

Year 1 – Spring Curriculum Letter

Welcome back to St. Mary's for the Spring Term. I hope you had a lovely Christmas and I am looking forward to the exciting opportunities that lay ahead for us all in the New Year.

General reminders

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. Children's books will be changed every Friday to ensure they have had the opportunity to decode the book, develop fluency and expression. 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. Please refer to the updated School Uniform policy that was sent out via Parent Mail.

Our PE days continue to be **Monday** and **Thursday**. Children may come to school in their PE kit on these days and if they have an after (or before) school club. A polite remind that all earrings should be removed or where not possible, taped. Please can children ensure that if they are wearing shoes with laces that they are able to tie these, thank you!

Every Friday the children will be sent home with a Phonics book to practise the sounds we have learnt throughout the week. Please ensure all Phonics books are returned every **Friday** so we are able to stick in the new sounds for following the week.

Curriculum

RE

Our topics for RE this half term are Families and celebrations, Prayers and Change-Giving-Lent.

<u>Families and Celebrations</u>			
<u>Learning objectives</u>			
<u>To recognise what it means to belong to a family.</u>	<u>To understand why Mary and Joseph took Jesus to the Temple as a baby.</u>	<u>To begin to understand what it means to belong to our Church family.</u>	<u>To know that we become a member of the Church by being baptised.</u>
<u>To recognise that God is our Father and we belong in his family.</u>	<u>To know about the loss and finding of Jesus.</u>		Visit to the Church.

Prayer

Learning objectives

To recognise that there are different kinds of prayers

To recognise some of the signs and symbols we use when we pray.

To ask questions about prayers and compose prayers for myself and others.

To recognise that people say different prayers when they go to Mass.

To reflect on my day, my actions and my words.

To recognise that Christians, talk to God when they pray.

To recognise that Jesus taught his disciples to pray.

To recognise that the Our Father prayer is a prayer about praising and thanking, asking and saying sorry.

To join in with the Our Father prayer.

Giving- Change- Lent

Learning objectives

To understand that Lent is an opportunity to change.

To understand that Lent is an opportunity for a new start.

To recognise how ashes and palms and the colour purple are used during Lent.

To retell the main events of the Easter stories.

To retell the events of the Easter stories and recognise that they are about the death and resurrection of Jesus.

Maths

Our areas for study for this term are Shape, Addition and Subtraction, Place Value to 20 and . Children will develop their fluency, reasoning and problem-solving skills in these areas.

Shape	Addition and Subtraction	Place Value to 20	Addition and subtraction within 20	Place value within 50	Measurement (Length and Height)
Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2D shapes Patterns with 2-D and 3-D shapes End of block assessment	Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out (how many left?) Subtraction – take away (how many left?) Subtraction on a number line Add or subtract 1 or 2 End of block assessment	Count within 20 Understand 10 Understand 11, 12, 13 Understand 14, 15, 16 Understand 17, 18, 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 Post teach assessment	Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction-counting back Subtraction-finding the difference Related facts Missing number bonds Post teach assessment	Count from 20 to 50 20, 30, 40, 50 Count by making groups of 10 Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less Post-teach assessment	Compare lengths and heights Measure length using objects Measure length in centimetres Post-teach assessment

Here are a few ideas on how you can support your child with their mathematics at home:

- Counting forwards and backwards to 50 and then 100
- Recalling numbers bonds up to and within 10 and 20
- Counting in multiples of 2, 5 and 10
- Identifying 1 more and 1 less than a given number
- Exploring the different fact families that you can make with 3 numbers 3.g. 4, 3 and 7.
- Download the 1 minute maths app (White Rose Maths)

