

Donnington Wood Infant School and Nursery

In addition to phonics, reading, writing and maths we have the following exciting learning planned for this term -



More detail about specific learning in each area is on the back of this sheet.

Please talk to your child's teacher if you would like more information.

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Year 1 Spring Term 2026



Phonics and Reading Phase 5 (new sounds) secured Read words consistent with their phonic knowledge (phase 5 new sounds) Read some words of 2 or more syllables (phase 5 new sounds) Read 25/45 Y1 common exception words Read aloud many phase 5 words accurately with minimal sounding and blending Answer simple questions about a book that has been read to them (story or non-fiction)	Maths <u>Number: Addition and subtraction within 20</u> Add by counting on Find and make number bonds Add by making 10 Subtraction not crossing 10 and subtraction crossing 10 <u>Number: Place value within 50</u> Read and represent numbers to 50 using tens and ones One more/ one less than numbers to 50 Compare objects / numbers within 50 Count in 2s and 5s <u>Number: Multiplication and division</u> Count in 10s Make and add equal groups Make arrays Make doubles <u>Measurement: Length and height</u> Compare lengths and heights Measure lengths
Literacy <u>Traditional stories, information text, instructions, recount, poetry</u> Correctly form all lower case letters Begin to form capital letters Segment spoken words into phonemes and represent these using known graphemes (phase 4) spelling some words correctly and making phonetically plausible attempts at others Spell 20/45 Y1 common exception words Begin to write sentences that are sequenced to form a short narrative (real or fictional) Demarcate some sentences with capital letters and full stops Use spacing between words Begin to use 'and' to join words and clauses	Science Exotic Zoo in school <u>Materials</u> Distinguish between an object & the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday material Compare and group together a variety of everyday materials on the basis of their simple physical properties <u>Animals</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <u>Working Scientifically</u> Performing simple tests Identifying and classifying
DT <u>Levers and sliders</u> Join appropriately for different materials and situations Create and use levers and sliders Design purposeful products based on simple design criteria Generate and communicate their ideas through talking & drawing Explain how to keep safe during practical activity Describe how an existing product works Talk about their own work, identifying strengths and areas for improvement <u>Weaving</u> Begin to use appropriate language to describe tools, process, etc. To weave materials Describe what I can see & like in the work of another artist Ask sensible questions about a piece of art Begin to create a piece of work in response to another artist's work	Computing <u>Instructions (Beebots)</u> Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute following a sequence of instructions PE <u>Gymnastics</u> Recognise and perform contrasting movements and balances. Travel in different ways, changing speed and direction. Control my body when jumping and rolling in different ways. Link movements to create and preform a sequence with a beginning, middle and end Cooperate effectively with a partner. <u>Dance</u> Copy a dance sequence and use improvisation skills Understand mirroring and to do this with a partner Keep in time with a steady beat to perform a traditional style of dance. Vary the shape and speed of movements <u>Cricket - Chance to Shine</u> <u>Games – Attacking and Defending</u> Think about using space in a team game and mark another player Defend the space between players and get past a defender Pass a ball to another player Use attacking and defending skills in a team game
Music <u>Exploring Sounds</u> Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments Identify a sequence of sounds (structure) in a piece of music Sing a song together as a group Create a soundscape using instruments as part of a song performance <u>Beat</u> Play percussion instruments at different speeds (tempo) Play and control changes in tempo <u>Pitch</u> Identify changes in pitch and respond to them with movement Listen in detail to a piece of orchestral music (e.g. identify instruments) Relate pitch changes to graphic symbols and perform pitch changes vocally	PSHE (Jigsaw) <u>Dreams and Goals</u> I can set a simple goal and work out how to achieve it I understand how to work well with a partner I can tackle a new challenge and understand this might stretch my learning I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I can tell you how I felt when I succeeded in a new challenge and how I celebrated it <u>Healthy Me</u> I understand the difference between being healthy & unhealthy and know some ways to keep myself healthy I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know about household products including medicines can be harmful if not used properly I understand that medicines can help me if I feel poorly and I know how to use them safely I know how to keep safe when crossing the road, and people who can help me to stay safe I can tell you why I think my body is amazing and identify some ways to keep it safe & healthy RE Church visit <u>Special Stories - What can we learn?</u> How is God shown in the stories of creation? <u>Finding out about Christian Churches</u> Why can buildings be special to people? What do religious buildings look like in Telford and Wrekin? How are religious buildings important to believers and how are they used? <u>Easter</u> How and why are celebrations important in religion? History Museum in a box <u>Toys</u> Put the main features (a few objects or pieces of information) in chronological order on a simple timeline Use a number of everyday time terms, such as connectives and 'now', 'then', 'yesterday', 'week', 'month', 'year', 'old', 'new', 'long ago' Identify a few similarities, differences and changes occurring within a particular topic Extract information from several different types of source including written, visual & oral sources & artefacts Ask and answer a few valid historical questions (e.g. ask a few questions about a topic, locate relevant information and communicate the answers as sentences)