

Year 1 Overview Spring 2024

	In class your child will...	At home you could...
Science		
Animals	In this unit, children will be locating and naming human body parts with a focus on those related to the five senses. They will be identifying and naming a variety of common animals and grouping these into fish, birds, amphibians, reptiles, and mammals. They will also be beginning to look at how animals get their food whilst exploring and categorising animals into carnivores, omnivores, and herbivores.	Can you you guess objects together using just one sense? Close your eyes and smell, taste or feel objects. Play recordings of different sounds and see if you can guess what the sound is. Read a non-fiction book about an animal of interest and become an expert. When out and about spot different animals and think about how they are the same or different. Watch a film or documentary clip about animals together and discuss what you have learned.
Seasons	In addition to the above, Year 1 will continue learn about seasons throughout the year.	<i>Discuss changes that you notice as the seasons change.</i>
Computing		
Code	Children will be learning more about computer science and following a course on Code.org. The course will help develop children's skills in basic coding and each week they will solve and complete different puzzles, challenges and problems.	https://code.org/athome - get your child to try one of these fun introductory tutorials to coding.
RE		
Who is Jewish and how do they live?	This unit allows children to explore events and celebrations that are special to them and to recognise that different events are important to different people. They will investigate, name and recognise special objects Jewish people may have in their homes. They will look at simple stories e.g. David and Goliath and explore Jewish celebrations such as Shabbat and Hannukah. Children will begin to make links between Jewish ideas of God found in the stories and how Jewish people live.	<i>Think about different celebrations your own family celebrates and preparations that are made for them eg: special food, clothes for a wedding. Encourage conversations about how different people and religions celebrate different events.</i>
History		
How have toys changed since your grown -ups were children?	This unit develops the children's understanding of chronology, from the present day to when you, their parents, were children. We will also consider the kinds of toys grandparents might have had when they were young and what toys were like long ago. Children will learn that toys can be what Historians call sources and that by looking at old toys and games we can begin to learn what life was like for children in the past. We will compare old and new toys and notice similarities and differences in the way that toys have developed over time.	<i>If you have any old toys at home, look at them together. Where did the toys come from? What materials are they made from? Which decade did they come from? How many years ago was that? Choose a popular toy and research it together. How has it changed over time? (For example: Transformers, Barbie, Care Bears, My Little Pony, Lego).</i>
Geography		
What's the weather like?	The children will develop their understanding of seasons and seasonal changes in the UK. They will learn to recognise weather symbols and have opportunities to observe the weather throughout a week. They will name and locate the Equator and the Poles on a globe and find out about weather patterns and conditions close to the Equator or the North/South Pole. They will begin to describe what life is like in these places and name some animals that live there.	<i>Discuss seasonal changes with your child and notice when it is icy. What is ice made of? How does it form? Look at clouds together and discuss favourite seasonal activities. Once your child has learned about the Equator and North/South Pole, have a look at a globe or in an atlas or on Google Earth to see if you can zoom in on these regions. Watch clips of Frozen Planet or Planet Earth to learn more about life near the Equator or North/South Pole.</i>
Design Technology		
Where does food come from?	Children will learn that food either comes from a plant or animal. They will look at how food gets from farm to fork and consider the importance of making healthy food choices. They will choose and use a range of ingredients, tools and skills to design, make and evaluate their own sandwich/wrap. This unit links to our PSHE and Science curriculum.	<i>Talk about the different food on your plates at mealtimes. Discuss whether it came from an animal or plant. Involve your child where possible in preparing their own snacks/meals and talk about the importance of healthy eating.</i>

Art		
Self-portraits	Children will be developing their drawing and painting skills through the study of self-portraits. They will look at a range of artists and explore and discuss different techniques.	<i>Encourage your child to explore and create different drawings and pictures at home. Can you use pens or paints for different effects? Look at portraits painted by a range of artists, such as Vermeer, Van Gogh or Picasso. Do you like them? Why? Why not?</i>
Music		
Instrumental teaching	Learn to play the ukulele. They will look at how to hold it, strum it and pluck it. The children will also begin to learn music theory (what the notes are called etc).	<i>Listen to some music that features ukulele. The Ukulele Orchestra of Great Britain are a great example and can be found on You Tube.</i>
Personal Social and Health Economic Education (PSHE)		
Dreams and Goals	Children will talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. Children will learn to recognise the feelings associated with facing obstacles and how to manage this.	<i>Talk about what a challenge is and how it feels when you think you can't do something. Discuss why it's important to keep trying. Encourage your child to set goals and praise them for their efforts towards achieving it.</i>
Healthy Me	Children consider healthy and unhealthy choices and how these choices make them feel. Children will talk about hygiene, keeping themselves clean and that germs can make you unwell. Children will take part in Children's Mental Health Week in February.	<i>Encourage your child to make healthy choices. Remind your child who they can ask for help when they need it.</i>
Physical Education (PE)		
Ball skills	Children will develop their catching and dribbling skills. They will roll and throw balls towards a target to develop their accuracy and aim. They will participate in simple ball games, working co-operatively with a partner and begin to understand simple tactics.	<p><i>Use different sized balls to try and develop the following skills:</i></p> <ul style="list-style-type: none"> • <i>Sending: roll and throw with some accuracy towards a target.</i> • <i>Catching: begin to catch with two hands. Catch after a bounce.</i> • <i>Tracking: track a ball being sent directly.</i> • <i>Dribbling: explore dribbling with hands and feet.</i>
Dance	Children will explore moving confidently and safely. They will copy, remember and repeat actions and begin to use counts. They will choose appropriate movements for different dance ideas and work with others to share ideas and select actions.	<i>Listen to a variety music and ask your child to explore different actions in response. Your child could even create their very own dance routine to a piece of music they particularly enjoy and perform it to you!</i>