

## **MATHS**

Y1 children will look at place value, addition & subtraction, length, height, mass and volume this term. Y2 children will look at money, multiplication & division, length, height, mass, capacity and temperature. We use hands on equipment and practical, outdoor learning opportunities as much as possible and we will develop our problem solving and reasoning skills each day. We will also discuss mental maths strategies and play maths games to deepen our calculation skills.

## **P.E.:**

PE in Spring term will be dance for indoor lessons and netball for outdoor lessons.

## **ICT:**

Squirrel class will begin this term coding and creating specific instructions, using programmable robots -Dot and Dash- to create strings of code and algorithms to instruct and guide and create simple block codes using Scratch Jr. In Spring Term 2, the children will begin to understand what data means and how this can be collected in the form of a simple tally charts, and then use this to help them organise data.

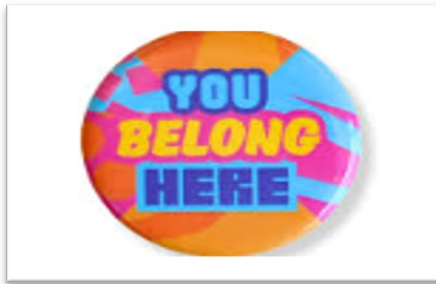
## **SCIENCE:**

In science, the children will develop their understanding of plants and how they grow, helping them build a **sense of belonging** to the natural world around them. Through hands-on exploration of their local environment, they will learn to identify a range of plants and trees, name their different parts, and understand the important roles that flowering plant parts play. Children will compare deciduous and evergreen leaves, recognise that seeds and bulbs come from plants, and learn that water is essential for growth. While working scientifically, pupils will ask questions, make predictions and carry out simple investigations, using tools such as magnifying glasses to observe plants closely. They will draw and label diagrams, use identification charts, and measure leaf length using non-standard units. By recognising similarities and differences and learning how scientific research into plants leads to important discoveries, children will develop curiosity, respect and a shared **sense of belonging** within their environment and wider community.

# **A Sense of Belonging**

## **PSHE**

In PSHE, for the first half term we will be looking at how a **sense of belonging** can be developed through rules, trusted adults, and community support. In the second half term, we will look at how shared responsibilities, fairness, and making good choices about money contribute to thriving communities where everyone has a role and feels included.



## **RE:**

In RE we will explore the whole school topic by asking 'Do We Need Special Places?' We will look at where is special to Jews and Christians and how their homes and places of worship reflect and support their faith, fostering a deep **sense of belonging**. After half term will look at 'How Should the Church Celebrate Easter?' and how Christians celebrations represent the heart of their faith.

## **ART:**

In this term children explore the whole school topic of a **sense of belonging** by exploring what sculpture can be, whilst taking a playful and inventive approach to making their own sculptures. The children start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.

## **ENGLISH:**

### **Writing**

We will be focusing on texts that explore what it means to feel a sense of **belonging** and the importance of home, linked to our topic. Our leading texts will feature a character in search of home and community and include 'Beegu, Man on the Moon, Way Back Home and Traction Man. Pupils will complete a variety of fiction and non-fiction work, as well as having a go at writing some original poetry.

### **Reading**

Please also ensure your child is reading regularly and support them with

## **DT:**

Children explore how strong structures like homes or castles are constructed, joining components together to create a finished product and exploring how they can be made stronger, stiffer and more stable.

## **MUSIC:**

This term in **Music**, Year 1 pupils are exploring the "In the Groove" unit from **Charanga**. Through a fun and practical approach, children are learning what it means to keep a steady beat and perform music *in time*. They listen to a variety of styles including blues, baroque, Latin, hip hop and funk, helping them recognise that music can sound very different but still share the same musical features. Children are developing their singing voices, learning to clap and tap rhythms accurately, and experimenting with body percussion and simple instruments. They practise listening carefully, copying rhythms, and performing together as a group, building confidence and teamwork. Pupils also begin to talk about music using simple musical vocabulary and share their opinions about what they hear.

## **HUMANITIES:**

In geography, the children will learn about the world around them while **developing a sense of belonging** to both their local area and the wider world. They will locate and name the seven continents and the five oceans, helping them understand how people and places across the globe are connected. The children will also focus on the United Kingdom by naming, locating and identifying key characteristics of its four countries—England, Scotland, Wales and Northern Ireland—along with their capital cities, and learning about the surrounding seas, such as the North Sea, Irish Sea and English Channel, to strengthen their **understanding of where they belong**. In history, the children will explore the British monarchy, learning about the role of the monarch in bringing people together, past and present, and studying famous UK monarchs such as Queen Elizabeth I and Queen Elizabeth II to understand how shared history, traditions and leadership contribute to a collective **sense of belonging** in the United Kingdom.