English

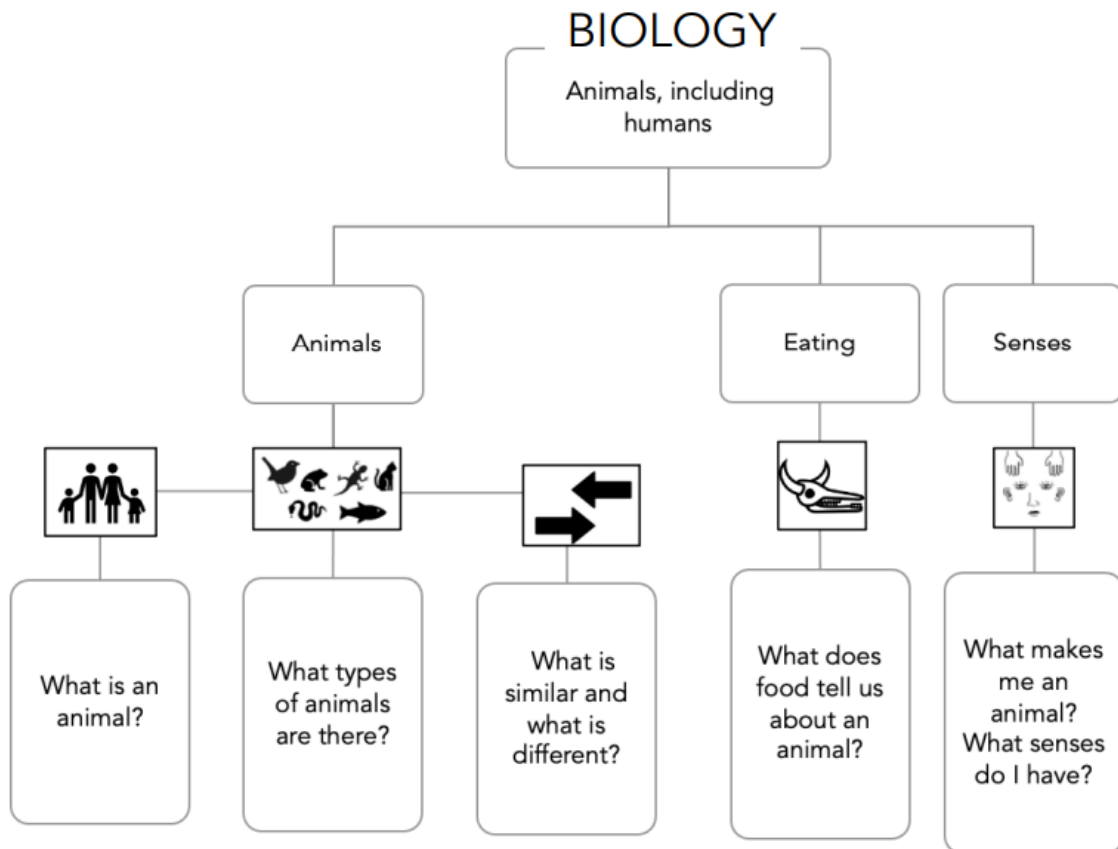
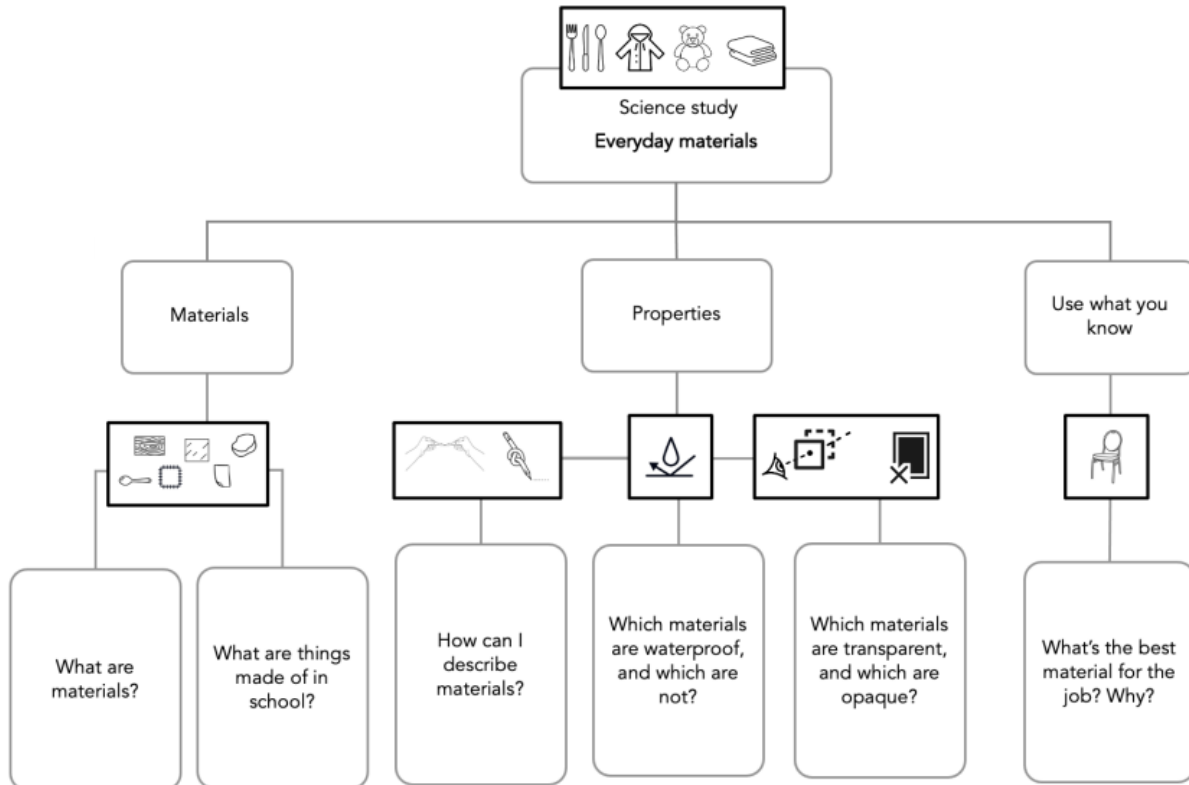
Children will continue to develop their reading and writing skills through study of our class texts. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

