



**Learning in Form 1
Spring Term 2025**



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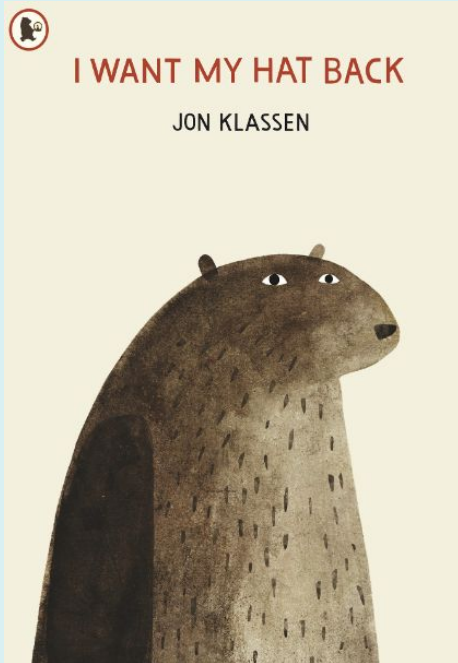


Overview of Spring Term Curriculum Form 1

	Spring 1	Spring 2
English	I want my hat back by Jon Klassen Poems to Perform by Julia Donaldson	Science - Taking Care of the Earth Non- Chronological reports- The Human Impact on Earth (2 weeks)
Mathematics	Place value, addition and subtraction, money, multiplication, fractions, measures	
Science	Seasons and the weather	Taking Care of the Earth
Knowledge (History)		Kings, Queens and Leaders
Knowledge (Geography)	The UK	
Art	Style in Art / Narrative art	Architecture
STEAM	CREST All Star Challenges	STEM Learning Challenges

ENGLISH

To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.

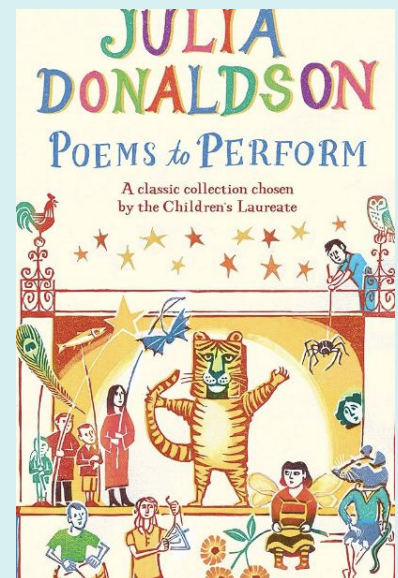


A bear's quest for his lost hat expressed in simple, yet effective dialogue complimented by beautiful illustrations and peppered with dark comedic undertones make this, a delightful book to share with young children. The plot, structure of narrative and the dialogue provide extensive opportunity to use a range of creative and drama based teaching approaches to enhance engagement deepen engagement and understanding of the text.

Potential Writing Outcomes : Thought bubbles, book making, note taking, news report, character grid, leaflet, poster, powerpoint, letter, police report

A careful selection of poems, both familiar and new, that lend themselves to being performed in a range of collaborative ways. Progress through the book is subtly themed: gliding through poems about school, football, food and many other matters. The poems in the anthology had been really carefully chosen and selected to reflect the best of poems to perform across a broad range of time, poets and styles. Linocut illustrations echo an element of each poem.

Potential Writing Outcomes : Descriptive vocabulary and phrase, class anthologies, poems inspired by the collection, performance and recital



Author Loll Kirby and illustrator Adelina Lirius's picture book *Old Enough to Save the Planet* is an inspiring look at young climate change activists who are changing the world. Meet 12 young activists from around the world who are speaking out and taking action against climate change. Learn about the work they do and the challenges they face, and discover how the future of our planet starts with each and every one of us.

Potential Writing Outcomes : Persuasive writing and non-chronological report



PHONICS

Orchard House School follows the Read, Write, Inc programme for the teaching of phonics. Teaching of phonics takes place daily and follows the RWI scheme. All children are grouped based on their phonic knowledge.



