

Year 1 – Summer Curriculum Letter

Welcome back to St. Mary's for the Summer Term. I hope you had a lovely Easter break as we prepare for our final term in Year 1! How quickly it has gone!

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 Thursday/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.

Our PE days have changed to **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 reminder 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 term are:

Branch Five: To the ends of the Earth

CCC Links	Knowledge lens content
<p>Resurrection YcFk 39 YC 106 CCC 641-642</p> <p>Ascension YcFk 41-42 YC 109 CCC 659-667</p> <p>Pentecost YcFk 49 Yc118 CCC 731-732</p> <p>The work of the Holy Spirit in the human heart YcFk 49 YC 120 CCC 738-741</p> <p>The work of the Church YcFk 51 YC 123 CCC 763-769, 774-776, 780</p> <p>Holy Days YcFk p161, 135 YC 345 CCC 2042</p> <p>Come Holy Spirit YC 496 CCC 2670-2672</p> <p>Glory Be YcFk 158</p> <p>Holy Spirit YcFk 47-48, YC 119, CCC 733-741, 747</p>	<p>Hear</p> <p>By the end of this unit of study, pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> • The road to Emmaus (Lk 24:13-35) • Promise of the Spirit and the Ascension (Acts 1:1-11) • Pentecost (Acts 2:1-4) <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • When people open their hearts to the Holy Spirit they are changed, as the apostles are changed. • The mission of the Church begins at Pentecost. <p>Celebrate</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • That the Church celebrates the Ascension and Pentecost on special days of celebration (holydays of obligation). • The words of the 'Glory Be' prayer. • An age-appropriate hymn referencing the Holy Spirit. <p>Live</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • How Pentecost is celebrated in another part of the world. • How artists and musicians around the world celebrate the work of the Holy Spirit and the mystery of the Trinity.

Branch Six: Dialogue and encounter

CCC Links	Knowledge lens content
<p>Christian family YcFk 53 YC 130 CCC 817-819</p> <p>Sign of the cross YcFk 63 YC 360 CCC 2157</p> <p>The church (building) YcFk 52, YC 190, CCC 1181-1186, 1198-1199</p>	<p>Dialogue</p> <p>By the end of this unit of study pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • The Church is the community of all those who belong to Christ. • The cross is a symbol of Christianity. • The shortest summary of the Catholic faith is the sign of the cross. <p>By the end of this unit of study, pupils will know about Christianity locally through:</p> <ul style="list-style-type: none"> • Learning about their local parish community. • Learning about their local parish church. • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish. <p>Encounter</p> <p>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> • Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text which contains stories of the Jewish people's history and is a guide for Jewish life.

Maths

Our areas for study for this term are Addition and Subtraction within 20, Place Value, Multiplication and division, Fractions and measurement. Children will develop their fluency, reasoning and problem-solving skills in these areas.

Place value within 50	Multiplication and Division	Money	Fractions	
The number line to 50 Estimate on a number line to 50 1 more, 1 less Post-teach assessment	Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups-grouping Make equal groups-sharing	Unitising Recognise coins Recognise notes Count in coins	Recognise a half of an object or shape Find a half of an object or shape Recognise a half of quantity Find a half of a quantity Recognise a quarter of an object or shape Find a quarter of an object or shape Recognise a quarter of a quantity Find a quarter of a quantity	
Position and direction	Place Value (within 100)	Measurement (Time)	Measurement (Length and Height)	Measurement (Mass and Volume)
Describe turns Describe position-left and right Describe position-forwards and backwards Describe position-above and below Ordinal numbers	Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers	Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour Tell the time to half an hour	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

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.