Children will read with an adult on a weekly basis, and will further develop their reading skills in Reading lessons, but we still recommend children read for at least 10 minutes every day with an adult.

Reading Learning focuses	Writing (inc. SPAG) Learning focuses
<p>Apply phonics knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words. Read common exception words. Read words containing known sounds and suffixes. Read words containing more than one syllable that contain taught sounds. Read words with contractions (I'm, don't). Read aloud accurately books that are consistent with my developing phonics knowledge and that do not require me to use other strategies to work out words. Re-read these books to build up my fluency and confidence in word reading. Listen and discuss a wide range of poems, stories and non-fiction at a level beyond which I can read independently. Being encouraged to link what I read or hear read to my own experiences. Become familiar with stories, retelling them and considering their particular characteristics. Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems and recite some by heart. Discuss word meanings, linking new meanings to those already known. Discuss the significance of the titles and events. Make inferences on the basis of what is being said and done. Predicting what happens on the basis of what has been read so far. Participate in discussion about what is read to me, taking turns and listening. Explaining clearly my understanding of what is read to me.</p>	<p>Spell words containing each of the 40+ sounds already taught. Spell common exception words and days of the week. Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound. Write from memory simple sentences dictated by the teacher. Sit correctly at the table and hold a pencil comfortably and correctly. Begin to form lower-case letters in the correct directions, starting and finishing in the correct place. Form capital letters and digits 0-9. Write sentences by saying out loud what I am going to write. Sequence sentences to form short narratives. Re-reading what I have written to check that it makes sense. Discuss what I have written with others. Read aloud my writing clearly to be heard by others. Leave finger spaces between words. Join words and clauses using and. Begin to punctuate sentences using capital letters, full stops, a question mark or exclamation mark. Use a capital letter for the names of people, places, the days of the week, and the person pronoun I.</p>

Science

Our topics for this term are Everyday materials and Revisiting I: Animals, including humans.