Useful Terminology

- **Fred Talk** – sounding out the word before reading (blending)
- **Sound-blending** – putting sounds together to make a word, e.g. c-a-t cat
- **Special friends** – sounds written with more than one letter, e.g. sh, ng, qu, ch
- **Speed Sounds** – the individual sounds that make up words

Progression of phonics teaching is as follows:

- **Set 1 Speed Sounds:** these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters (your child will call these 'special friends'): sh th ch qu ng nk ck
- **Set 2 Speed Sounds:** ay ee igh ow oo ar or air ir ou oy
- **Set 3 Speed Sounds:** ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure
- **Additional Sounds:** ue, ie, au, e-e, e, kn, ck, wh, ph

Speed Sounds Set 1					Speed Sounds Set 2				
m	a	s	d	t	ay	ee	igh	ow	oo
i	n	p	g	o	oo	ar	or	air	ir
c	k	u	b	f	ou	oy			
e	l	h	sh	r	a-e	i-e	o-e	u-e	aw
j	v	y	w	th	are	ur	er	ow	ai
z	ch	qu	x	ng	oa	ew	ire	ear	ure
			nk						



MATHEMATICS

**Please note : subject to adjustment and adaptation to accommodate reinforcement or allow for further differentiation as required by cohort. May also be subject to change to allow for other educational events.*

Week commencing	Learning Objectives for Spring 1
06/01/25	Place Value: 1 more and 1 less in 2 digit numbers; Understanding 2 digit numbers
13/01/25	Money: Using coins to find amounts and totals; Find change - differences between amounts
20/01/25	Place Value: Count in tens; Find 10 more or 10 less
27/01/25	Multiplication: Even and odd numbers and doubles; Counting in 2s
03/02/25	Addition and Subtraction: Number bonds to 8 and 9; doubles; Use facts and doubles to add 3 numbers
10/02/25	Fractions: Understand halves and quarters; find half and quarter of amounts

Week commencing	Learning Objectives for Spring 2
24/02/25	Place Value: Compare and order 2-digit numbers using place value; say 10 more / 10 less
03/03/25	Addition and Subtraction: Relate adding and subtraction using facts
10/03/25	Multiplication : Doubling and halving
17/03/25	Addition and Subtraction: Add and subtract 10, 20 and 30
24/03/25	Measures: Measuring using a uniform unit; Compare and measure weights
31/03/25	Measures: Measure lengths in cubes; Find the differences in length

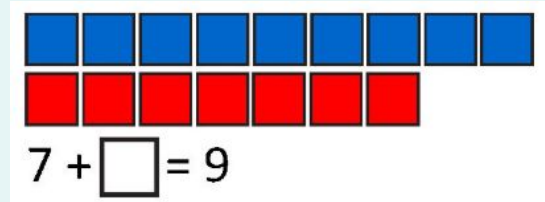
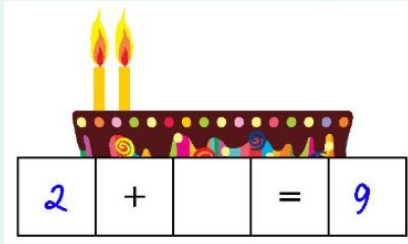


MATHEMATICS

CALCULATION METHODS

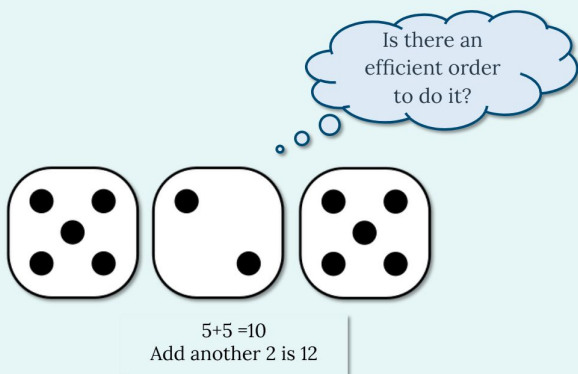
Below you will find a reference for some of the methods used to teach the mental and written calculation aspects of mathematics this term.

