Y1 Spring 1 curriculum	Enrichment task and activity suggestions

RE
Spring 1
This half term we are studying the question "What is it like to live as a Jewish person?" Children will learn about important Jewish objects and symbols, focusing on Shabbat and how Jews worship. R.E. Knowledge Organiser
 	
Spring 2
 	
This half-term, we are studying *God's rules for living things* and the *Easter Story*. The children will be learning about the **Ten Commandments** and the different events within the Easter story.
 	
R.E Knowledge organiser (a)
 	
R.E Knowledge organiser (b)
	Spring 1
	- Can you spend a day with no devices, work and TV? This will help children understand how Shabbat is celebrated and how Jews prepare for their celebration. Watch this short video to gain an understanding of Shabbat: Shabbat Video.
	- Tidy your room and help with the housework, to show how you would prepare for Shabbat.
	- Have a dance off to Jewish music.
	- Create a symbol to represent your family.
	- Conversation ideas:
	  ○ Is it easy to have family time?
	  ○ What could the whole family do together?
	  ○ Do we have a set time we are together every week?
	  ○ How special are the activities we do? If we don't, is this something we would like to introduce?
	
	Spring 2
	
	- Children create a kindness flower each time they follow one of God's rules for living things (e.g., being kind, sharing, telling the truth). Each petal represents a good choice they made.
	- Create small story stops around the classroom representing key Easter events. Children move through each stop and act out what happened. This helps them sequence the story and understand emotions.
	- Hide objects around the room (cross, stone, egg, palm leaf, bread). Children find them and match each symbol to its meaning in the Easter story. This encourages discussion and vocabulary building.

English

Spring 1

We will be reading the book *Traction Man is Here* by Mini Grey. We will be writing character descriptions, creating non-chronological reports and identifying the key features of graphic novels.

Please do not read this book with your child.

Spring 2

We will be reading the book *Out and About* by Shirely Hughes. We will be writing poems, including acrostic poems.

Please do not read this book with your child.

Spring 1

- Read a book with similar themes/ about superheroes - click here for a list of recommendations.
- Animations such as Paw Patrol, Octonauts, Danger Mouse, Bananaman and Super Ted will support the learning in this sequence. Consider the voice over and narration of the story.
- Children sketch a favourite superhero or a superhero adventure.
- Discussion ideas: Who is your favourite superhero? Why?
- Make some 'super sentences' using this Bitesize game.
- Children create a character from everyday items (e.g., spoon, chair, hairbrush, toothbrush).

1. Create a name for the character and decide if they are a superhero/ villain.
2. Draw a picture of them.
3. Write a description of the character using adjectives, capital letters, full stops, finger spaces.
4. Narrate or act out an adventure they go on.

Spring 2

- Read a book with similar themes/ about childhood adventures and nature e.g. the Alife series by Shirley Hughes, The Bog Baby by Jeanne Willis and The Stom Whale by Benji Davies.
- Animations such as Katie Morag, Peter Rabbit, The Gruffalo, Puffin Rock and Little Bear will support the learning in this sequence.
- Season scavenger hunt: children look for things mentioned in the poems e.g. puddles, shadows, leaves, birds, clouds.
- Tiny moment poems: children write a short poem about something noticed outside e.g. a leaf, a sound or a feeling.
- Children collect objects at home that rhyme and create rhyming pairs by grouping them.
- Discussion points: What is your favourite thing to do outdoors? Can weather change your mood? How?
- Children make a season collage using natural materials.
- Children draw or write about a moment outside that made them feel calm, excited or curious.
- Secure poetry knowledge and skills using these Bitesize vidoes and quizzes.

Maths

Spring 1

This half term we will begin to understand time. We will learn the order of the months of the year and will learn about routines and daily timings such as morning, lunchtime and evening.

Spring 2

This half-term, we will be looking at comparing and ordering numbers within 20. We will also be exploring addition and subtraction within 20, particularly focusing on comparing 'less than', 'greater than', and the differences between two sets. Finally, we will move on to fractions.

- Use the maths fluency grid that was sent home to support quick-fire practise of key number facts. You can also play Hit the button.
- Practise telling the time as much as possible using the analogue clock. Children make their own clock using a paper plate and split pins.
- Children make a weekend timetable of key event throughout the day the day.
- Play snakes and ladders to practise counting on and counting back.
- Children make their own snakes and ladders games. Children can challenge themselves to make a game bigger than 20, or even up to 50.

Spring 2

Build a tower challenge.

- Give children cubes or blocks.
- They build towers to match given numbers (e.g., 14 cubes, 7 cubes).
- They compare tower heights to discuss greater, less and equal.
- Great for visual learners.