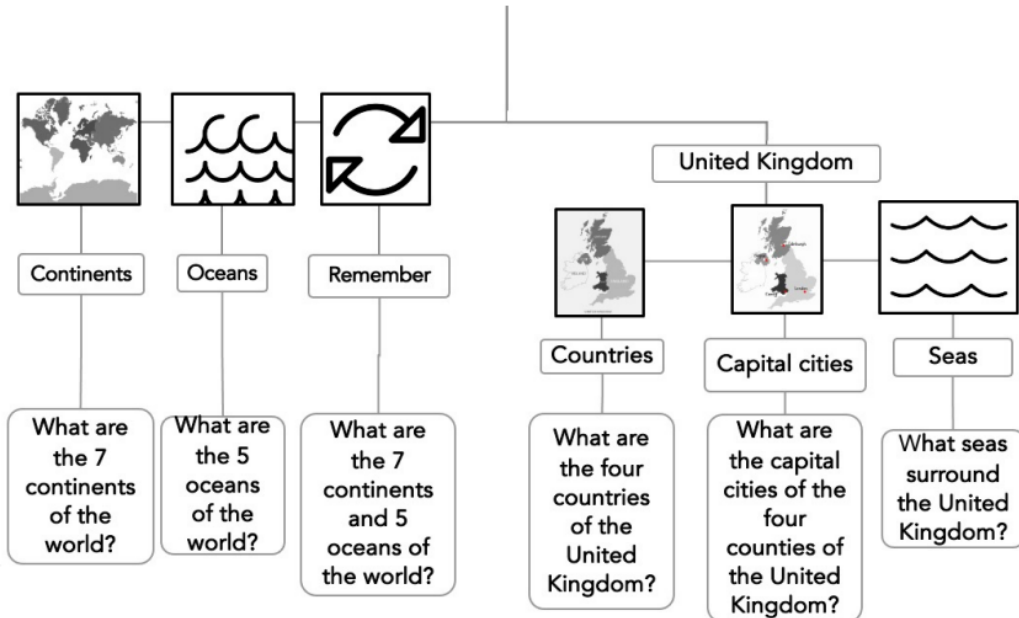
Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

Geography

Our topics for this term are 'Continents, Oceans and Countries of the UK. We will particularly be focusing on the UK, naming and locating countries, capitals and oceans.

LOCATION

Year 1 Continents, oceans, countries, capital cities and seas



History

Our topic for the term focuses on the lives of significant people- focusing particularly on Mary Anning and David Attenborough.

COMMUNITY

A group of people living in a place, such as the seaside community Mary Anning lived in.

It can also mean a group of scientists from all over the world.

David Attenborough studied how animals live together as a community. Scientists call that an ecosystem.

KNOWLEDGE

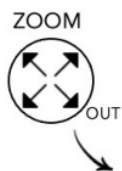
The formulation and advanced use of knowledge by great thinkers.

Mary Anning brought knowledge of dinosaurs to the scientific community. She helped them know about the past.

David Attenborough brought knowledge of living things into our homes through film and photographs. He showed the scientific community how amazing and important living things are to our planet.

COMMUNITY KNOWLEDGE

The lives of significant individuals



Mary Anning



Who was Mary Anning?
What did she do?

What did Mary Anning discover?

David Attenborough



Who is David Attenborough?
What does he do?

What has David Attenborough achieved?

Compare the lives of Mary and David



What was similar and what was different?

Art

Our topics for the term are Printmaking and Textiles.