Addition and Subtraction Number bonds to 8 and 9

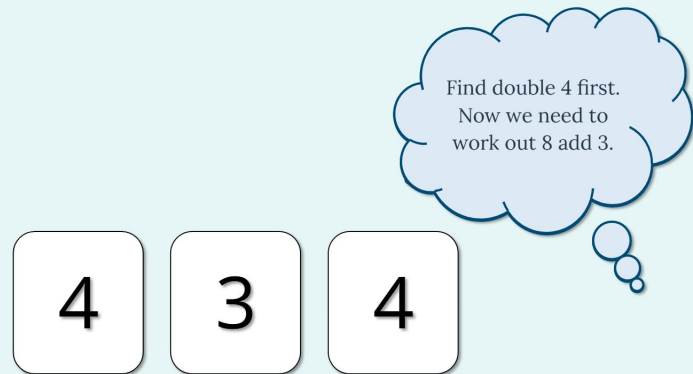


How many more to make 9?

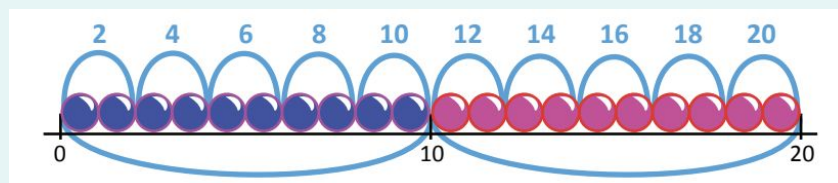
Add three numbers, using bonds to 10



Add three numbers, using doubles



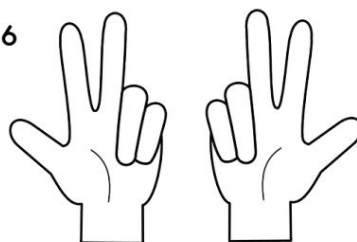
Multiplication and Division Doubles and counting in 2s



Doubling and Halving

Doubling and halving

Find doubles to double 6 using fingers.





MATHEMATICS

CALCULATION METHODS

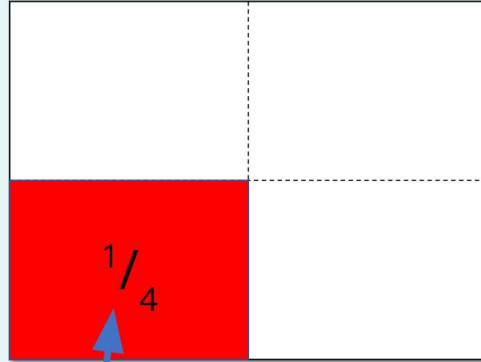
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Fractions

Finding half and quarter of shapes

Fold a piece of paper into 4 by folding in half and then half again.

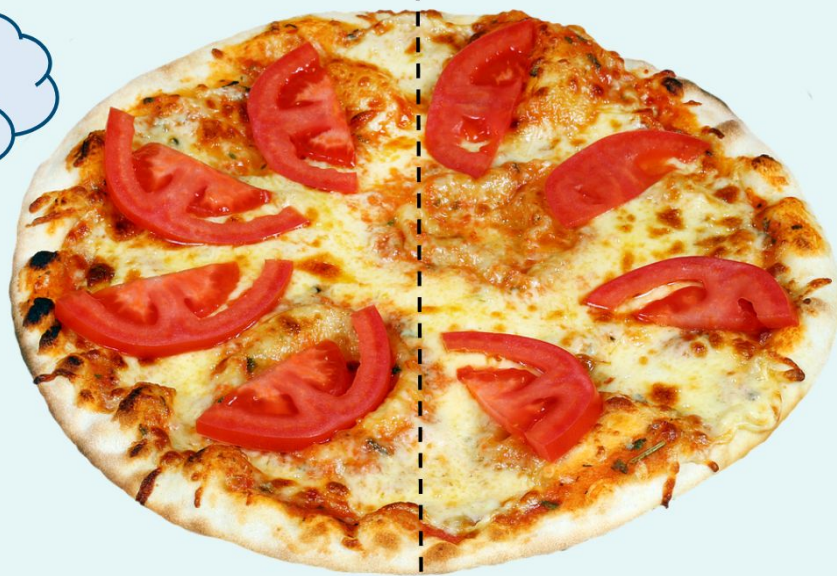
1 quarter or $\frac{1}{4}$ has been painted red.