Number Stories with Toys

- Use small toys (animals, cars, counters).
- Children create mini "stories" such as: "I had 12 cars, 3 drove away. How many are left?"
- They act out the story and record the equation.
- Helps link concrete actions to abstract number sentences.

Roll, add, compare

- Children roll two dice, add the numbers, then compare their total with a partner's.
- They use <, >, or = cards to show the comparison.
- Builds fluency and reasoning.

Fraction Picnic

- Give children paper food (sandwiches, apples, pizzas).
- They "cut" the food into halves or quarters and share it between teddies.

	- Helps them understand equal parts in a playful way.
## Science **Spring 1** We are learning all about the signs of winter. We will investigate winter temperatures and observe the weather. We will learn how to keep warm and how animals adapt in winter months. **Spring 2** We are learning all about the signs of spring, with a focus on plants. We will identify a variety of plants, describe the structure of common flowering plants and observe seasonal changes.	**Spring 1** - Children make a weather chart. Can they track the weather for a whole week and compare findings? - Children make a hibernation pod for a hedgehog. Click here for inspiration. - Freeze a small toy in a balloon of water. Children record how long it takes to melt. Children think of ideas of the toy can be rescued. - Sentence starters for conversations at home: 1. How can we keep our homes warm? 2. What types of clothes should we wear in winter? 3. What is the weather like? What can you see from the window? 4. What animals can you see in winter? - Go on a nature walk and hunt for signs of winter. **Spring 2** - Children make a weather chart. Can they track the weather for a whole week and compare your findings? Compare the weather chart to the one made in Spring 1. How are they similar/different? Why? - Go on a nature walk and hunt for signs of spring. - Children use a clear jar, cotton wool, and a bean to watch roots and shoots develop. - Children decorate a pot or an eggshell and grow cress hair. - Children regrow kitchen scraps e.g. spring onions, carrot tops or lettuce in water. - Children explore which seeds float e.g. sycamore seeds and dandelion seeds.

	- If you have green space, can children water, weed or sweep to help keep garden areas pleasant?
## Geography **Spring 1** This half term we are learning about the United Kingdom. We will be using maps, atlas' and globes to locate and explore places in the UK. We will be comparing life in London schools to life in a school in Cornwall. Geography Spring 1 Knowledge Organiser ## History **Spring 2** This half term we are learning about the United Kingdom in the past, with a focus on holiday destinations. We will be learning about how we find out about the past. We will also be identifying similarities and differences between 'now' and 'then' and giving reasons for changes over time. History Spring 1 Knowledge Organiser	**Spring 1** - Use Google Earth or Google Maps to explore the countries in the UK. - Conversation starters: 1. How many countries in the UK? 2. How did you get to school when you were younger? 3. Where are your family members from? What was the town or city like compared to where we live? 4. How does this compare to where your grandparents grew up? - Children create their own map of the UK. How many different places have they been to? Can they label them. **Spring 2** - Children get creative with clothing items at home to try and recreate old-fashioned beach outfits (long skits, hats, shirts). - Children build a seaside in the past small world using sand, shells, pebbles, toy boats and homemade deckchairs etc. - Children learn a traditional seaside song e.g. 'Oh I do Like to Be Beside the Seaside'. Compare this with songs children might hear on holiday today. - Children find seaside objects at home (e.g. towels, sunglasses, buckets, shells) and sort them into 'used now' and 'used in the past'/ - Children ask an older family member about their childhood holidays. Compare their experiences with holidays today.
## Music **Spring 1** Claves – basic rhythmic notation Year 1 Music Knowledge Organiser **Spring 2**	**Spring 1** - Children practise clapping rhythms. Try to see how long a rhythm you can clap and remember - Children listen to a wide range of music and ask these questions about it: 1. What instruments can you hear? 2. Is it fast or slow? 3. Is it loud or soft? 4. How does this piece of music make you feel? - Have a look at the Knowledge Organiser and discuss the key vocabulary. - Try playing some rhythm clap-along games. **Spring 2**

Art

Spring 1

We are learning about colour this half term. We will focus on the artists Henri Matisse and Andy Warhol. Art Knowledge Organiser

D.T.

Spring 2

We are learning about structure this half term. We will focus on designing, making and evaluating windmills using different materials. D.T. Knowledge Organiser

Spring 1

- Children create a piece of artwork by mixing your own colours. They must start with only red, yellow and blue. How many new colours can they make?
- Children have a colour hunt on the way to school. See who can spot the most colours. Discuss how these colours are created.
- Visit a local art gallery and explore the artists use of colour. Can children create their own piece based on the artist's work?
- Children make a collage using different 2D shapes and materials. Ask them to try to use as many different shades of colour as they can.

