

## Year 1, Spring 1, Curriculum Learning

Dear Parents/carers,

Happy New Year and a warm welcome back! We hope you have had a wonderful festive break. As we begin a new term, we are excited to share all the engaging and inspiring learning planned for Spring 1. Over the coming weeks, pupils will be exploring new topics, developing key skills, and taking part in a range of enriching activities designed to support both academic progress and personal growth. We look forward to a positive and successful term ahead.

### English

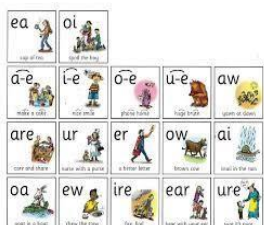


In English this term we will begin with a 'strong start' unit of learning. This comprises of children continuing to understand grammatical concepts such as what a *noun*, *adjective* and *verb* is and means. Children will look at pictures of different settings, identifying nouns and describing them using adjectives. Then they will identify verbs and use all of their grammatical knowledge to write simple sentences.

Our main story will focus will be 'Thank You Omu!' by Oge Mora. Children will begin by making predictions by looking at the front cover. Using key language frames such as: 'I can see...there are... and looking closely'. Following on from this, children will take part in shared reading, using phonetic and reading strategies to read and identify key vocabulary. We will orally retell parts of the story before creating our own plans through drawing and labelling. By the end of the unit children will retell Omu's story in writing for others to read and enjoy!

We will continue to compose sentences using strategies of 'think it, say it, write it and check it'. These are simple steps to follow when writing simple sentences to ensure children are writing in full sentences. Children will be supported to reread and begin to edit their own writing. They will be encouraged to Fred Talk words and use the correct letter formation. It is important to embed correct letter formation, ensuring pupils start at the correct starting place for each letter. We are focusing on using capital letters to start a sentence, for names and places. This term we really want to improve handwriting in Year 1. Please encourage this when supporting your child at home.

### Phonics

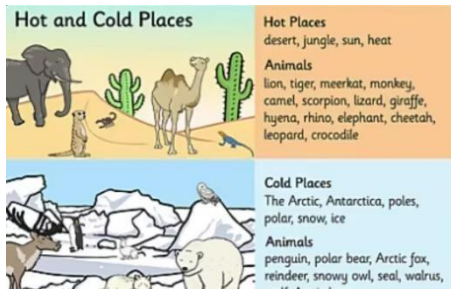


Children will continue to progress through the Read Write Inc programme and read books matched to their reading level. Children will take part in daily Phonics lessons that are fast paced, well sequenced and engaging to improve their sound knowledge and decoding abilities. Pupils will learn Set 3 sounds that include alternative graphemes to the sounds that they have been taught in Set 2. The children are grouped into new phonics groups based on their understanding and application of set 2/3 sounds. This term we aim to communicate to parents the sounds children have learnt via ping so all the children can practise these sounds at home too. We have a big focus on speedy reading this term. The children will aim to read words quickly by using the Fred Talk strategies of segmenting and blending sounds in their head and then reading the word aloud. This is to develop their fluency in reading. Please ensure your child brings in their reading wallet everyday so that they can participate in reading opportunities using their own levelled books.

## Core book challenge.

Pupils have loved sharing the reflections of stories from the core book challenge. It is wonderful to see pupils developing their love for reading. Your support means so much. All the children should now have a 'Tell Me Grid' which they have been filling out with a grownup at home after immersing themselves in a core book. Wherever the children are in their core book challenge journey, please remember that all children have the whole year to complete this reading challenge. Pupils can hold onto a book for a maximum of 2 weeks to ensure everyone can read all the books. We would love for more children to share their grids at school and talk about which stories they have read so far and share their reviews. If you have any questions or are unsure on how you can support your child, please get in touch.

## Geography



This term in Geography our unit of learning is all about Hot and Cold Locations. The children will develop on their Geography learning in Autumn by revisiting and identifying the names of the 7 continents and 5 Oceans of the world. We will learn about what an equator is and where it is located. Using this knowledge, the children will understand where it is hot and where it is cold on Earth. Children will then identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. We always encourage children to make links in their learning, if you went away over the holiday period, have a geographical conversation with your child, which continent was it in? Can you identify it on a map, is it close or far from the equator?