This **fraction** tells us that the red section is **one out of four** equal parts.

Find half and quarter of amounts

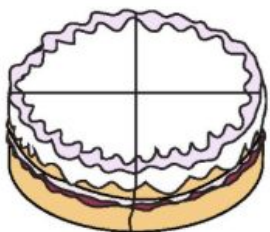
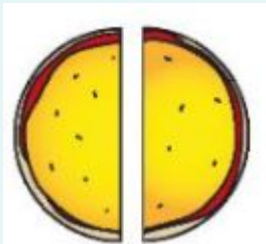
How many pieces of tomato are on each half?



So half of 8 is 4

Draw 6 pieces of pepperoni around the pizza so that each half has the same amount.

$\frac{1}{2}$ of 6 is



Draw 12 sweets around the cake so that each slice has the same amount.

$\frac{1}{4}$ of 12 is



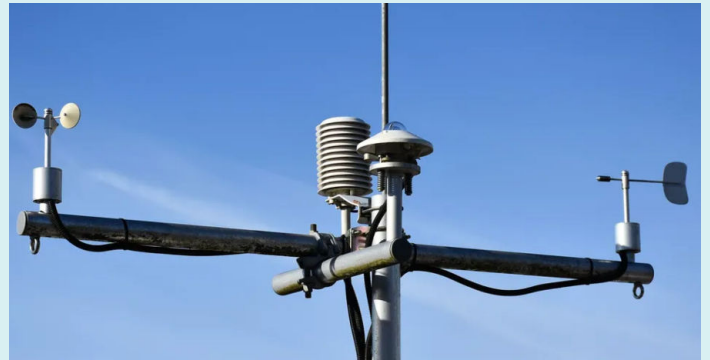
SCIENCE

First-hand exploration and discovery cements our pupils' scientific study. Our Science teaching is progressive, filled with experiments and active learning, both in and outside the classroom.

Seasons and the Weather

During this unit, the children will:

- Understand the four seasons
- Understand the changes that take place in autumn
- Understand the changes that take place in winter
- Understand the changes that take place in spring
- Understand the changes that take place in summer
- Investigate how you can measure rainfall



Taking Care of the Earth



During this unit, the children will:

- Describe the different ways that humans can damage the earth
- Know that there are natural and manufactured resources that people use
- Identify logging as a form of harvesting the Earth's natural resources
- Know that people create pollution which can harm the environment
- Know that recycling means turning used things into something new



GEOGRAPHY

The United Kingdom



Topic	Knowledge Goals
The four countries of the United Kingdom	<ul style="list-style-type: none">• The word 'union' means joined together.• The United Kingdom is a union of four countries.• The four countries in the United Kingdom are: England, Northern Ireland, Scotland and Wales
Scotland	<ul style="list-style-type: none">• Scotland is a country in the United Kingdom.• Scotland is located to the north of England.• The Scottish flag is called the St Andrew's flag and is blue with a white cross.
Wales	<ul style="list-style-type: none">• Wales is one of the countries in the United Kingdom.• There are mountains and valleys in Wales.• Cardiff is the capital of Wales.
Northern Ireland	<ul style="list-style-type: none">• Northern Ireland is one of the countries in the United Kingdom.• The capital city of Northern Ireland is Belfast.• The giants causeway is made of rocks.
England	<ul style="list-style-type: none">• England is a country in the United Kingdom.• The capital city of England is London.• Coastline is an area where the land meets the sea.





