

Acorn Class Spring term 2024

# Hot and Cold

## Phonics

Discrete daily phonics sessions will ensure that children use their phonic knowledge and skills as the route to decode words. We will follow the 'Bug Club' phonics programme, with year one starting the term at phase 5 unit 24 and reception starting at phase 3 unit 8.

Each child will read in school daily and take books home which are matched to the units they are learning. Children will read and re-read to building their confidence and fluency.

Phonics activities will be provided in continuous provision, to enhance the learning in discrete daily sessions and any children who need to, will follow a Bug Club catch-up programme.

Children in year one will also have an Accelerated Reader book, alongside their phonics book, which they will read, then quiz, moving to reach their reading target on our reading tracker.



## English

Reading Comprehension - Whole class and smaller group story sessions happen frequently throughout the day, so that children are exposed to a range of texts at a level beyond that at which they can read independently. Children will be encouraged to discuss and make links to their own experiences. Through guided reading sessions, children will discuss the features of a range of texts, make inferences and predictions. New vocabulary will be highlighted and developed in a range of ways.

Transcription - Children will learn and use the correct letter formation through phonic sessions, discrete handwriting sessions and fine-motor activities in provision. A weekly spelling session will cover spelling rules and children will have up to 10 spellings to learn each week. Dictation forms part of phonics sessions and is used in English lessons to practice GPCs and common exceptions words taught so far.

Composition - We will use a range of texts as inspiration for children to base their writing ideas on. These will link to our 'hot and cold topic.

Texts include;

\*The Great Explorer

\*Penguin Huddle

\*Antarctica - A continent of wonder

Shared and guided writing sessions will model the thoughts of a writer, with ideas for children to apply in their own writing.

Vocabulary, grammar and punctuation

Grammar terminology will be taught discretely and modelled in shared and guided writing. Children will highlight grammar used when discussing their writing.

We will make cross-curricular links where appropriate.

## Geography

Children will begin keeping a record of the daily weather patterns in our locality. They will understand where the hot and cold places are in the world, in relation to the Equator, North and South Poles.

They will use maps, atlases and globes to locate where we live, in relation to the hot and cold places.

Children will make links to their learning in history and maths, to use compass directions and locational and directional language, to describe the location of features and routes on a map.



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## RE

We will explore the Big Questions; 'Why is Jesus special?' 'What is baptism?' 'Why is it important to Christians?' We will explore the feeling of belonging and the symbolism of the water and candle in the baptism ceremony.



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## Music

Our visiting music teacher will teach children to use their voices expressively and together as a group. Children will also learn to play tuned and untuned percussion instruments independently and collaborating with friends.

## Maths

Number and place value – we will be embedding a thorough understanding of place value and properties of numbers to 100.

Addition and subtraction – we will use mathematical symbols to in mathematical statements, representing number bonds, addition and subtraction facts to 20.

Multiplication and division – we will use concrete objects and pictorial representations to solve one-step problems.

Fractions – we will recognise, find and name a half and a quarter.

Measurement – we will compare and describe the measurements of different things in a practical way.

Properties of shape – we will recognise and name a range of shapes.

Position and direction – we will describe position, direction and movement, linking to our work in geography and PE.

## Computing

Barefoot unplugged resources will be used to develop computational thinking and algorithms, using the units Boats Ahoy and Summer Fun.

Children will also develop their mouse and keyboard skills through typing and drawing using the computer and tablets.

## Science

### Seasonal Changes

We will make observations as we move from winter to spring, including of the weather and how day length varies.

### Animals including humans

We will identify and name common animals related to the places of study in geography; hot and cold places. We will describe and compare the structure of these animals. We will learn about the basic needs for survival of these animals, linking to their habitats.

### Living things and their habitats

We will learn how living things are suited to their habitats, including micro habitats and describe how these provide the basic needs for animals and plants.

We will describe how animals obtain food from plants and other animals, understanding a simple food chain, and identify and name different sources of food.

Children will be taught to use a range of practical scientific methods, processes and skills in their scientific enquiries.

PHSE / SMSC / RSE We will learn how to be a good friend and how to show all the qualities of a good friend. We will identify the expectations of everyone and understand how to look after our own wellbeing. Circle time sessions will explore positive relationships and behaviour expectations.

## Art & Design

We will begin our work, by using clay and exploring the different tools and techniques we can use with clay. We will then move on to printing with items and shape, making links to our learning in maths. We will use hot places as inspiration for making masks and weaving, looking at work from other artists who have used places for inspiration in their work.



## PE

Through a range of physical activities, children will;

- \*Develop fundamental movement skills
  - \*develop confidence and competence in opportunities to practice agility, balance and coordination.
  - \*Engage in competitive and co-operative physical activities
  - \* Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- PE lessons will be lead by a professional coach and teachers.

## History

We will find out about the significant events of the sinking of the Titanic. We will find out why Robert Falcon Scott and Roald Amundsen were significant and why we remember them today. We will find out what happened in the race across Antarctica.

We will create timelines to place people and events in chronological order and compare this with previous learning about different explorers in different periods of time and places. As historians we will look at different sources of information, using them to ask and answer questions about events and ways of life.



We will make cross-curricular links wherever possible and links to our Christian and British Values. We will ask 'Big Questions' about the people and places we discover to try to understand more about the feelings and actions of other people.