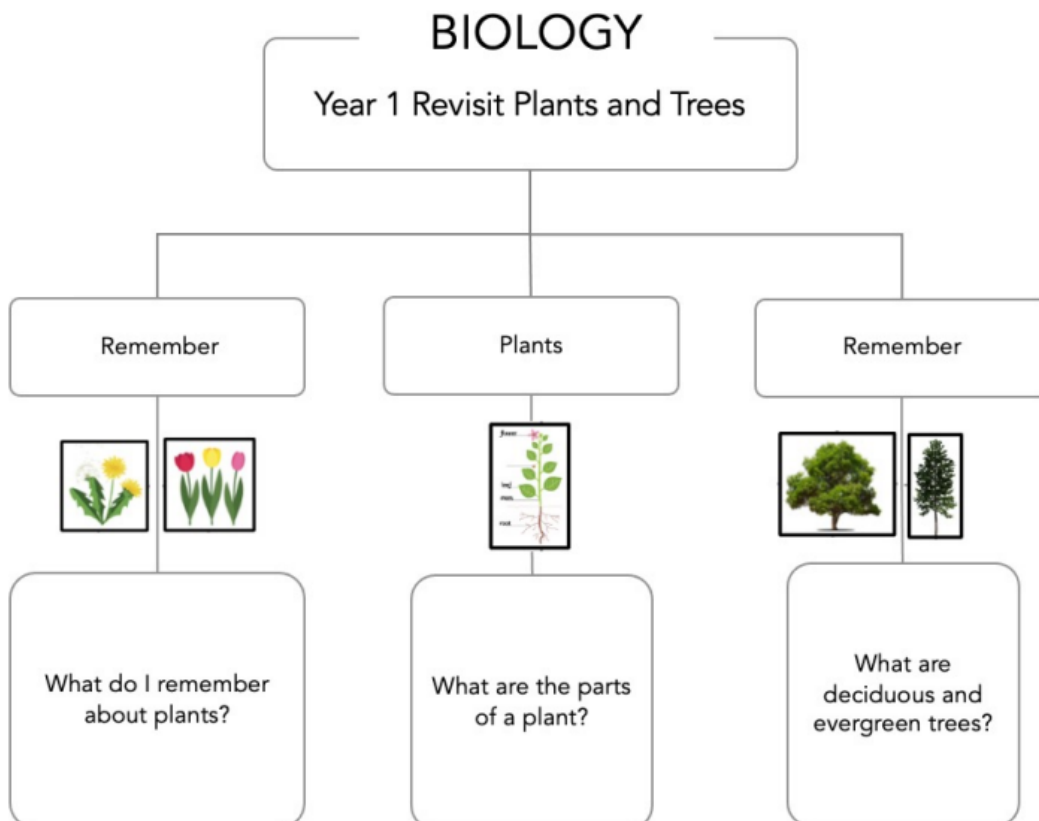
Children will read with an adult on a weekly basis, and will further develop their reading skills in Reading lessons, but we still recommend children read for at least 10 minutes every day with an adult.

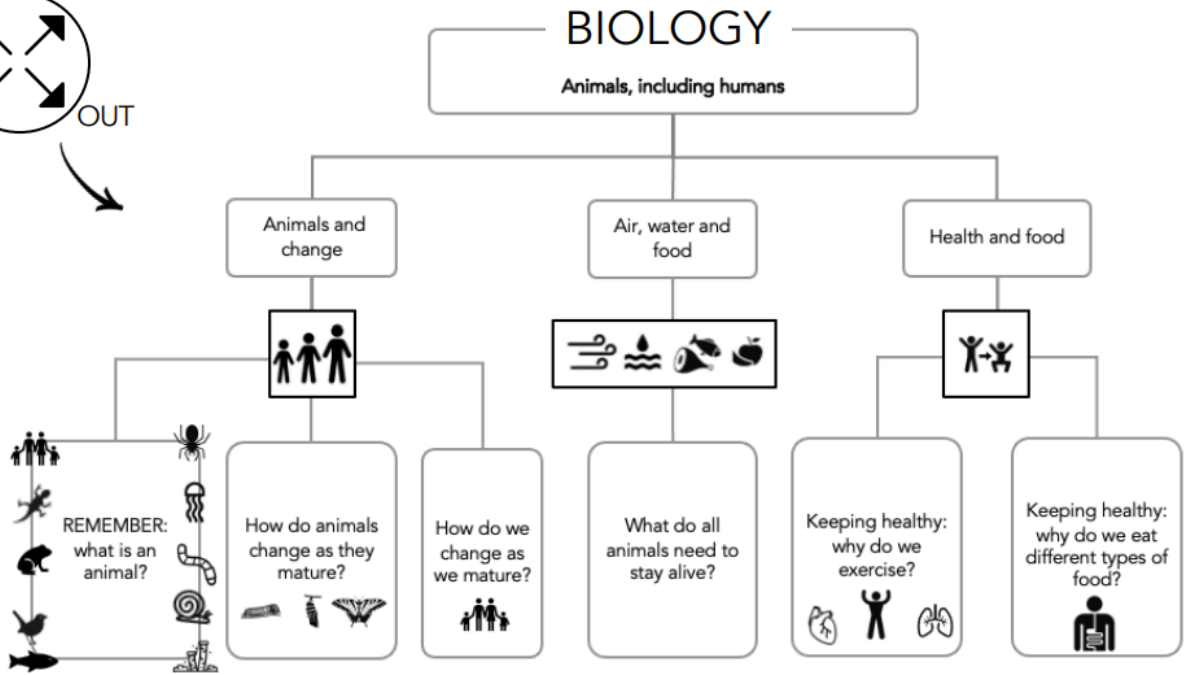
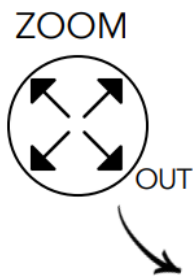
<u>Reading</u>	<u>Writing (inc. SPAG)</u>
Learning focuses	Learning focuses
<p>Apply phonics knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read common exception words.</p> <p>Read words containing known sounds and suffixes.</p> <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>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>

