

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. A polite reminder that hair accessories should be blue/navy and that headbands should not contain large bows or be brightly coloured- please refer to our school uniform policy for further guidance.

Our PE days continue to be **Tuesday** 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

We will be beginning to introduce the new RE curriculum. This term we will focus on Branch Three (Galilee to Jerusalem) and Four (Desert to Garden).

Branch Three

Galilee to Jerusalem

The focus of this branch is for pupils to develop an early understanding of the Christian belief that through the ministry of Jesus, some of those who encountered him recognised he was the Son of God.

Expected outcomes



Understand

By the end of this unit of study, pupils will be able to:

- UI.3.1. Identify some of the people that encounter Jesus and recognise that he is special.
- UI.3.2. Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke.
- UI.3.3. Make simple connections between Jesus' announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God's love today.
- UI.3.4. Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus.



Discern

By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:

- DI.3.1. Imagining how some of the people who met Jesus felt and how knowing Jesus changed them.
- DI.3.2. Listening to the stories and experiences of how people celebrate Candlemas.



Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

- RI.3.1. Reflecting on what the Good News might mean for them.
- RI.3.2. Reflecting on how Jesus is a 'light' for all people, consider how they can bring 'light' to their families and communities. (RVE)
- RI.3.3. Reflecting on how Jesus cares for other people and what they can learn from his actions.

Branch Four

Desert to Garden

For pupils, the focus of this branch is to learn a little about the season of Lent as a time to prepare for Easter and to know the story of the last week of Jesus' life, his death, and resurrection.

Expected outcomes



Understand

By the end of this unit of study, pupils will be able to:

- UI.4.1. Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent. (RVE)
- UI.4.2. Recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) and the season of Lent.
- UI.4.3. Correctly sequence the events of the last week of Jesus' life.
- UI.4.4. Recognise that angels bring God's message and are a sign the Jesus is the Son of God, truly alive.
- UI.4.5. Recognise that the Church teaches that Jesus suffered, died, and rose again.
- UI.4.6. Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.



Discern

By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:

- DI.4.1. Asking 'I wonder' questions about the story of the last week of Jesus' life.
- DI.4.2. Experiencing and reflecting on music or art that shows how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life. (RVE)



Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

- RI.4.1. Recognising that fasting in Lent is giving something up to help others and CAFOD Family Fast Day is a way of doing this.
- RI.4.2. Considering what they might give up and choose to do to help others. (RVE)
- RI.4.3. Reflecting on what they know about Jesus including the events of the last week of Jesus' life and his resurrection.

Maths

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

Shape	Place Value to 20	Addition and subtraction within 20	Place value within 50	Measurement (Length and Height)	Measurement (Mass and Volume)
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	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	Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity 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