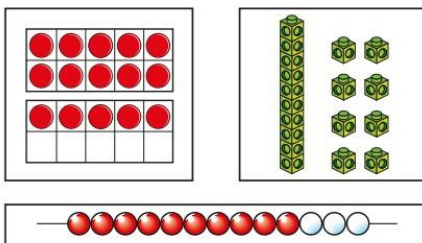
## Science



In Science our unit of learning is based on plants including trees. We will start by looking at the different parts of a plant, naming and labelling them. The children will then learn about different types of plants such as wild and garden plants, naming common plants and identifying where they can be found. Following on from this we will look at two main types of trees deciduous and evergreen trees, observing the differences between them. Plants and trees are all around in our environment, during your walk to and

from school, your adventures outside of school, I wonder what you can spot?!

## Maths



This term children will develop on their Autumn place value learning by focusing on numbers between 10- 20. We will use a range of resources such as ten frames, bead strings and towers of cubes to draw attention to the fact that 10 ones and 1 ten are equivalent. Children will learn to make numbers using dienes understanding the place value of tens and ones in a number, for example the number 18 has 1 ten and 8 ones. This understanding is crucial for when we begin our addition and subtraction

unit. Following on from this we will explore 1 more and 1 less than given numbers understanding numbers increase and decrease depending on the skill used. Children will compare numbers 1-20 as well as learning to estimate. We will continue to work on the application of a skill to solve problems. Pupils will be taught to subitise numbers (spot patterns to count numbers speedily) to think of quicker ways of counting.

[Maths - Top marks Search](#) is a free website that you can use to consolidate learning at home. We suggest the following games:

- Counting and recognising numbers to 20( and beyond) [Helicopter Rescue - Mental Maths for 4 to 8 Year Olds](#)
- recall number bonds [Hit the Button - Quick fire maths practise for 6-11 year olds](#) (only use number bonds)
- addition sums [Robot Addition](#)

## Personal, Social and Health Education



Dreams & Goals

In PSHE children will explore the unit Dream and Goals. We will begin by talking about what we can do well, our successes and achievements in school and home so far. We will think about what we can do even better and discuss setting ourselves simple goals. It will be important to think about how we could achieve these goals. We will understand that working together as a team allows us to achieve our goals too. When we achieve our dreams and goals we can feel proud and celebrate together. We will also learn that sometimes we can face obstacles and talk about how we may feel and how we can overcome them.

## Religious Education

In RE we will continue to follow the Tower Hamlets syllabus. This term, our key questions will be 'where do I feel safe? Where is a sacred place for believers to go?' We will begin by identifying places that make us feel safe. We will link this to the three main religions Christianity, Islam and Judaism and discuss special places where believers go. We will then delve into Christian places of worship and give simple reasons for why the church is important to them.



## Art



In Art, the unit is all about 'printing.' We will explore the work of Karen Lederer who creates colourful monoprints of everyday objects. Drawing on this inspiration, we will first make marks by printing from everyday objects. Then the children will learn to use a stencil and the stippling technique to create printed shapes. Finally, children will apply a range of printing techniques to create a final piece. Our next unit of learning is based on 'textiles.' We will look at the work of Anne Kelly, a contemporary Canadian-born, UK-based artist. Anne creates wall hangings and objects using a combination of mixed-media collage and hand and machine embroidery. Children will explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving. They will combine materials to create colourful and textural effects to create their own artwork.

## Music

### Junior Jam

Children will continue to learn Music with our Junior Jam specialist teacher Dolvani. This unit builds pupils' confidence in reading and following music as well as learning the important skill of listening to others when playing. These two key skills will help them in all aspects of music throughout their musical education. Pupils will build on their technical music skills whilst learning to play a variety of instruments from keyboards, glockenspiels, Boomwhackers, floor drums, through to a vast range of percussion. The class will learn how to play multiple popular songs as an ensemble, gaining performance confidence along with developing their musicality and listening skills.