History

Kings, Queens and Leaders

Topic	Knowledge Goals
Kings and Queens	<ul style="list-style-type: none">● His Royal Highness King Charles III is our King.● Kings and queens sometimes wear special items such as a crown, and hold special things such as an orb and sceptre.● A coronation is when the crown is placed on the king/queens head.
King John I and the Magna Carta	<ul style="list-style-type: none">● King John I made a promise to the people of England when he sealed the Magna Carta.● King John I promised that he would not imprison people for no reason.● We know about the Magna Carta as it was written down and still exists today.
King Henry III and Parliament	<ul style="list-style-type: none">● Henry III didn't want to listen to the barons and this made them angry.● Simon de Montfort captured Henry at the Battle of Lewes and set up the first parliament.● Parliament had representatives from towns and counties in England
King Charles I	<ul style="list-style-type: none">● King Charles I believed in the Divine Right of Kings which meant that the monarch was appointed by God and had all the power.● King Charles I was executed (or 'stopped'/'removed as king').● After King Charles I died, there was no king .
Oliver Cromwell and the Commonwealth	<ul style="list-style-type: none">● After Charles I died, there was no King and England was a commonwealth.● Oliver Cromwell became the Lord Protector.● Oliver Cromwell was a Puritan and Parliament banned sports, theatres and Christmas





STEAM

Skills & Competencies:

Our STEAM curriculum consists of a series of projects that aim to develop a set of fundamental competencies, that empower pupils to effectively navigate personal, cultural, economic, and societal obstacles they will inevitably encounter throughout their lives:

1. **Curiosity:** The ability to ask questions and explore how the world works
2. **Creativity:** The ability to generate new ideas and apply them
3. **Criticism:** The ability to recognise information and ideas and to form reasoned arguments and judgements
4. **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of forms
5. **Collaboration:** The ability to work constructively with others
6. **Compassion:** The ability to empathise with others and to act accordingly
7. **Composure:** The ability to connect with the inner life of feeling and develop a sense of personal harmony and balance
8. **Citizenship:** The ability to engage constructively with society and to participate in the processes that sustain it.

CREST ALL STAR CHALLENGES

Brilliant bubbles - An activity to explore liquids, gases and bubbles

Confusing cans- An activity to get children thinking about weights and ramps

Peggy problem- An investigation that allows children to explore grip and strength

Sneaky shadow- Children think about how shadows are made, experiment with making shadows inside and outside, create a shadow play and record their results

Sniffly sneezes- Children investigate the strength and absorbency of different materials.



STEM Learning

Make it fly - Children create their own aeroplane and helicopter to explore forces.

Resilient rovers- Children design a space rover that would be able to zoom around the moon.

Matilda's floating feat - Children explore static electricity.

Shake the room- Children explore how earthquakes happen and the impact they have on humans.

Tropical twisters - Children create a tornado model and explore how wind moves to discover the physics behind tornadoes and twisters.



PSHCEE / RSE

Orchard House School has been implementing the PSHCEE /RSE Programme across the school since September 2020. We would like to reassure you that all the online Jigsaw teaching materials meet the current statutory expectations for RSHE (DfE, 2019) and if and when any new guidance is published, you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of our children.

We follow a scheme of work called Jigsaw, a mindful approach to PSHCEE / RSE. The lessons aim to build children’s emotional literacy, self- esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

Dreams & Goals	Healthy Me
<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness





PHILOSOPHY & ORACY

Philosophy and oracy are integral disciplines at Orchard House School. They are woven throughout the curriculum and we encourage a thoughtful, talk-rich culture within every classroom and incorporate both disciplines into lesson planning. In addition to the opportunities to nurture these elements at school, we invite families to take part in our weekly “Sticky Questions” school initiative.

Weekly Sticky Questions

The aim of sticky questions is to get parents and children talking about interesting questions. Every Wednesday, your child will come home with a Sticky Question stuck to their uniform. There’s no writing involved. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions “sticky” is that you can keep arguing about them. It’s not like a maths worksheet where a teacher is looking to see a particular answer. What matters is that you and your child talk and think together. If you disagree, so much the better. If you think alike, you might play at disagreeing for the sake of argument.