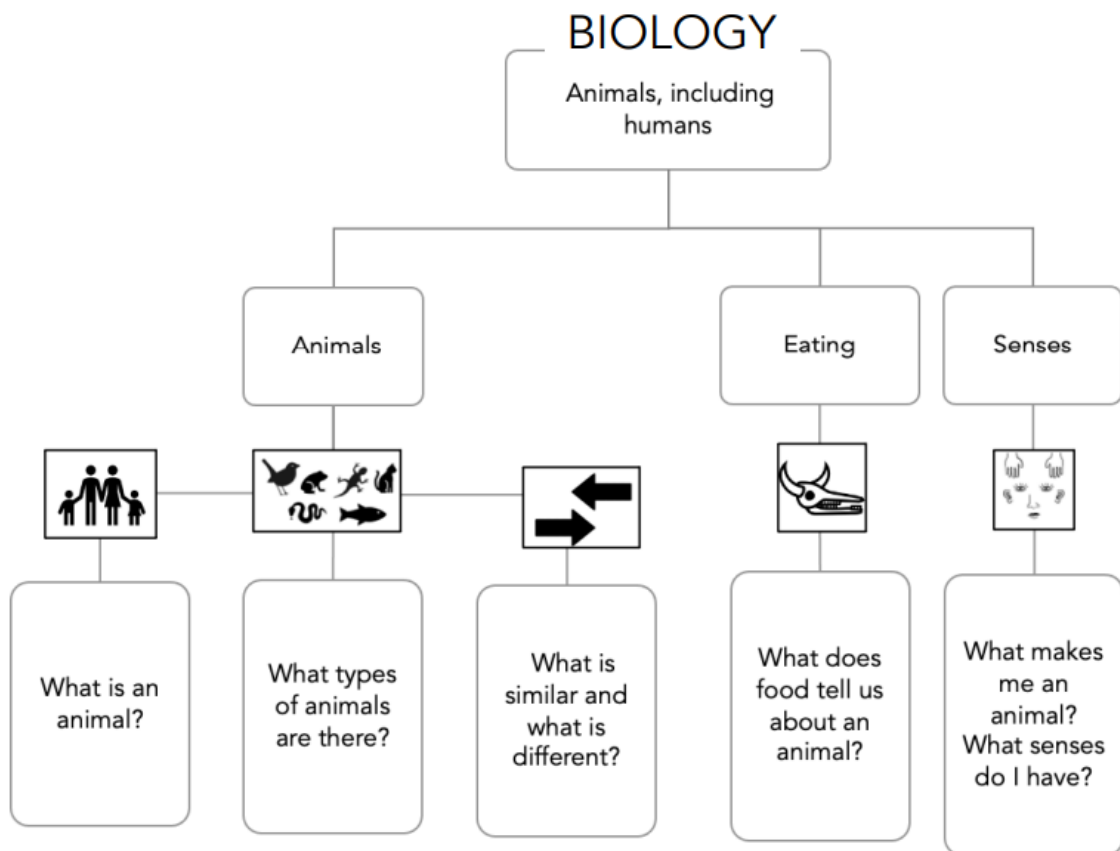
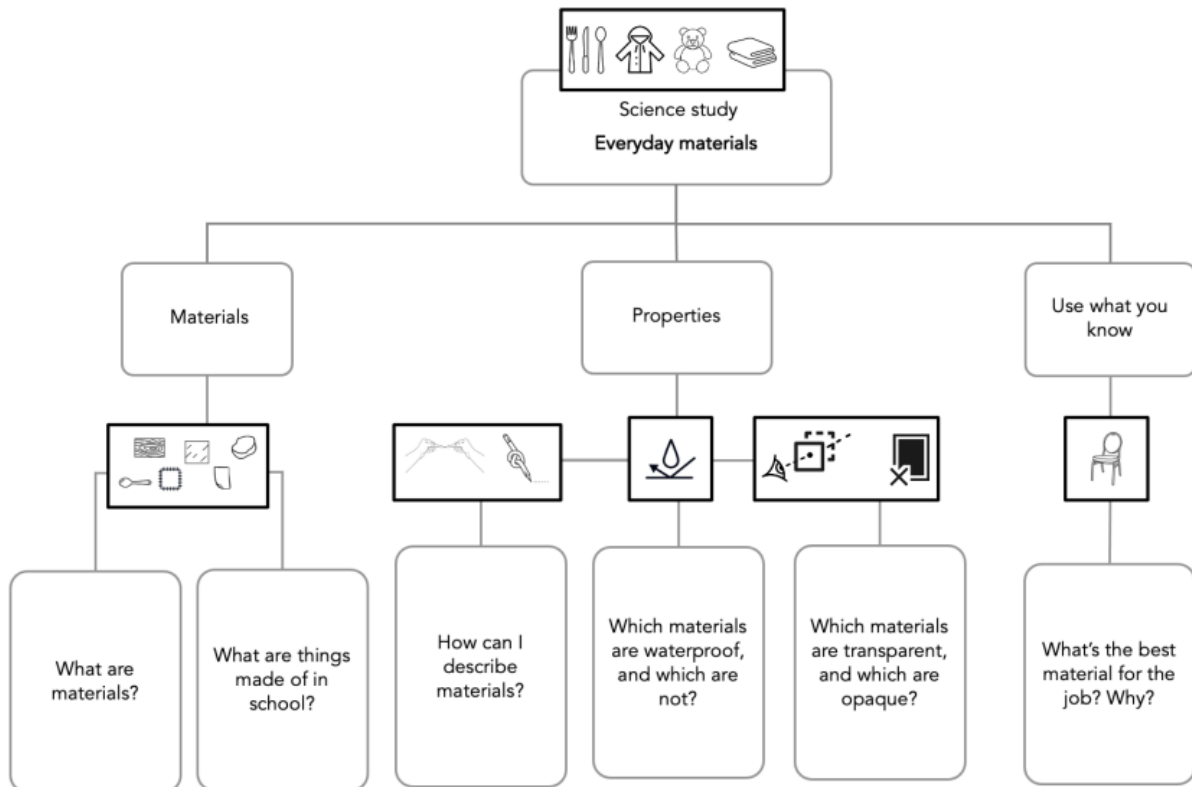
Children will continue to develop their reading and writing skills through study of our class texts. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