Spring 2

- Children test materials by dripping water on paper, foil, card or plastic to see what would be suitable for a structure i.e. for a roof for a tiny house.
- Spot different structures out and about and online/in books. Compare old and modern designs.
- Children investigate what shape will make a stable base for a structure e.g. a square, triangle or a circle using materials at home.
- Children use Lego, blocks or magnetic tiles to explore stable and unstable shapes.

PE

Spring

This half term children will be taught a range of physical skills.

- Balance, agility, coordination, strength.
- Balance, coordination, strength, flexibility.
- Hand-eye coordination, agility, teamwork (if done with a partner).
- Flexibility, balance, focus, and body control.
- Problem-solving, coordination, creativity, gross motor skills.
- Hand-eye coordination, teamwork, agility.
- Rhythm, creativity and expression
- Physical activity through exploration
- To improve cardiovascular fitness, stamina and strength through playful short burst activities.

Spring 1

1. Obstacle Course - Use household items to create an obstacle course around the home or garden. Children can jump over cushions, crawl under tables, balance on a line of tape or string, and run between obstacles. Time them to see how fast they can complete it.

2. Animal Movements Challenge

- **Description**: Ask children to move like different animals. For example:
  - **Bear crawl** (move on hands and feet with belly close to the groun

3. Practice ball skills: Use a ball or any object that can be used to toss (e.g., a rolled-up sock) You could set t up a target (a basket, bucket, or a box) and aim to throw the ball into it.

Spring 2

1. **Stretching and Yoga (Cosmic Yoga)**
2. **Have a scavenger hunt with movement:** Create a list of items for the child to find around the house or outside. Make it active by adding movement tasks for each item, such as:
   - Aptos (Body) Hop to the next item

	○ Crawl under the table to find an item ○ Skip to the next object **3. Outdoor adventures** • Nature trails and movement hunts • Jumping over 'rivers' and crawling over 'logs' • Team challenges like building paths with equipment • Orienteering with picture clues. **4. Fit for Fun** • Fun fitness circuits • Short fun runs • Fitness games – interactive games e.g. pirate, superhero, treasure hunt. • Cool down and reflection – stretching to music, deep breathing.
## Phonics Your child will take part in a daily whole class phonics session. We will continue to use the Essential Letters and Sounds scheme. This term, the children will be learning alternative sounds in Phase 5. The screening will be in summer term (more information to come). Spring 1 Knowledge Organiser Spring 2 Knolwedge Organiser	- Continue to use your knowledge organiser to review sounds at home. - Continue to read the weekly words in the newsletter. - Listen to your child read their decodable phonics reading book. - Play games on phonics play. - Use Emile to practise weekly spellings. - Write words around the house on post- it notes containing weekly sounds. How fast can children decode these words? - Make flashcards with Harder to Read and Spell words to help your child memorise these by sight. You could tick them each time they read them correctly and then colour over each word once they have received three ticks.

## PSHCE **Spring 1** This half term children are learning about dreams and goals. We explore how to create small steps to help us reach our goal. We talk about our dreams for the future and how to ensure we all succeed within our own learning. PSHE Knowledge Organiser **Spring 2** This half of term children are learning about being healthy and healthy choices. We will explore different ways to be healthy and how to make healthy lifestyle choices. We will also be learning about medicine and road safety. PSHE Knowledge organiser	**Spring 1** - Children map out small step to achieve a goal at home. Such as making the bed, independently completing homework or packing your own school bag. - Children make a family bucket list. Brainstorm a list of experiences you would like to explore or write down some family achievement goals. - Discussion ideas: 1. What is something you are proud of? 2. What does success look like? 3. What can you do to show resilience and persevere when things don't go your way? 4. Play three stars and a wish. (Three things you do well and one thing you wish for, your goal for the future. **Spring 2** - Healthy Plate Sorting Game - children sort picture cards of foods into healthy choices and treats. They build their own "balanced plate." This is a great for discussion about why our bodies need different foods. - My Healthy Day Drawing - children draw a picture of a healthy day (sleep, water, fruit, brushing teeth, playing outside). This helps them reflect on daily habits.
## Computing This half term children will explore position and direction. We will be using Beebots, iPad and J2e to explore how computers give and receive a set of instructions.	- Practise giving commands such as turn left, take three steps forwards. - Add quarter and half turns to challenge the instructions given. - Create a treasure map containing co-ordinates for children to find hidden treasure. Use cubes or counters as players to move on the map.

	- Play Simon says using toys or with a family member. Try to be as specific as you can when giving instructions. - Play Busy Things – Click on the KS1, Year 1, Computing section and explore coding and position games.