On Thursday, the class will carry on the talk during form time, bringing in ideas heard from home. Part of the point of this exercise is to celebrate differences in thinking between children and within families.

Whole Class Philosophy Lessons

The Numbers Strike	A stimulus that explores the consequences of the numbers downing tools and exploring questions such as: Could a world without numbers be better? Can we cope without numbers? What could we replace numbers with?
Sir Wilfred and the Dragon	A traditional story used to explore the themes of heroism, greed, fear and pride, as well as exploring the following questions: Do traditional stories send harmful or untrue messages? Should bravery always be admired?
This is Your Queen Speaking	A stimulus that enables children to explore questions such as: What would you do if you were monarch for a day? Should a monarch be elected?
Gracie and the Lighthouse Keeper's Cat	A story that allows children to talk about: Is adventure dangerous? Are animals more caring than people? Can you be too curious? Are children more adventurous than adults? Should you always rescue someone in need?
The Owl and the Magpie	A story that hints at two “world philosophies” - contentment vs consumerism
Forgetful Storytelling	An oracy activity where the children co-construct an unpredictably wonderful story.



Art

Art is highly valued at Orchard House School. Topics promote creativity and self-expression alongside ambitious teaching of artistic periods, mediums and movements. Learning is interconnected with our Knowledge curriculum, adding colour and texture to people, places and moments in time.

Spring 1	Spring 2
Key Vocabulary : style, technique, pointillism, brushstroke, narrative, character, setting	Key Vocabulary : architecture, architext, design, dome, pillar, arch, towe, stained-glass window, rose window, gargoyle, purpose
<u>Style in Art</u> <ul style="list-style-type: none"> ● Style - How a piece of art looks ● Van Gogh's changing style ● Narrative Art - Stories in Art ● Characters in Art 	<u>Architecture</u> <ul style="list-style-type: none"> ● What is architecture? ● The purposes of different buildings ● Architectural features ● Designing a building



The Starry Night - Van Gogh (1889)



Westminster Abbey - London



Houses of Parliament - London



BEYOND THE ORCHARD



SPORT



PE

Children will continue their rotation of:

Gymnastics

- To learn and practise a wide range of gymnastics skills including; cartwheels, handstands, rolls and balances.
- To put these skills into routines and sequences.

Health Related Fitness

- What happens to the body during exercise (physiological changes)
- Why is exercise important?
- Range of activities to focus on: cardiovascular endurance, speed, agility, balance, coordination, competition.

Ball Skills

Children develop skills using a wide variety of equipment to practise skills such as throwing and catching, kicking and striking.

GAMES

Tag & Contact Rugby

- To gain an introduction to rugby passing.
- To understand principles of tag rugby and basic rules.
- Demonstrating speed and agility whilst carrying the ball.
- To be able to demonstrate principles of how to tag and how to score a try in various games

Hockey

- To use plastic unihoc sticks to learn principles of dribbling, push pass and stopping the ball.
- To play in small sided games
- To practise attacking and defending in small sided games.



BEYOND THE ORCHARD



Computing



Skills showcase: Rocket to the moon

Developing keyboard and mouse skills by designing rockets, creating digital materials lists, using drawing software and recording data.

Programming 2: Bee-Bot

Developing early programming skills using either the Bee:Bot or virtual Bee:Bot.



Music & Performance



Music - Using the BBC's 10 pieces project Mars, Form 1 will:

- Explore spikey and smooth in the context of music
- Learn a new song and sing it in different styles
- Play simple patterns on the drum, and repeat simple patterns back
- Write new lyrics to a familiar tune about all the things you might find on your way to Mars!
- Make your own space map with lots of different sounds
- Play some classroom instruments

Exploring duration

- Music games exploring duration (dropping feathers and balls) and showing it musically.
- Using voices to explore duration.
- Investigation of which instruments can play long notes and why
- Exploration of anapest and dactyl rhythms

Drama

During Spring term, year 1 will begin to look at their vocality in delivering short poems & versed text. We will pay close attention to improving our diction and projection, resulting in higher-quality oracy skills and a clearer speaking voice. Children will understand the importance of speaking clearly and confidently.



