

Wombat Class

Year One

Spring Term

April - May 2025

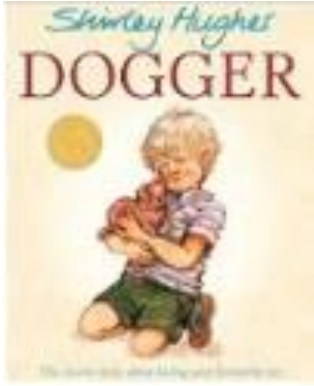


Please note PE days are still Thursdays and Fridays.
Please ensure your child arrives at school in an
appropriate PE kit – thank you.

Forest School sessions are every Tuesday this half
term – this is as well as our PE lessons. Please
provide a suitable kit to change into at school.

This is a summary of what your child will be
learning at school over the next half term.

English

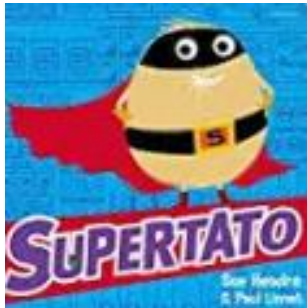


Persuasive letter writing – can you convince the girl to give Dogger back?

As we enter our third and final term of year one, we will be exploring and attempting to write different text types. We will continue to complete drawing club adventure time tasks each week. There will still be a new focus text each week and a grammar focus to apply to their writing.

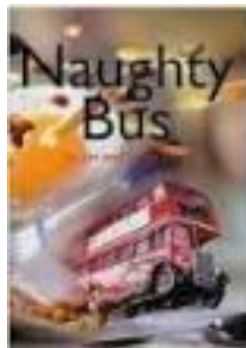
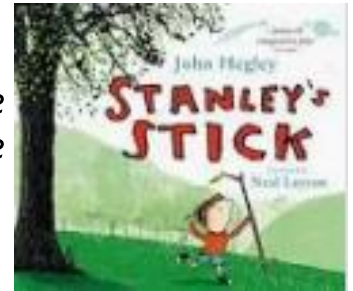


Character fact file – what do we need to know about the character and how can the facts be organised on the page?



Newspaper report – what facts need to be shared with the public and how?

Acrostic poetry – each line of the poem needs to begin with the letters in the word stick.



Diary entry – from the viewpoint of the bus; what has happened during the bus's day? What features of diary writing need to be included?

Grammar and punctuation

plural

The form of a word that names or refers to more than one thing e.g. the plural of boy is boys.

question mark

A question mark is used at the end of a sentence that asks a question e.g. What is your favourite colour?

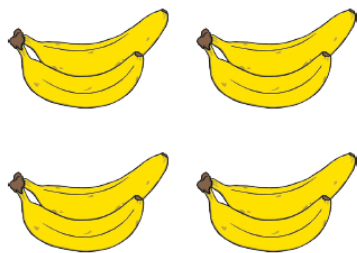
NEW weekly phonics spellings sheets will be sent home each Tuesday and will be quizzed each Friday.

Maths

Knowledge Organiser

Multiplication and Division

Make Equal Groups



There are 4 equal groups of 2 bananas.

