

Understanding the world

Where I live

This topic supports children in developing an understanding of their local environment and the wider world. Through discussion, exploration, and comparison, children will learn about where they live, how places are represented, and how life can be different in other parts of the world.

- Explore where they live and describe their home and local area
- Learn about maps and how they show places
- Observe features of the local environment through a local area walk, including the church
- Be introduced to Africa and begin to compare it with where they live
- Compare homes in the UK and Africa
- Identify similarities and differences between their local area and an African village

Expressive arts and design

Where I live

- Children will develop their drawing skills by making detailed observations of the local landscape.
- Using natural materials collected during their walk around the local area, children will create a collage that reflects what they observed.
- Children will listen to and explore traditional African music.
- Building on their experience of African music, children will explore African dance.
- Children will create artwork inspired by African patterns, textures, and styles.

PE

Swimming

LO - To develop confidence, safety awareness, and basic movement skills in the water.

- How to enter and exit the pool safely
- How to move confidently in water using arms and legs
- How to float with support
- How to travel short distances in the water
- How to follow pool rules and listen to instructions
- How to build confidence and independence in the water
- I can show control and coordination when I move.

PSHE

Jigsaw – Dreams and Goals

- I understand that if I persevere, I can tackle challenges
- I can tell you about a time I didn't give up until I achieved my goal
- I can set a goal and work towards it
- I can use kind words to encourage people
- I understand the link between what I learn now and the job I might like to do when I'm older
- I can say how I feel when I achieve a goal and know what it means to feel proud

Maths

Shapes with 4 sides

- Identify and name shapes with 4 sides
- Combine shapes with 4 sides

Alive in 5

- Find, subitise and represent 0-5
- Composition of 0-5

Mass and capacity

- Compare mass
- Find a balance
- Explore and compare capacity

Growing 6,7,8

- Find, subitise and represent 6,7,8
- 1 more and 1 less
- Composition of 6,7,8
- Make pairs off and even

Chestnut Class

Reception –

Spring 1

Enrichment opportunities

- Music festival
- Ben Goldsborough to visit to do assembly for Parliament week in the afternoon

English

Reading Progression

- Read simple phrases and sentences containing Phase 2 GPCs and known tricky words
- Develop fluency through re-reading phonically decodable books
- Show understanding through answering literal questions

Phonics (Little Wandle)

- Begin Phase 3: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er,
- words with double letters: dd mm tt bb rr gg pp ff
- Learn more tricky words (e.g. was, you, they, my, by, all, are, sure, pure)
- Blend phonemes to read longer CVC, CVCC and longer words

Writing Progression (The Write Stuff)

- Write some CVC words using taught phonemes
- Begin to form lower-case letters correctly using rhymes and visual prompts
- Orally compose a sentence with adult support, then attempt to write key words

Computing –

Creating media – Digital painting

LO: To use digital tools to create artwork and to explain choices made when painting digitally and using traditional materials.

- How to use freehand, line, shape, fill, and brush tools to create digital paintings
- How to make careful choices about colours, shapes, and tools
- How to create artwork inspired by a range of artists
- How to work independently when creating digital art
- How to explain and reflect on the tools they have used
- How to compare painting digitally and painting on paper

Geography –

How does the weather affect our lives?

- To identify and describe basic weather types (e.g. sun, rain, wind, snow)
- To explore how weather changes across the four seasons
- To recognise how artists and musicians represent weather and seasons
- To identify hot and cold places in the world
- To understand that places closer to the Equator are hotter than places near the poles
- To compare contrasting environments, including the Sahara Desert, Antarctica, and the Amazon Basin
- To begin to understand why people explore extreme environments

Music –

In the Groove - To be able to listen to a range of songs and state what you like about it, what instruments are used and what style of music it is.

- Songs include - Livin' La Vida Loca - Ricky Martin, Jai Ho - J.R. Rahman, Jai Ho - J.R. Rahman and Diggin' On James Brown - Tower of Power

To perform and share 'In the Groove' to an audience.