Participate in discussion about what is read to me, taking turns and listening.
Explaining clearly my understanding of what is read to me.

Science

Our topics for this term are Revisit Plants and Trees and Second Revisit Plants and Animals including Humans.



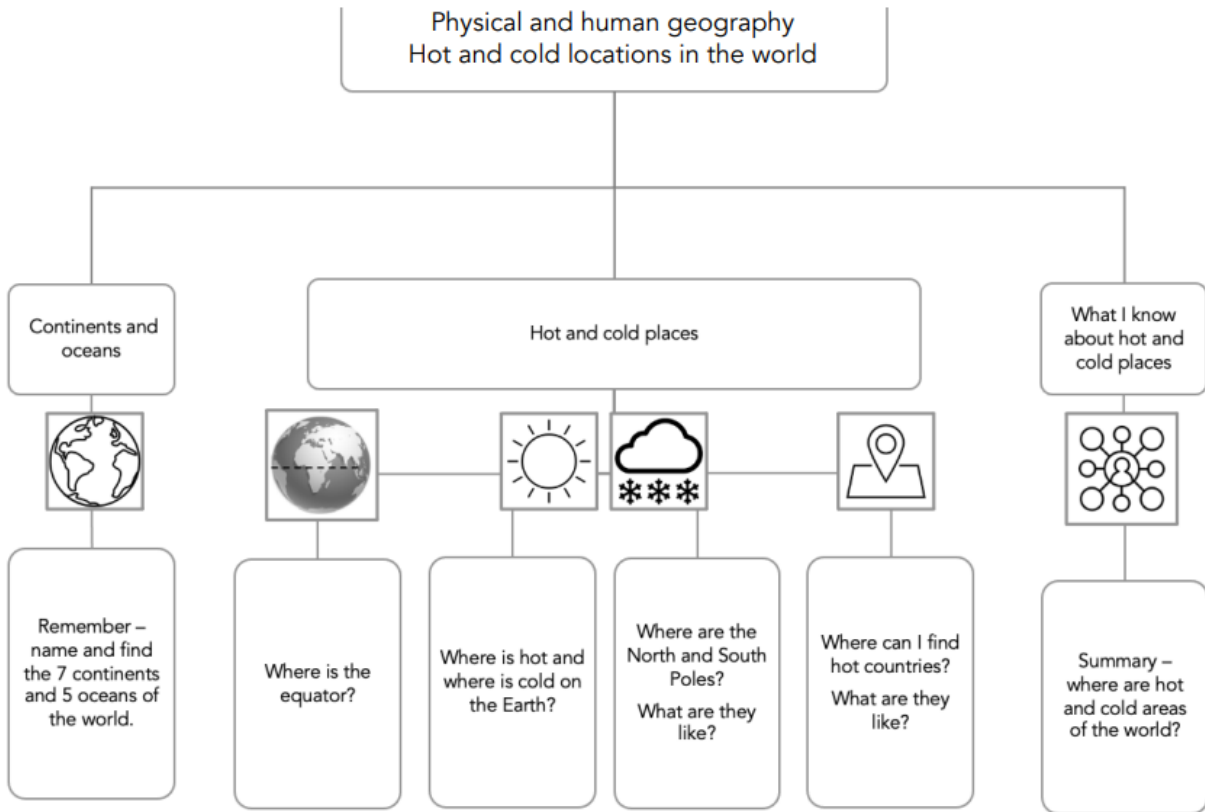


Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

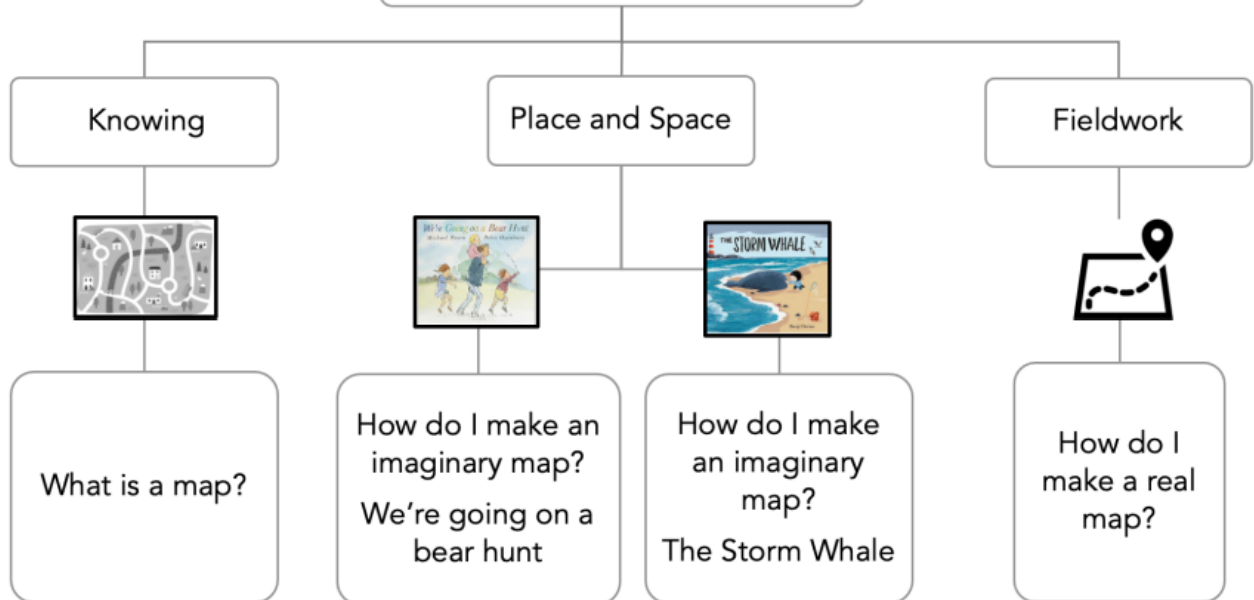
Geography

Our topics for this term are Hot and Cold places and Mapping and Fieldwork.