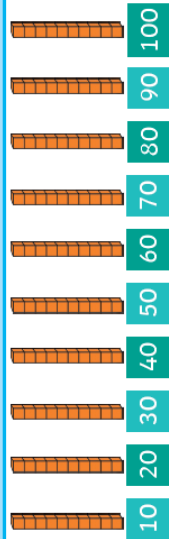
Count in 2s



Counting in 5s



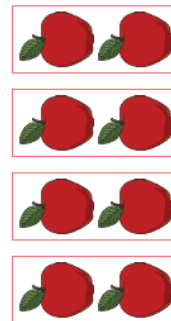
Count in 10s



Multiplication and Division

Knowledge Organiser

Add Equal Groups



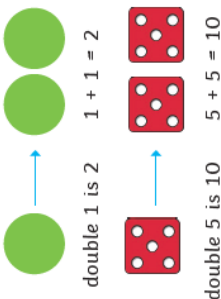
$2 + 2 + 2 + 2 = 8$ apples

Make Arrays



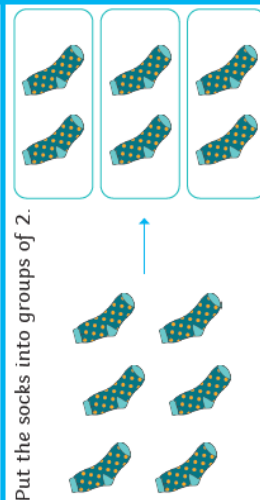
4 rows of 5 = 20 cookies
5 columns of 4 = 20 cookies

Make Doubles



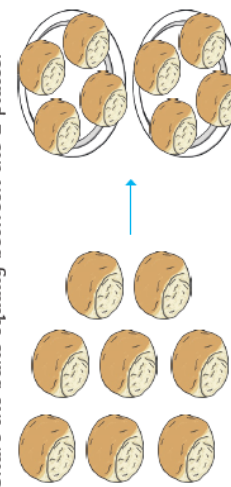
Group Equally

Put the socks into groups of 2.



Share Equally

Share the buns equally between the 2 plates.

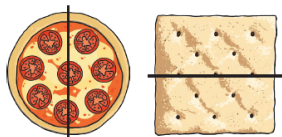


Fractions

Knowledge Organiser

Half of a Shape

These objects and shapes are split in half.

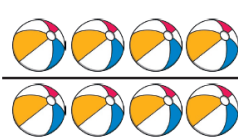


Each whole has 2 equal parts.



Half of a Group

There are 8 balls. Half of 8 is 4.



There are 10 balloons. Half of 10 is 5.

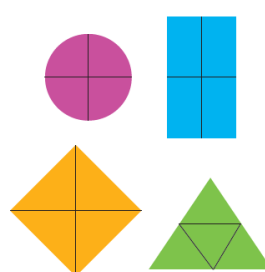


Fractions

Knowledge Organiser

Quarter of a Shape

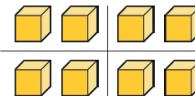
These shapes are split into quarters.



Each whole has 4 equal parts.

Quarter of a Group

There are 8 blocks. There are 2 in each quarter. A quarter of 8 is 2.



Capacity and Fractions



The bottle is a quarter full.

The jar is half full.



Please continue to encourage your child to complete Numbot tasks at home. Playing as little as 3 minutes each day can really boost their number skills. The most minutes played is celebrated during every Friday assembly.

Science

Properties and use of Materials

Some materials are used for more than one thing.
For example, metal is used to make all of these things.



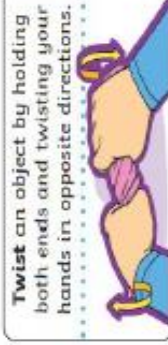
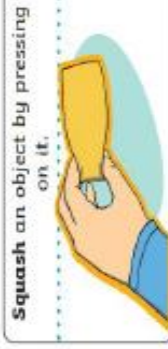
Different materials can be used to make the same thing.
For example, spoons can be made of different materials.



The properties of a **material** affect their **suitability**, making them either suitable or unsuitable for particular uses.

Key Knowledge

Some **materials** can change shape when you squash, bend, twist or stretch them. **Materials** that are soft, bendy or stretchy are often easier to change the shape of than **materials** that are hard, **rigid** or **strong**.



Vocabulary Yr 1 object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through
Yr 2 opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching



Key Vocabulary	
strong	Strong materials do not change shape or break easily.
flexible	Flexible materials can bend easily without breaking.
breakable	Breakable materials can break easily.
brittle	Brittle materials are often hard and rigid. They can break easily, for example when bent .
rigid	Rigid materials do not bend easily.
tough	Tough materials do not break or crack easily.
translucent	If a material is translucent , some light passes through it. You might be able to see through the material but not clearly.