We will also be practicing songs for the music festival.

RE –

Judaism – Enquiry Question: Who is God to the Jews?

In this enquiry, the children learn the basic beliefs of Judaism and the symbols associated with it.

Chestnut Class

KS1 – Spring 1

PSHE

Dreams and goals –

LO: To develop resilience, confidence, and positive relationships by understanding emotions, effort, and teamwork.

- To recognise and talk about their own feelings and emotions
- To understand that learning can feel tricky and that it is okay to make mistakes
- To develop resilience and perseverance when faced with challenges
- To recognise the importance of kindness, sharing, and cooperation
- To work collaboratively and respect others' ideas
- To reflect on their learning and celebrate effort and achievements

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Design Technology –

What techniques do I need to use to sculpt in the style of Andy Goldsworthy

LO: To explore and create sculptures using natural materials, inspired by artists, and to reflect on the creative process.

What pupils will learn:

- To observe natural materials and notice their shapes, colours, and textures
- To stack and balance materials to create height and structure
- To use weaving techniques to add texture and stability
- To arrange and layer materials to create patterns and shapes
- To sketch and plan ideas before creating sculptures
- To reflect on their work, thinking about what worked well and how it could be improved

Chestnut Class KS1 – Spring 1 cont.

English –

We are continuing focusing on:

- I can start my sentence with a capital letter.
- I can use a subject (who or what the sentence is about).
- I can use a verb (what the subject is doing).
- I can put a full stop at the end of my sentence.
- I can check my sentence to make sure it makes sense when I read it back.

Then we are looking at the story: 'After the fall' where the children will complete a piece of independent writing.

SPaG – continuation

- Leaving spaces between words
- Using 'and' to join words
- Identify nouns, verbs and adjectives
- Recognise and identify simple clauses
- use 'and' to join clauses
- Identify proper nouns (including people, places and days of the week) and use capital letters when writing the
- Identify pronouns including 'I' and use a capital letter when writing the personal pronoun

Mathematics Year 1 and 2

Addition and subtraction (within 100)

- Add and subtract 1s
- Add to the next, to a and across a 10
- Subtract to the next, to a and across a 10
- Add and subtract 10s
- Add two 2-digit numbers
- Subtract two 2-digit numbers
- Missing number problem:
- Mixed addition and subtraction

Multiplication and division

- Count in 2s, 5s and 10s
- Recognise, make and add equal groups
- Make arrays
- Multiplication sentences
- Commutativity
- Make equal groups – grouping and sharing
- The 2 times-table
- Divide by 2

Reading

Little Wandle Progression

Children read decodable books matched to their secure phonics knowledge.

Three reading practice sessions each week focus on:

- Decoding (sounding out and blending to read words)
- Prosody (reading with expression and understanding meaning)
- Comprehension (answering questions and discussing the text)

Books are then sent home to build fluency and confidence through re-reading. Children also enjoy sharing books to develop language, story-telling, and a love of reading.

Mastering number – continuation

Number bonds & relationships

- Year 1: Number bonds to 10 and 20, doubles and halves.
- Year 2: Number bonds to 20 and beyond, linking addition and subtraction facts.

Addition & subtraction strategies

- Use part-whole models, number lines, and counting on/back.
- Solve simple and two-step word problems; reasoning about missing numbers.

One more/one less & patterns

- Year 1: One more/one less within 20, simple number patterns.
- Year 2: One more/one less, ten more/ten less, spotting number patterns, bridging through 10.

Fluency & reasoning

- Oral practice, mental calculation, and small-group tasks.
- Applying skills to problem-solving and early reasoning activities.

Science

Everyday materials – continuation

Children will develop their scientific enquiry skills through hands-on experiments and investigations. They will explore floating and sinking, melting and freezing, and material properties, including which materials absorb water. Pupils will make predictions, observe changes, carry out simple tests, record results, and talk about their findings using appropriate scientific vocabulary. They will investigate a range of everyday materials to understand how different materials behave and why they are used for specific purposes.