## Computing

### Junior Jam

Children will be continuing their learning Computing with our Junior Jam specialist teacher Ridwan. In Computing this term, children will learn about 'Stop Motion' animation. They will gain a number of animating skills to create their own stop motion animation on an iPad. They will have to create a plot and overcome

the challenges involved in animating multiple objects and characters within one frame. Children will store their content each week and find it again on the relevant app, by the final week the children will create a sequence of animations.

PE



On Monday the children take part in a PE session, this term the main focus will be tennis. On Thursday the children will be taught by our Junior Jam teacher Tom. The focus will be Basketball. Children will learn techniques such as dribbling, passing, ball control and shooting. They will be encouraged to practise the different types of passes, such as chest, shoulder and overhead passes. Children will not only learn about the game as a whole, but also gain an understanding of basic rules, teamwork and good sportsmanship. Both sessions will take place in In2Sports hall adjacent to the school. Children are expected to come into school wearing their PE kit and do not need to change back into their school uniform.

Our PE kit consists of:

- A white polo shirt with school logo
- Black jogging bottoms or black shorts
- Black plimsolls or suitable trainers

Important dates and events:

- National Storytelling week- 2<sup>nd</sup>-8<sup>th</sup> February. Theme: “Sound track your story”
- CJ Storyteller School visit- Monday 2<sup>nd</sup> February 2026
- Home project due- Monday 9<sup>th</sup> February 2026
- Trip to local church- February, date TBC

This term we will be doing the following:

Weekly PE lessons	Monday and Thursday at the Sports Hall
Spelling	Given on a Friday (Spell check following Friday)
RWI reading book and RWI bookbag Book	Weekly- mostly every 3 days (groups defer)
Core Reading Challenge and Class Library book	Friday
Give Me 10	Every Tuesday 8:50am – 9am

Daily reminders: Please make sure all jumpers/ cardigans are labelled.

Our uniform consists of:

- A purple sweatshirt or cardigan with school logo
- Purple or white polo shirt with school logo
- Black trousers, black skirt or black pinafore
- Lilac/purple school gingham dress (summer)
- Black shoes
- If a headscarf is worn this should be black, white or purple.

Please can you write your child’s name on all clothing items.

Water

Please make sure your child brings a water bottle to school.

Bookbag – Please check regularly and take out letters and communication.

This should carry the reading wallet with:

- RWI Reading book.

- RWI book bag book
- Class library book.
- Reading journal
- Core Book Challenge – optional.