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

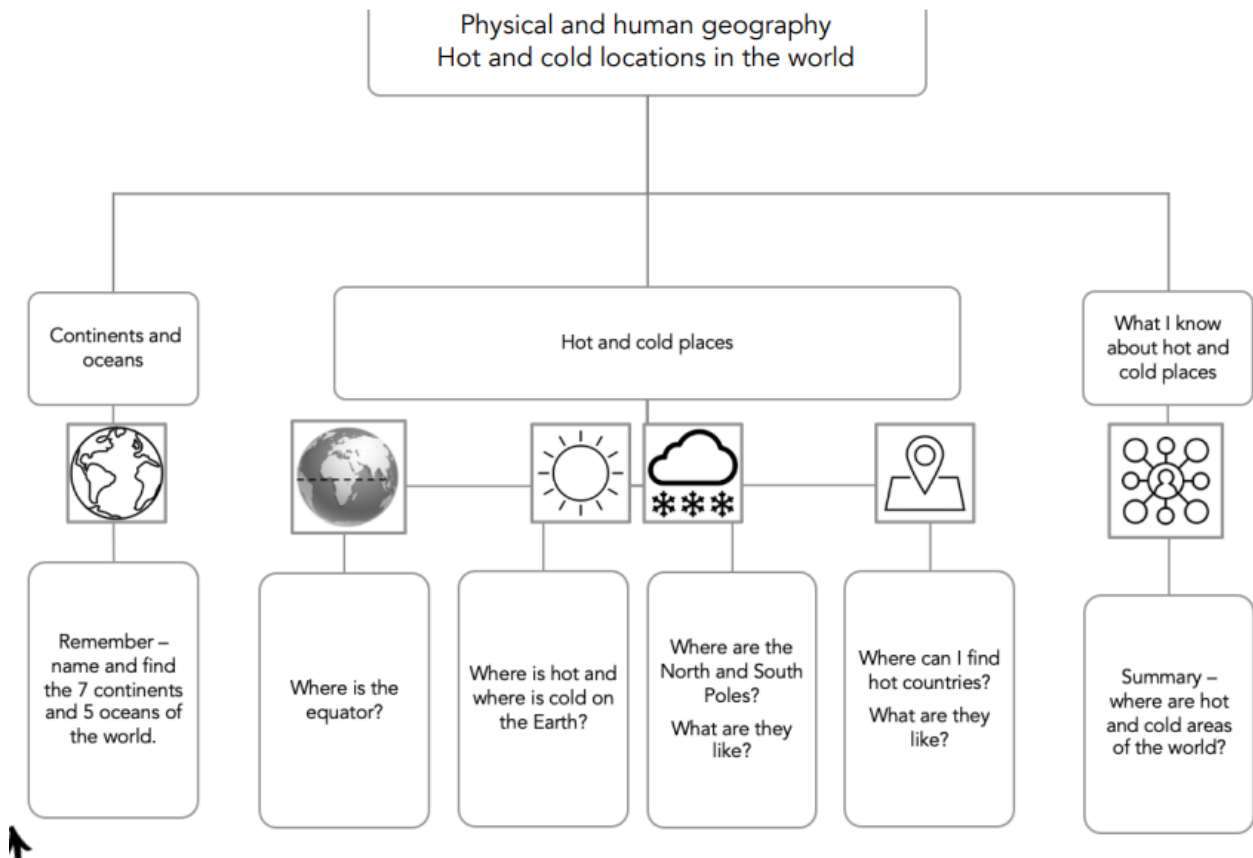


Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

Geography

Our topics for this term is Hot and cold places. Here we will focus on why certain parts of the world are hot, cold or temperate.

LOCATION ENVIRONMENT CULTURE



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.

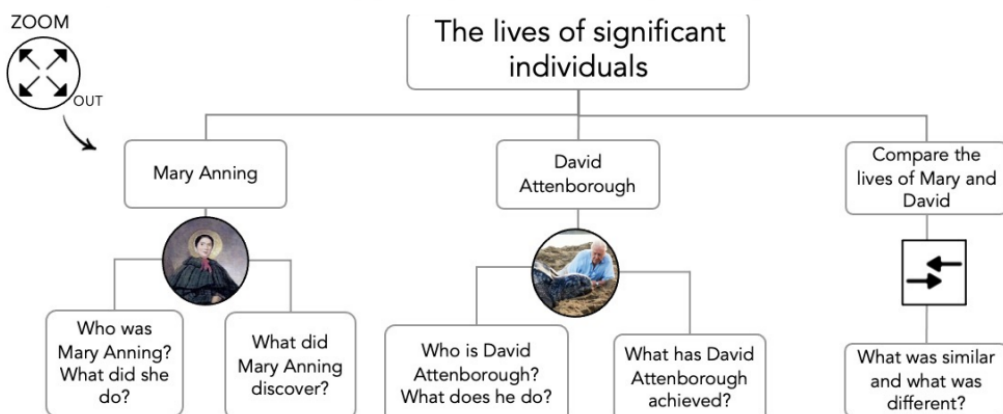
KNOWLEDGE

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



Art

Our topics for the term are Printmaking and Textiles.

Printmaking	Textiles												
<table> <tr> <th colspan="2">At the end of this block, pupils will ...</th></tr> <tr> <th>Know:</th><th>Be able to:</th></tr> <tr> <td> <p>Prints can be made from ordinary objects</p> <p>How to make and use a stencil and relief block</p> </td><td> <p>Apply paint using controlled brushstrokes and stippling</p> <p>Combine printing techniques such as stencilling and relief printing</p> </td></tr> </table> <p>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> <tr> <th colspan="2">At the end of this block, pupils will ...</th></tr> <tr> <th>Know:</th><th>Be able to:</th></tr> <tr> <td> <p>Mixed media, including fabrics, yarn and beads, can be used to create artwork</p> </td><td> <p>Combine a range of materials to produce textile art</p> </td></tr> </table> <p>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.

Food and Nutrition	Understanding Materials												
<table> <tr> <th colspan="2">At the end of this block, pupils will ...</th></tr> <tr> <th>Know:</th><th>Be able to:</th></tr> <tr> <td> <p>Why colourful food can be healthier</p> <p>How different foods can affect their senses</p> </td><td> <p>Peel, chop and grate a selection of vegetables</p> <p>Modify food to suit their food senses</p> </td></tr> </table> <p>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>How different foods can affect their senses</p>	<p>Peel, chop and grate a selection of vegetables</p> <p>Modify food to suit their food senses</p>	<table> <tr> <th colspan="2">At the end of this block, pupils will ...</th></tr> <tr> <th>Know:</th><th>Be able to:</th></tr> <tr> <td> <p>Building materials have different properties which enable them to be used for different purposes</p> </td><td> <p>Identify, sort and select materials that can be used in construction</p> <p>Combine materials</p> </td></tr> </table> <p>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 Tuesdays 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