Key Vocabulary	
material	A material is what something is made of, such as wood or plastic.
suitability	Suitability means having the right properties for a certain use.
properties	The properties of a material tell us what it is like and how it behaves, such as whether it is soft, rough or transparent.
recycle	To recycle means to change waste (rubbish) into a material that can be used again.
recyclable	If a material is recyclable , it means it can be recycled. Not all materials are recyclable .

History

Toys and games: old and now, which toys do you prefer?

Old	Old and New Toys		New
 whip and top	 rag doll	 games console	 Barbie doll
 teddy bear	 rocking horse	 robot	 scooter
 building blocks	 Jack in the box	 plastic bricks	 superhero
 marbles	 pogo stick	 roller blades	 skateboard
 toy soldiers	 toy ship	 board games	 radio controlled vehicles


visit [twinkl.com](https://www.twinkl.com)

The children will be exploring toys from today and toys from the past to learn about changes within living memory. We will be using sources to help ask and answer questions about toys from the past.

The children will have the opportunity to know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys from different periods.

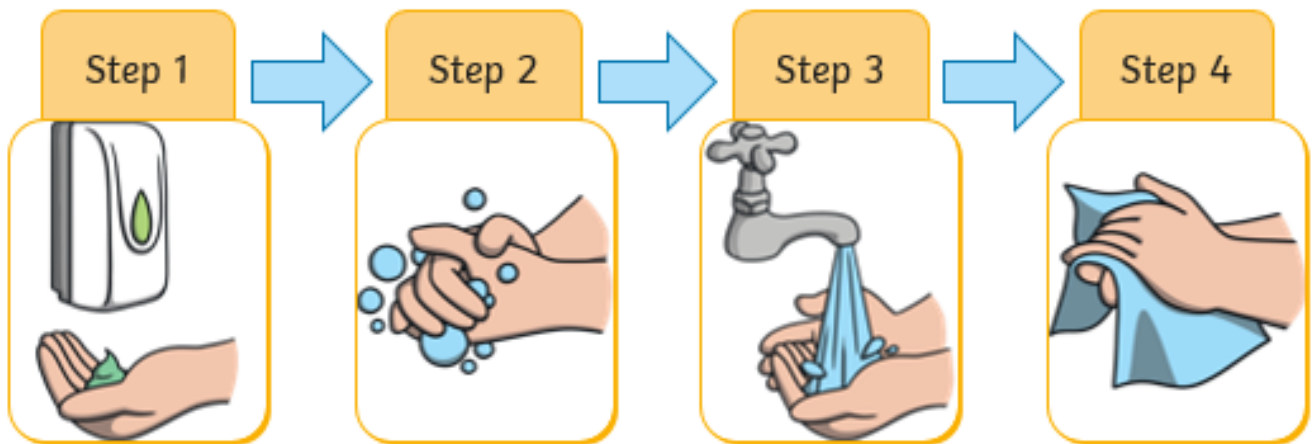
The children will identify changes in living memory by understanding how toys have changed over time and begin to use words relating to the passing of time.

What Is an Algorithm?

An algorithm is a list of step-by-step instructions in order to get a task done. Computers can follow algorithms, just like people.

It is important that each step in an algorithm is completed to achieve the correct outcome.

What do you think the outcome of this algorithm is?



When programming, there are four levels that can help describe a project, known as 'levels of abstraction'. Research suggests that this structure can support learners in understanding how to create a program and how it works:

- Task — what is needed
- Design — what it should do
- Code — how it is done
- Running the code — what it does

Religious Education

Should everyone learn to pray?

What Is Sukkot?

Jewish people sometimes use a language called Hebrew. Some of their prayers are in Hebrew and their special book, called the Torah, is written in Hebrew.



'Sukkah' is a Hebrew word for a kind of tent. The festival of Sukkot is a time to remember how thousands of years ago the Jewish people wandered the desert, trying to find a place to live. Along the way, they built tents out of palm leaves and branches to live in.