Printmaking	Textiles												
<table border="1" data-bbox="247 362 703 786"> <thead> <tr> <th colspan="2" data-bbox="247 362 703 427">At the end of this block, pupils will ...</th> </tr> <tr> <th data-bbox="247 427 475 488">Know:</th> <th data-bbox="475 427 703 488">Be able to:</th> </tr> </thead> <tbody> <tr> <td data-bbox="247 488 475 786"> <p>Prints can be made from ordinary objects</p> <p>How to make and use a stencil and relief block</p> </td> <td data-bbox="475 488 703 786"> <p>Apply paint using controlled brushstrokes and stippling</p> <p>Combine printing techniques such as stencilling and relief printing</p> </td> </tr> </tbody> </table> <p data-bbox="247 795 703 1061">In this block, pupils will explore the marks that can be made by printing with a range of objects. Pupils will be taught the techniques of stencilling and relief printing. They will combine these printing techniques to create a final piece, inspired by the work of the contemporary artist Karen Lederer.</p>	At the end of this block, pupils will ...		Know:	Be able to:	<p>Prints can be made from ordinary objects</p> <p>How to make and use a stencil and relief block</p>	<p>Apply paint using controlled brushstrokes and stippling</p> <p>Combine printing techniques such as stencilling and relief printing</p>	<table border="1" data-bbox="906 362 1337 692"> <thead> <tr> <th colspan="2" data-bbox="906 362 1337 427">At the end of this block, pupils will ...</th> </tr> <tr> <th data-bbox="906 427 1121 488">Know:</th> <th data-bbox="1121 427 1337 488">Be able to:</th> </tr> </thead> <tbody> <tr> <td data-bbox="906 488 1121 692"> <p>Mixed media, including fabrics, yarn and beads, can be used to create artwork</p> </td> <td data-bbox="1121 488 1337 692"> <p>Combine a range of materials to produce textile art</p> </td> </tr> </tbody> </table> <p data-bbox="906 748 1337 1061">In this block, pupils will be given the opportunity to explore a range of materials, including fabric, oil crayons, chalk and paint, to create pieces of art. They will use natural and man made fibres, combining colours and textures.</p>	At the end of this block, pupils will ...		Know:	Be able to:	<p>Mixed media, including fabrics, yarn and beads, can be used to create artwork</p>	<p>Combine a range of materials to produce textile art</p>
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DT

Our topics for the term are Food and Nutrition and Understanding Materials.

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<table border="1" data-bbox="215 1319 735 1778"> <thead> <tr> <th colspan="2" data-bbox="215 1319 735 1391">At the end of this block, pupils will ...</th> </tr> <tr> <th data-bbox="215 1391 475 1462">Know:</th> <th data-bbox="475 1391 735 1462">Be able to:</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 1462 475 1637"> <p>Why colourful food can be healthier</p> </td> <td data-bbox="475 1462 735 1637"> <p>Peel, chop and grate a selection of vegetables</p> </td> </tr> <tr> <td data-bbox="215 1637 475 1778"> <p>How different foods can affect their senses</p> </td> <td data-bbox="475 1637 735 1778"> <p>Modify food to suit their food senses</p> </td> </tr> </tbody> </table> <p data-bbox="215 1809 735 2121">Pupils will learn that eating is a sensory experience. They will learn about the nutritional value of vegetables and why colourful food can be better for you. They will use a range of culinary techniques to create and modify dishes that appeal to the senses.</p>	At the end of this block, pupils will ...		Know:	Be able to:	<p>Why colourful food can be healthier</p>	<p>Peel, chop and grate a selection of vegetables</p>	<p>How different foods can affect their senses</p>	<p>Modify food to suit their food senses</p>	<table border="1" data-bbox="853 1319 1396 1778"> <thead> <tr> <th colspan="2" data-bbox="853 1319 1396 1391">At the end of this block, pupils will ...</th> </tr> <tr> <th data-bbox="853 1391 1121 1462">Know:</th> <th data-bbox="1121 1391 1396 1462">Be able to:</th> </tr> </thead> <tbody> <tr> <td data-bbox="853 1462 1121 1778"> <p>Building materials have different properties which enable them to be used for different purposes</p> </td> <td data-bbox="1121 1462 1396 1778"> <p>Identify, sort and select materials that can be used in construction</p> <p>Combine materials</p> </td> </tr> </tbody> </table> <p data-bbox="853 1809 1396 2121">In this block, pupils will be able to identify a range of construction materials. They will investigate how materials can be changed by adding heat or water. They will use a combination of materials to create a small model house.</p>	At the end of this block, pupils will ...		Know:	Be able to:	<p>Building materials have different properties which enable them to be used for different purposes</p>	<p>Identify, sort and select materials that can be used in construction</p> <p>Combine materials</p>
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PE

Our focus for this term is on honing our skills in games. PE will be taught by Miss Southgate (Games) on Mondays and Mrs Dyer (Dance and Gym) on Thursdays.

Music

Music will be taught by Mrs Dyer on Thursday mornings.

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 Southgate