

Greentrees Primary School

Parent/Carer Curriculum Newsletter

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Spring Term 2026 (23/2/26 – 28/3/26)

What grows near me?

How does Greentrees change? (Ongoing throughout the year)

Your child will be focusing on the following objectives this term:

Being a Mathematician 	Addition and Subtraction • mixed addition and subtraction calculations • missing number problems Place Value (within 50) • count from 20 to 50 • multiples of 10 to 50 • count by making group of 10 • make groups of tens and ones • partition into tens and ones • using a number line to 50 • estimate on a number line to 50 • 1 more and 1 less within 50 Measure – Length and Height • compare lengths and heights • measure length using objects • measure length in centimetres
Being an Author – 	• Demarcate sentences using capital letters and full stops • Use spacing between words • Form lower-case letters, capital letters and digits correctly • Use the conjunction 'and' to join words • Write sequences of linked sentences to form narratives • Begin to use question marks and exclamation marks. • Use capital letters for names of people, places, days of the week and the pronoun 'I' Spelling • words with er stressed • words with er unstressed • words with ir and ur • words where oo makes an /oo/ sound • words where oo makes and /u/ sound • words where oa and oe make an /oa/ sound
Being an Author – Reader 	Texts: The Tunnel, Jasper's Beanstalk, The Last Tree Phonics: • recap chapter 4b • assessment and consolidation chapter 4b set 2-6 • chapter 4b set 7 Word reading: • apply phonic knowledge and skills as the route to decode words

	• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read other words of more than one syllable that contain taught GPCs • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. Comprehension • listening to and discussing a wide range of stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.
Being a Scientist 	What changes around me? • observe changes across the four seasons • observe and describe weather associated with the four seasons and how the length of the day varies • use their observations and ideas to suggest answers to questions • gather and record data to help with answering questions What grows near me? Plants: • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. Working scientifically: • observing closely • identifying and classifying
Being an Engineer (Computing) 	Grouping data: • match objects to groups • count and group objects • describe the property of an object • group objects in more than one way • describe groups of objects • compare groups of objects

Being an Engineer (Design and Technology) 	Cooking: • select from and use a range of tools and equipment to perform practical tasks • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.
Being a Musician 	Charanga In the Groove • percussion, instruments and voices • find the steady beat and describe the temp as fast or slow • describe dynamics as loud or quiet • sing, rap, rhyme, chant and use spoken word • explore different styles of music
Being a Geographer	What grows near me? • use geographical vocabulary to refer to human and physical features (forest, city, garden, town, farm, vegetation, soil) • use observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
Being an Artist 	How does Greentrees change? (ongoing throughout the year) • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share ideas, experiences and imagination • develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space • find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work What grows near me? • to use drawing to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using texture, line, shape, form and space • about the work of the artist, Emma Dibben, describing the differences and similarities between different practices and disciplines, and making links to their own work
Being an Athlete 	Real PE Unit 2: Social Jumping and landing • jump forwards and backwards on two feet • jump and turn to the side • jump and turn to face the opposite direction Seated balance • sit down and hold your balance • move an object from one side of your body to the other • pick up, move and place the object across your body with the same hand Get Set: Target Games • to develop underarm throwing towards a target • to develop throwing for accuracy • to develop underarm and overarm throwing at a target • to develop throwing for accuracy and distance using underarm and overarm • to select the correct throw for the target • to develop throwing for accuracy and distance

Being a Philosopher (Religious Education) 	Christianity – symbols and artefacts What are the best symbols of Jesus’ death and resurrection at Easter • engage with the idea of souvenirs/symbols which help us remember • enquire into possible souvenirs/symbols from the stories of Jesus’ death and resurrection • explore how stories in the biblical narrative relate to Jesus’ death and resurrection • explore how symbols of Jesus’ death and resurrection are used in Christian living • evaluate and express learning
Being a Philosopher (PSHE) 	Healthy Me: • make healthy choices • have a balanced diet • be physically active • keep ourselves and others safe • enjoy healthy friendships • know how to keep calm and deal with difficult situations
Being a Linguist 	Celebrating the languages in our class – ongoing throughout the year • learning to say ‘hello’ and ‘goodbye’ • learning to count to 10