French



- Learning about the French tradition of Epiphany
- Reading authentic French stories: Petit ours brun mange la galette des rois, Emilie et les saisons
- Learning the seasons in French
- Learning names of animals
- Writing a mini book of the French version of "Brown bear" (Ours brun)
- Learning about Easter in France
- Listening and joining in with French songs "Toc, toc, toc qui est là, à la porte" "Cloches de pâques"

Knowledge Organisers

What is a Knowledge Organiser?

A knowledge organiser shows the key factual knowledge that we want our children to use and remember to have basic knowledge and understanding of a topic. These are a one page overview of each topic taught over a half term and can include:

- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

The Benefits of Knowledge Organisers

- They help children learn and retain the knowledge of the curriculum.
- They give children the 'bigger picture' of a topic, subject area or concept.
- It provides opportunities for regular retrieval which aids long term retention
- They make the knowledge explicit.

How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information on a knowledge organiser is quizzable. Fun, low stakes quizzes of the information will help children learn and remember the knowledge.
- Displaying them somewhere at home will enable your child to become more familiar with the knowledge.

Knowledge Organiser: Seasonal Changes

Careers connected to materials:
meteorologist, weather
forecaster, climatologist



Months of the year



Months which fall into each season



Clothing to wear during each season



Lesson Sequence



1. Understand there are four seasons



2. Understand the changes that take place in autumn



3. Understand the changes that take place in winter



4. Understand the changes that take place in spring



5. Understand the changes that take place in summer



6. Investigate how you can measure rainfall

Seasons of the year





Taking care of Earth



KEY VOCABULARY

natural resources

materials we can use that are **from nature**, e.g., we can use wood from trees to make furniture

manufactured resources

materials we can use **that people make**, e.g., plastic

renewable resource

a resource that **doesn't run out**, e.g., wind energy

non-renewable resource

a resource that **will run out if we use it all**, e.g., coal

pollution

a substance that is **harmful to the environment**, e.g., spilling oil into the sea

environment

the **natural world** around us

conserve

to **protect something** from harm or destruction



recycle: to use something again, sometimes for a different purpose

non-renewable



coal is a hard, black rock which can be burned, it is found deep under ground (it takes millions of years for coal to be made by the Earth)

non-renewable



oil is a thick, black liquid that is found deep under ground and can be used to make petrol (it takes millions of years to make oil)

renewable



wind is air blowing from a particular direction, it can be used to turn turbines to make electricity

renewable



water is a liquid we all use to survive (sea water is salty, fresh water falls from the sky as rain)

KEY VOCABULARY

union	joined together
kingdom	a country, or area, ruled by a king or queen
mountain	land (made of rocks and earth) that rises up very high : mountains are higher and steeper than hills
coast	an area where land meets sea : at the coast, you could find beaches and cliffs
valley	a low area of land between hills or mountains , typically with a river or stream flowing through it
Gaelic	a Celtic language spoken in Scotland and Ireland
seasons	four different times of the year that have different weather and temperatures (spring, summer, autumn and winter)

St George's Cross (England)	St Andrew's Cross (Scotland)	St Patrick's Cross (Ireland)	Union Jack

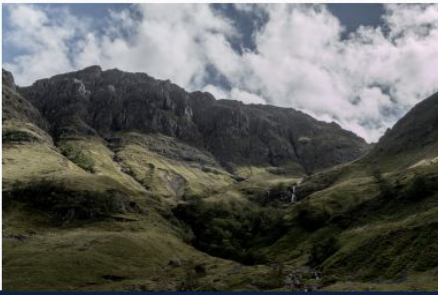
coast



the countries of the UK are:

England
Scotland
Northern Ireland
Wales

mountain



valley





Kings, Queens and Leaders



King John



Henry III



Charles I



Oliver Cromwell



Charles II

sealed the Magna Carta in 1216

was captured by Simon de Montfort who setup a parliament

was executed in 1649

was the Lord Protector

returned from hiding in France to be King of England in 1660



KEY VOCABULARY

throne

a **special chair** for a king or queen, or another very important person

sceptre

an ornamented (decorated) **rod carried by rulers on special occasions**

Majesty

a **royal person**

reign

the time/**period that a person is in charge and rules** over the country

baron

an **important person who owns land**

the Magna Carta

a **written promise** (charter) that was sealed by King John

civil war

a **war between people who live in the same country**

coronation

when a king or queen is **given the crown**

royalty

people who are **kings or queens**, or in the **same family as the king/queen**



King Charles III

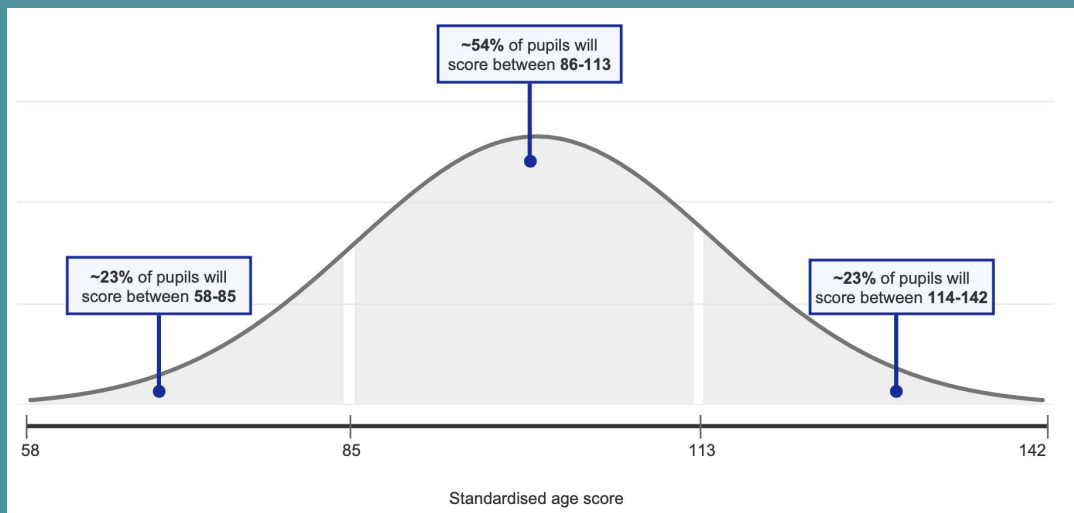
Assessments

Spring Term

Understanding Standardised Scores

Pupil performance in assessments is measured using a standardised age score (SAS). Standardised age scores can range from 58 at the lowest end, to 142 at the highest end. The average standardised age score is 100. Please note that a child's score is an indication of their ability on any one occasion, as performance can be affected by a number of factors and should be considered together with other indicators of ability. The graph below shows a normal distribution of standardised age scores. Standardised age scores allow for a fair comparison of results, as they take into account:

- The number of questions answered correctly
- The difficulty of the questions answered
- The pupil's age at the time of assessment
- The pupil's performance compared to a national sample



Assessments taken by Form 1 children at Orchard House School in the Spring Term

NGRT (New Group Reading Test)

This is a standardised, adaptive, termly assessment to measure reading and comprehension skills against the national average. It is used to identify where intervention may be needed and to monitor progress made. This test will be taken termly in paper form during the 3rd-4th week of term during English lessons.

New PUMA (Progress in Understanding Mathematics Assessment)

This is a standardised, paper based termly mathematics assessment. It is used to track progress over a year and enables teachers to identify gaps in learning at strand level and therefore inform future teaching. It is taken in the 6th - 7th week of term during Maths lessons.

RWI Phonics Assessments

Form 1 are assessed individually each term using the RWI Phonics Assessment. Progress in phonics can be tracked by teachers and children are grouped into their phonics sets using information provided.