

## Year 1 – Summer Term 2022 Curriculum letter

Welcome back to St. Mary's for the Summer Term. I hope you had an enjoyable Easter.

This letter will inform you of the exciting things that your child will be learning about, over the next two half terms.

### General reminders

Children must bring the following equipment to school, everyday: their daily reading book, home-school diary and a bottle of water.

Please ensure that your child reads every day and that this is noted in your child's home-school diary.

Children's reading should be noted in the home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

Please ensure your child has the correct uniform every day and that all of your child's belongings are clearly name-labelled.

Our PE days are Monday and Wednesday. Children should come to school in their PE kit on those days.

### Curriculum

Our topic up until half term is "Reduce, Reuse and Recycle" and we will be reading "10 Ways that I can help the planet". After half term our topic will be "The Seaside" and we will be reading 'The Snail and the Whale'.

### RE

Our topics for RE this term is "The Resurrection"

<u>Families and Celebrations</u>				
Learning focuses				
I can recognise and say how a holiday is special and is different from an ordinary day.	I can talk about what happened on Easter Sunday. I can talk about how Mary may have felt.	I can talk about a surprise I have had and how it made me feel.	I can talk about why Jesus appeared to the disciples.	I can use the words Pentecost and resurrection.

## Maths

Our areas for study for this term are multiplications, fractions, position and direction. Children will develop their fluency, reasoning and problem-solving skills in these areas.

<u>Multiplication and Division</u>	<u>Fractions</u>	<u>Position and Direction</u>
<u>Learning focuses</u>	<u>Learning focuses</u>	<u>Learning focuses</u>
<p>Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forward and backward.</p> <p>Using concrete objects and pictorial representations including those involving numbers, quantities and measures.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (<math>\div</math>) and equals (=) signs.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Solve problems involving multiplication and division using mental methods.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.</p> <p>Recognise odd and even numbers.</p> <p>Use multiplication and division facts to solve problems.</p>	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p>	<p>I can describe turns</p> <p>I can use <math>\square</math> turn. <math>\square</math> turn and <math>\square</math> turn.</p> <p>I can use left and right.</p> <p>I can use forwards and backwards.</p> <p>I can use positional language.</p> <p>I can give directions.</p> <p>I can follow directions.</p>

<u>Place Value within 100</u>	<u>Money</u>	<u>Time</u>
<u>Learning focuses</u>	<u>Learning focuses</u>	<u>Learning focuses</u>
<p>Count up to and back from 100</p> <p>Count forwards and backwards over 100</p> <p>Read and write numbers to 100</p>	<p>Recognise and know the value of different coins and notes.</p> <p>Find change</p> <p>Calculate how much something costs.</p>	<p>Sequence events in chronological order.</p> <p>Use appropriate language to describe time.</p>

Find one more and one less than numbers to 100 Count in steps of 10 Use the language of least and most		Know the days of the week and the months of the year in order. Tell the time to an hour and half past. Draw clock hands in the correct place for o clock and half past.
--	--	---

## English

Children will continue to develop their reading and writing skills through study of our class texts. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

Children will be given 'free-reading' time within class, and will further develop their reading skills in daily Guided Reading lessons, but we still recommend children read for at least 20 minutes every day with an adult.

<u>Reading</u>	<u>Writing</u>	<u>SPAG</u>
<u>Learning focuses</u>	<u>Learning focuses</u>	<u>Learning focuses</u>
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To recite simple poems by heart. To discuss word meaning and link new meanings to those already known.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe. Write in a variety of ways.	Present tense verbs Sequencing sentences to form short narratives Words ending y or ly. Adding s and es to words Adding the endings ing, ed and er to verbs where no change is needed to the root word.

## Science

Our topics for this term are "Plants" and "Living things"

<b>Plants</b>
<b>Learning focuses</b>

I can identify different types of plants and flowers. I can make observations about different, flowers, seeds and bulbs	I can name and identify parts of a plant	I can identify and name some common trees.	To name, sort and compare some common fruit and vegetable plants	Trip to Colchester Zoo
--	--	--	--	------------------------

Living things					
Learning focuses					
I can compare the differences between things that are living, dead and have never been alive.	I can map a habitat and identify what is in it.	I can identify animals in their habitats.	I can describe a habitat and identify the animals that live in it.	I can identify how an animal is suited to its habitat. I can explain how living things in a habitat depend on each other.	I can use a food chain to show how animals get their food.

## History

Our topic for this term is 'The seaside'. We will be comparing seaside holidays in the past to those taken today.

The Seaside					
Learning focuses					
I can talk about when and why we go on holiday.  I can place key holidays over the year on a timeline	I can sequence photos of seaside holidays from the past to the present.	I can use photos to find out about holidays in the past.	I can describe what is the same and what is different about holidays in the past and the present.	I can identify manmade and natural features at the seaside	I can identify British seaside resorts on a map.

## Geography

Our topic for this term is Oceans and we will be exploring the importance of oceans and what we can do to protect them.

Oceans				
Learning focuses				
I can name and locate the 7 continents.	I can talk about why oceans are important	I can talk about what an ocean is.  I can talk about the 4 habitats in an ocean.	I can talk about the differences in the ocean between the equator and the north pole	I can talk about why oceans are under threat.  I can talk about how I can protect the world's oceans.
I can name and locate the 5 oceans.				

### Design and Technology

Our focus for this term is 'making a fruit salad'.

Food – Making a fruit salad		
Learning focuses		
I can say which fruits I like and give reasons why.	I can design a fruit salad using a range of different healthy fruits.  I can say what fruits I am choosing and why.	I can use simple utensils to peel, cut, slice and squeeze.  I can say what I liked about my fruit salad.  I can say how I would improve my fruit salad.

### Art

Our topic for this term is 'Exploring materials and tools for mark making' and 'Exploring mark making with paint using primary colours'.

3D art		
Learning focuses		
I can mould clay to create smooth, rounded forms.	I can experiment with different materials and state my preferences.	I can select modelling materials for their properties and use them to create a sculpture from a sketch.

I can explore how the different colours of clay can be used for decoration.		I can apply joining, cutting and construction techniques.  I can respond to an artists work.
---	--	--

<u>Collage</u>		
<u>Learning focuses</u>		
I can select and arrange colours, shapes and images to have a desired effect.  I can develop and apply accurate cutting and tracing skills.	I can select images, colours and textures for their visual effect and vibrancy.  I can experiment with and compare the effects if tearing rather than cutting paper.	I can create a textured and muted background using mixed media.  I can use line to represent simple shapes.  I can use templates to draw shapes.

## Computing

This term we will be digital painters and will be using the paint programme to attempt to recreate the work of famous artists.

<u>Digital painting</u>					
<u>Learning focuses</u>					
I can predict the outcome of a command on a device. I can match a command to an outcome I can run a command on a device.	I can follow an instruction. I can recall words that can be acted out I can give directions.	I can compare 'forwards' and 'backwards' movements I can start a sequence from the same place I can predict the outcome of a sequence involving 'forwards' and 'backwards' commands	I can compare left and right turns I can experiment with 'turn' and 'move' commands to move a robot I can predict the outcome of a sequence involving up to four commands	I can explain what my program should do I can choose the order of commands in a sequence I can debug my program	

## PE

Our focus this term will be on dance and net and wall games. PE will be taught by Miss Hawkins and Mrs Dyer.

## Music

Music will be taught by Mrs Dyer on Wednesday afternoons.

---

I look forward to working closely with you over the term. Should there be any questions or problems, do not hesitate to make an appointment to see me.

With very best wishes,

Miss Hawkins