Sukkot is celebrated during the autumn. It lasts for seven days.

The Four Kinds

As part of the Sukkot celebrations, Jews use something called the Four Kinds.



People take the Four Kinds, say a special prayer over them and wave them right, left, forward, up, down and backward.

PHSE

Year 1 - Citizenship



Kapow

care	Looking after someone or something.
democracy	Democracy means 'rule by the people'. Everyone can vote and have a say on what they think is best.
different	Something that is not the same as something else.
fair	Treating everyone equally.
pet	An animal that we look after and care for in our homes.
responsibility	Being in charge of our own actions.
rule	Something that tells us what is allowed or not allowed.
similar	Something that is nearly the same as another thing.
unique	Something original and unlike anything else.
vote	A choice for a person or thing.

Rules in school help to keep us safe and to learn.

RULES

- 1 Listen to the teacher
- 2 Be kind to others
- 3



We are all unique but we have some things which are similar to other people.



Babies and younger children have different needs. We can help to look after them.

Different pets need different things. If we have pets, we have a responsibility to look after them.



We all belong to different groups.



Voting for something is a fair way for a group of people to make a decision.

PE – Thursdays

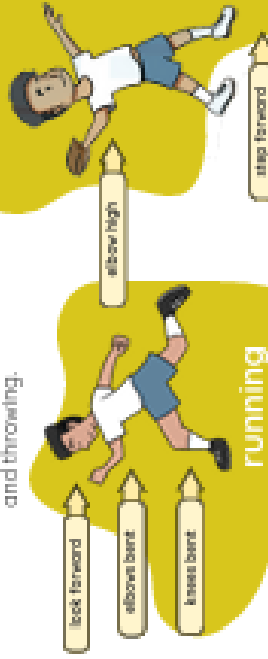


Knowledge Organiser Athletics Year 1

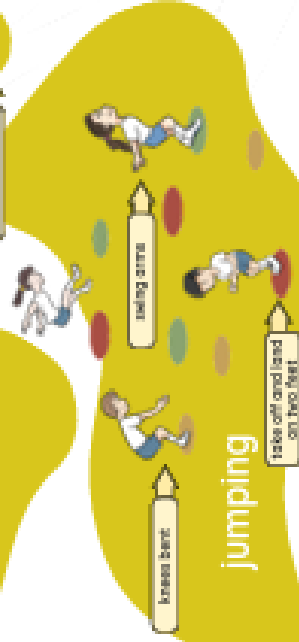
About this Unit

Athletics is made up of running, jumping and throwing.

overarm throw



running



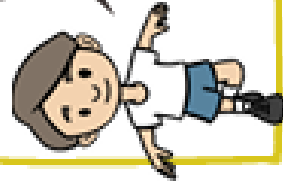
jumping



Key Vocabulary

balance	hop	safely
bend	jog	target
control	jump	time
direction	leap	underarm
further	overarm	walk
	quickly	

If you enjoy this unit why not see if there is an athletics club in your local area.



Ladder Knowledge

Running:

Swing your arms, it will help you to run faster.

Jumping:

Landing on the balls of your feet helps you to land with control. Bend your knees, it will help you to jump further.

Throwing:

Stepping forward with your opposite foot to throw helps you to throw further.

Movement Skills

- run
- balance
- agility
- co-ordination
- hop
- jump
- leap
- throw

This unit will also help you to develop other important skills.

Social
Emotional
Thinking

work safely, collaboration

perseverance, independence, honesty, determination

reflection, comprehension, select and apply skills

Rules

Rules help you to play fairly.

Healthy Participation

- Behave and move in a safe way.
- Wait to take turns when told to.



Home Learning

Find more games that develop these skills in the Home Learning Active Forties tab on www.getset4education.co.uk



Fill It Up

What you need: six socks and two pots.

How to play!

