrative texts** – *retell well known stories*
- **letters**
- **information text** – all about the senses
- **biographies**
- **narrative texts** – adventure stories

### Marshland Moments

15. Make a fruit salad for a tea party
16. Be King or Queen for the day

### Key Events

#### The Local Park

Visit the local park with parents

### Engaging Parents

#### Royal Tea Party

Invitation to parents to attend a tea party linked to the learning in design and technology

#### Fun with Phonics

Information session for parents on the Phonics Screening Check and how they can support

As mathematicians, our children will access the 'White Rose' programme and study:

- **Addition and Subtraction**
- **Place Value within 50**
- **Measurement – length and Height**
- **Measurement – Weight and Capacity**
- **Multiplication and Division**

<p><b>As scientists, our children will work scientifically:</b></p> <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- identifying and classifying</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions</li> </ul> <p><b>They will investigate seasonal change by:</b></p> <ul style="list-style-type: none"> <li>- observing changes across the four seasons</li> <li>- observing and describing weather associated with the seasons and how day length varies</li> </ul>	<p><b>The children will also study the following two units:</b></p> <table border="1"> <tr> <td data-bbox="1124 194 1579 582"> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>- identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>- describe and compare the structure of a variety of common animals (fish, amphibian, reptiles, birds and mammals including pets)</li> </ul> </td> <td data-bbox="1588 194 2033 582"> <p><b>Humans</b></p> <p>Body Parts and Senses</p> <ul style="list-style-type: none"> <li>- identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.</li> </ul> </td> </tr> </table>		<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>- identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>- describe and compare the structure of a variety of common animals (fish, amphibian, reptiles, birds and mammals including pets)</li> </ul>	<p><b>Humans</b></p> <p>Body Parts and Senses</p> <ul style="list-style-type: none"> <li>- identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.</li> </ul>
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<p><b>As designers and users of technology, our children will develop their understanding of cooking and nutrition by:</b></p> <ul style="list-style-type: none"> <li>- exploring existing healthy snacks involving fruit and vegetables</li> <li>- using the basic principles of a healthy and varied diet to prepare dishes</li> <li>- understanding where food comes from</li> </ul>	<p><b>As artists, our children will:</b></p> <ul style="list-style-type: none"> <li>- develop their knowledge and skills when drawing and sketching portraits</li> <li>- learn about the work of 'Arnold Machin' and make links to the work they create in this unit of work</li> </ul>			
<p><b>As geographers, our children will:</b></p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas</li> <li>- use basic geographical vocabulary to refer to physical and human features</li> <li>- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries studied at this key stage</li> </ul>	<p><b>As historians, our children will develop an understanding of:</b></p> <ul style="list-style-type: none"> <li>- the lives of significant individuals nationally with a focus on Queen Victoria and Elizabeth II</li> </ul>			
<p><b>In Personal, Social and Health Education, our children will study:</b></p> <p>Dreams and Goals – <i>setting goals and tackling new challenges</i></p> <p>Healthy Me – <i>learning how to keep clean, safe and healthy</i></p>				
<p><b>Developing their knowledge and skills in physical education, our children will:</b></p> <ul style="list-style-type: none"> <li>- develop balance, agility and co-ordination and begin to apply these to gymnastics</li> <li>- explore fictional characters and traditional tales by performing dances using simple movement patterns</li> </ul>	<p><b>As musicians, our children will:</b></p> <ul style="list-style-type: none"> <li>- listen and appraise a variety of genres of music</li> <li>- play musical instruments when exploring Latin music</li> </ul>			
<p><b>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</b></p> <ul style="list-style-type: none"> <li>- what can we learn from sacred books? – <i>focus on 'believing'</i></li> <li>- how and why do we celebrate sacred times? (Christianity) – <i>focus on 'expressing'</i></li> </ul>	<p><b>As computers and users of technology, our children will investigate:</b></p> <ul style="list-style-type: none"> <li>- how to keep safe online when exploring Purple Mash</li> <li>- exploring mazes</li> <li>- how they can use spreadsheets</li> <li>- animated story books</li> </ul>			