LOCATION ENVIRONMENT CULTURE

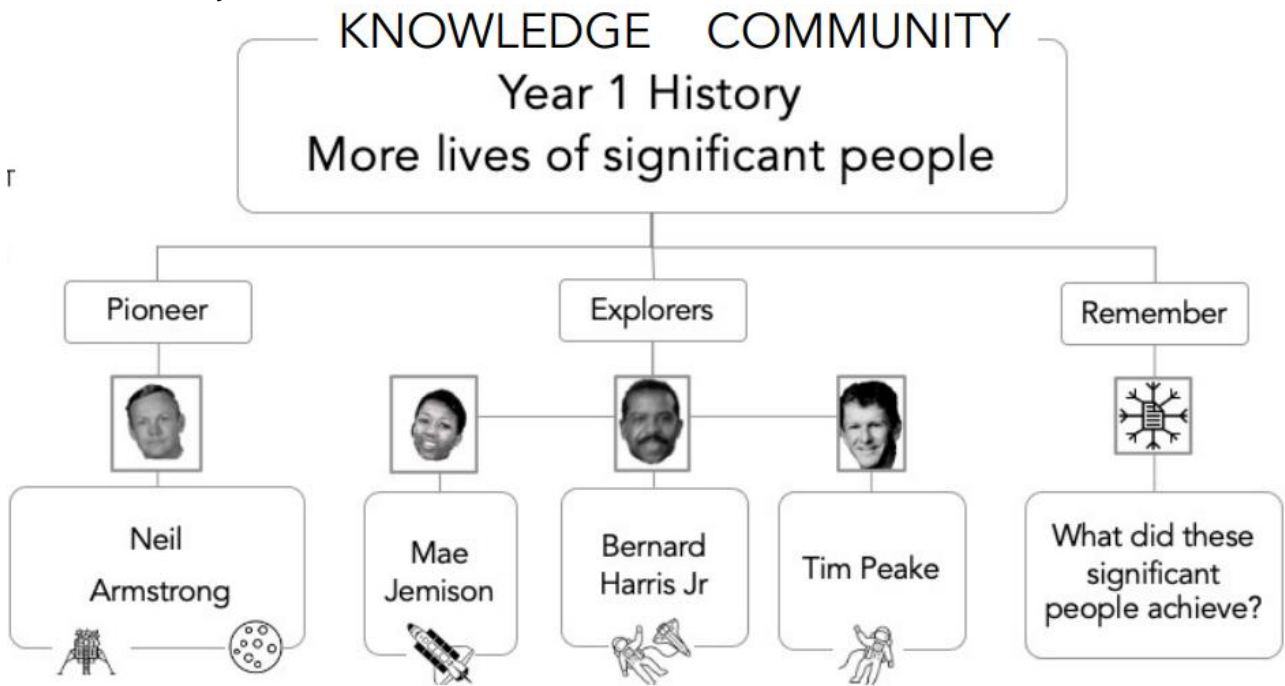


Y1 Mapping and fieldwork



History

Our topic for the term focuses on the lives of significant people- focusing particularly on Neil Armstrong, Mae Jemison, Bernard Harris and Tim Peake Jr.



Art

Our topics for the term are 3D and Collage.

Painting		Printmaking/Textiles		Printmaking/Textiles	
At the end of this block, pupils will ...		At the end of this block, pupils will ...		At the end of this block, pupils will ...	
Know:	Be able to:	Know:	Be able to:	Know:	Be able to:
Paint can be used to create a range of marks	Make thick and thin marks	Prints can be made from ordinary objects	Apply paint using controlled brushstrokes and stippling	Mixed media, including fabrics, yarn and beads, can be used to create artwork	Combine a range of materials to produce textile art
The names of the primary colours	Identify shades of primary colours	How to make and use a stencil and relief block	Combine printing techniques such as stencilling and relief printing		
<p>In this block, pupils will explore making thick and thin paint marks on a range of surfaces. They will use primary colours and the <i>dip, dip dab</i> method of painting.</p>		<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>		<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>	

Our topics for the term are Textiles and Food and Nutrition.

Textiles		Food and Nutrition													
<p>At the end of this block, pupils will ...</p> <table border="1"> <thead> <tr> <th>Know:</th> <th>Be able to:</th> </tr> </thead> <tbody> <tr> <td>Fabric can be joined together using a running stitch</td> <td>Create a running stitch</td> </tr> <tr> <td>The types and names of tools needed for sewing</td> <td>Select tools for sewing</td> </tr> <tr> <td></td> <td>Thread a needle</td> </tr> </tbody> </table>		Know:	Be able to:	Fabric can be joined together using a running stitch	Create a running stitch	The types and names of tools needed for sewing	Select tools for sewing		Thread a needle	<p>At the end of this block, pupils will ...</p> <table border="1"> <thead> <tr> <th>Know:</th> <th>Be able to:</th> </tr> </thead> <tbody> <tr> <td>The importance of including a range of vegetables in a diet</td> <td>Peel, grate, season and breadcrumb a range of vegetables</td> </tr> </tbody> </table>		Know:	Be able to:	The importance of including a range of vegetables in a diet	Peel, grate, season and breadcrumb a range of vegetables
Know:	Be able to:														
Fabric can be joined together using a running stitch	Create a running stitch														
The types and names of tools needed for sewing	Select tools for sewing														
	Thread a needle														
Know:	Be able to:														
The importance of including a range of vegetables in a diet	Peel, grate, season and breadcrumb a range of vegetables														
<p>In this unit, pupils will learn how to sew pieces of fabric together to form a pouch. They will be able to name the parts of a needle and may be able to thread it.</p>		<p>In this block, pupils will be provided with opportunities to prepare and sample a wide variety of vegetables. They will learn about the health benefits of eating vegetables daily and will develop knife skills and basic culinary techniques.</p>													

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 on Thursdays (Dance/Games).

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