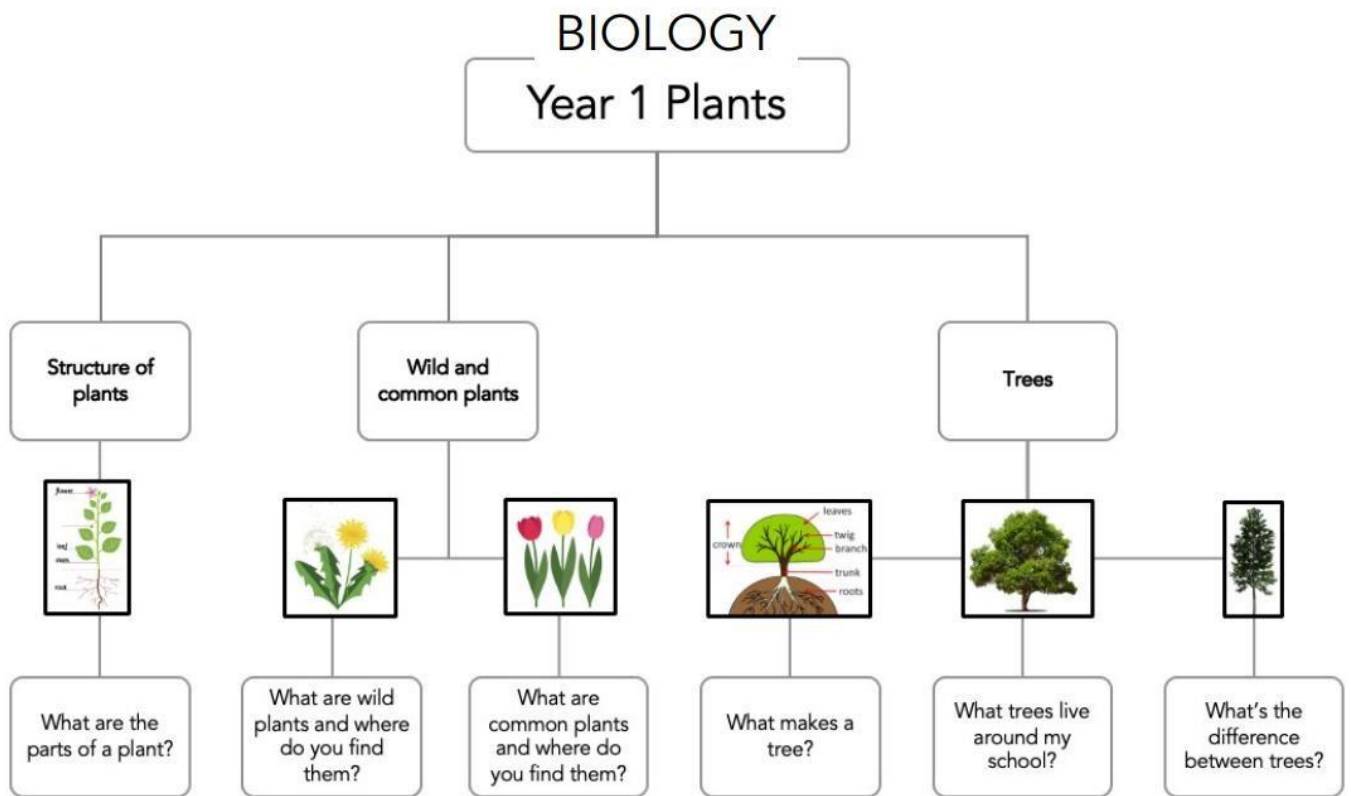
#### Homework:

Year 1 home learning involves weekly spelling and daily reading of Phonics book. Additional books in wallets can also be used to do home reading.

The home project this term is 'Let us grow our goals'. Pupils will set the goal to grow a plant and look after a plant. They will keep a plant diary. Pupils will be given soil, seed, and a pot to sow their own seed. You will keep a weekly diary updating the changes, taking measurements of your plant, and once your plant has grown you can share a photo and the diary on 9.2.26. We will send home resources by Tuesday 20<sup>th</sup> January 2026.

Thank you for your continued support, Year 1 have so many exciting learning opportunities this term and we look forward to all the fantastic learning and experiences that they will achieve.

Yours Sincerely,  
Hafsa and Naimah



**Vocabulary** for explicit instruction



**Tier 2** multiple meaning or high frequency

bud	growth on a plant that becomes a leaf, shoot or flower
trunk	main woody stem of tree
branch	part of tree that grows out from trunk
bark	protective outer covering of tree
seed	food store from which a new plant grows
wild	growing naturally without human help

**Tier 3** subject specific

nutrients	substances essential for life and growth
stem	central, long, thin part of a plant
deciduous	(of trees) sheds leaves in autumn
evergreen	(of trees) keeps leaves all year

**Vocabulary** for explicit instruction



<b>Tier 2</b> multiple meaning or high frequency		<b>Tier 3</b> subject specific	
location	a place where something is located	continent	a continuous expanse of land
moist	slightly wet; damp	ocean	a vast expanse of salt water
misty	indistinct or unclear	polar	relating to the North or South Poles
scorched	dried out and withered as a result of extreme heat	equator	an imaginary line around the Earth at an equal distance from the North and South Poles
freezing	having a temperature below 0°C	temperate	having a mild temperature without extremes of heat or cold
tropical	very hot and humid	compass	an instrument for finding direction, with a needle that always points to the north

## Complex Speed Sounds

### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
			gn		c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck		gu		ge							
	ch				dge							

### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
					a	ea	i	o
						e	y	oe

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							