- Players have one pot each that they place on the ground.
- Place six socks in the socks.
- Players start at their pot and run to the middle, taking one sock back to their pot. Continue until there are no socks left in the middle, then run to your opponents pot to collect one sock at a time.
- Who is the first to have 3 socks in their pot?
- Playing for yourself? Try to pile up socks on the ground, how many can you get into your basket in 1 minute?
- Tip: take small steps so that you can change direction quickly.



www.getset4education.co.uk

PE – Fridays



Knowledge Organiser Striking and Fielding Year 1

About this Unit

Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders.



- overarm throw**
- elbow high
 - step forward with your opposite foot



- underarm throw**
- use a straight arm
 - step forwards with your opposite foot



- track**
- move your feet to the ball
 - scoop with two hands



- hit**
- watch the ball
 - use the centre of the bat



- catch**
- watch the ball
 - catch with two hands
 - move your feet to the ball



Ladder Knowledge

Striking:

the harder you strike, the further the ball will travel.

Fielding:

throwing the ball back is quicker than running with it.

Throwing:

use an overarm throw to throw over longer distances.

Catching:

watch the ball as it comes towards you.

- underarm throw
- overarm throw
- catch
- track
- bat

Movement Skills

This unit will also help you to develop other important skills.

- Social** communication, collaboration, support and encourage others, kindness
- Emotional** manage emotions, honesty, perseverance
- Thinking** comprehension, use tactics, select and apply, decision making

Rules help you to play fairly.

Tactics are a plan that help us to do what we want to do when playing games.



Spread out



Hit the ball into space



Throwing the ball is quicker than running with it

Healthy Participation

- Always keep a safe distance between yourself and a batter.
- Handle the bat in the way suggested by the teacher at all times.



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Field to Stop

What you teach has players, a teacher and a ball in one of eight up skills.

How to play

- Place the teacher in a space and stand next to it.
- One player is the batter with the ball, the other player is the fielder.
- The batter rolls the ball into the space and then scores points by striking down and sending up (one point for each time they do this).
- The fielder runs to catch the ball, holds it in the air and shouts 'stop'.
- Batter to continue their score and then change roles.
- Play again, with throwing.



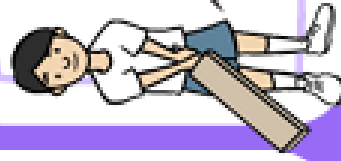
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Key Vocabulary

- batter
- batting
- bowl
- bowler
- fielder
- fielding
- hit
- out
- ready position
- track
- underarm / overarm



If you enjoy this unit why not see if there is a club in your local area that plays a striking and fielding game. Examples could be a cricket or rounders club.



This unit will help you to:

- change direction quickly
- balance
- move different parts of your body at the same time
- be faster

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

Music

1 – Listening: Friendship Song

Find the pulse as you are listening to the music: Dance, move, sway with your friends

Instruments/voices you can hear: Keyboard, drums, bass, a female singer, a glockenspiel



2 – Musical Activities

Find the pulse!

- You can decide how to find the pulse!

Clapping Rhythms

- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

Singing in two-parts

Playing instruments using up to three notes
– C or E and G. *Which part did you play?*

Improvise using the notes C + D

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E.
Which notes did you use?

3 – Perform & Share

A class performance of Friendship Song. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Words you need to know: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

Forest Schools

every Tuesday afternoon

Sessions typically begin and end with a whole group focus in the circle of logs, and children are encouraged to question, reflect and communicate their ideas and feelings during this time. Activities this half term will include exploring spring, British animals, den building, exploring tools and fire – where we will be toasting marshmallows on the fire!

Clothing

To ensure children gain the best experience from Forest School sessions, appropriate clothing must be worn. This includes;

- welly boots/outdoor shoes
- old/outdoor clothing
- showerproof/waterproof clothing when raining
- sun hats/sun cream (as per school policy)
- long sleeved tops and trousers.

Children will have the time to add additional layers and/or waterproof clothing before we head down to the forest so can bring their Forest School clothes into school on a Tuesday in a named bag.

If you would like to know more about Forest School, please do not hesitate to get in touch!

Thank you, Miss Lynch 😊