

# Year 1 - Summer Curriculum Letter

Welcome back to St. Mary's for the Summer Term! I hope you had a relaxing and enjoyable Easter break. This letter outlines the exciting topics your child will be exploring this term.

## General reminders

Please ensure your child reads daily, with this recorded in their home-school diary. Reading should be noted at least four times a week. Books will be changed every Friday, giving children time to decode, build fluency, and develop expression. If you need to communicate important information, such as a change in pick-up arrangements, please clearly write this in the home-school diary.

Your child should wear the correct uniform each day, with all belongings clearly labelled. Our PE days are Tuesday and Wednesday. On these days, children may come to school dressed in their PE kit, including if they are attending an after-school or before-school club.

Every Friday, children will bring home a Phonics book to practise the sounds learned that week. Please ensure these books are returned the following Friday so we can add the new sounds for the week ahead.

## Curriculum

### RE

Our topics for this term are 'To the ends of the Earth' and 'Dialogue and encounter'.

	To the ends of the Earth	Dialogue and encounter
Hear	By the end of this unit of study, pupils will have encountered the following key texts:  The road to Emmaus (Lk 24:13-35) Promise of the Spirit and the Ascension (Acts 1:1-11) Pentecost (Acts 2:1-4)	<b>Dialogue</b> By the end of this unit of study pupils will know that the Church teaches: <ul style="list-style-type: none"><li>• The Church is the community of all those who belong to Christ.</li><li>• The cross is a symbol of Christianity.</li><li>• The shortest summary of the Catholic faith is the sign of the cross.</li></ul> By the end of this unit of study, pupils will know about Christianity locally through: <ul style="list-style-type: none"><li>• Learning about their local parish community.</li><li>• Learning about their local parish church.</li><li>• Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish.</li></ul>
Believe	By the end of this unit of study, pupils will know that the Church teaches:  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.	<b>Encounter</b> By the end of this unit of study, pupils will have encountered the following: <ul style="list-style-type: none"><li>• 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.</li></ul>
Celebrate	By the end of this unit of study, pupils will know:  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.	
Live	By the end of this unit of study, pupils will know:  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.	

# Maths

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

## Small steps:

Place value	Time
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 the half hour
Addition and subtraction	Multiplication and division
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	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
<b>Here are some ways you can support your child's mathematics at home:</b> practice counting forwards and backwards to 10, 20, 50, and eventually 100; work on recalling number bonds up to and within 10; and practise counting in multiples of 2, 5, and 10.	

# English

Children will continue to enhance their reading and writing skills through the study of our class texts, deepening their understanding and mastery of spelling, grammar, and punctuation.

They will read with an adult each week and further develop their reading abilities during Reading lessons. However, we strongly encourage children to read with an adult for at least 20 minutes daily.

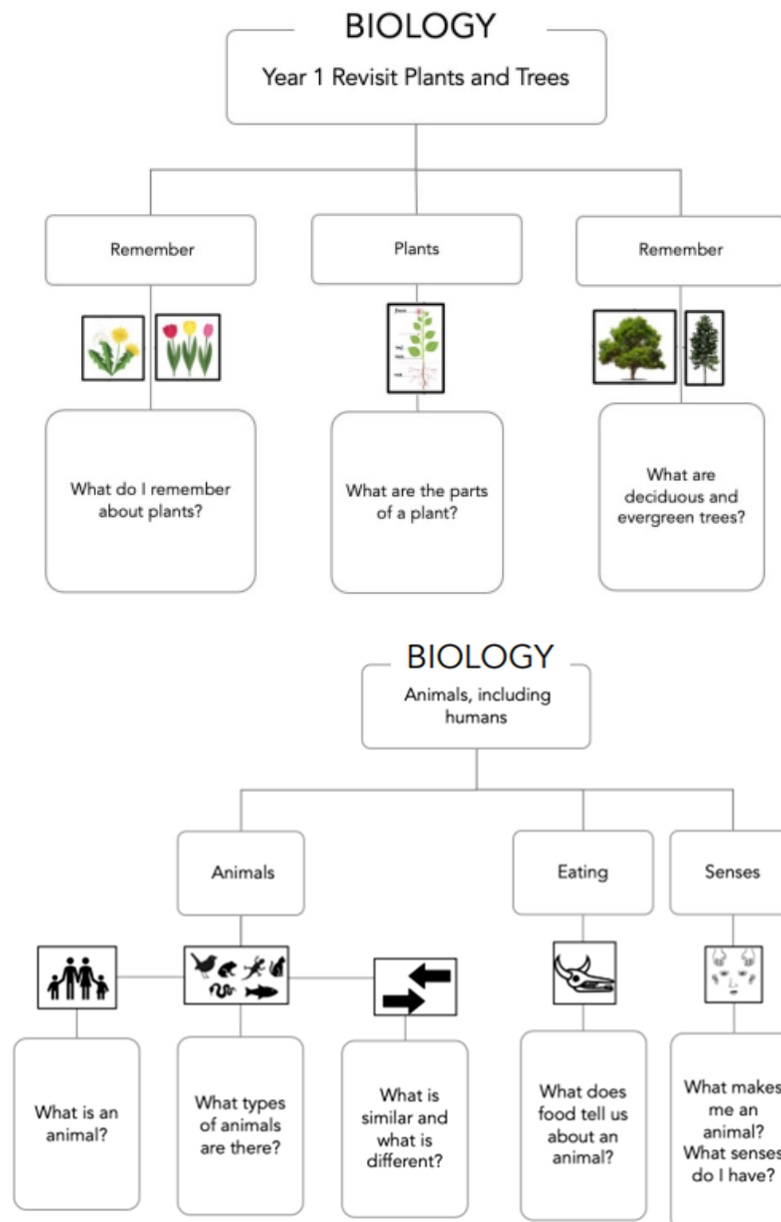
Reading	Writing
Apply phonics knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words. Read common exception words. Read words containing known sounds and suffixes. Read words containing more than one syllable that contain taught sounds. Read words with 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.	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.

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

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`.

## Science

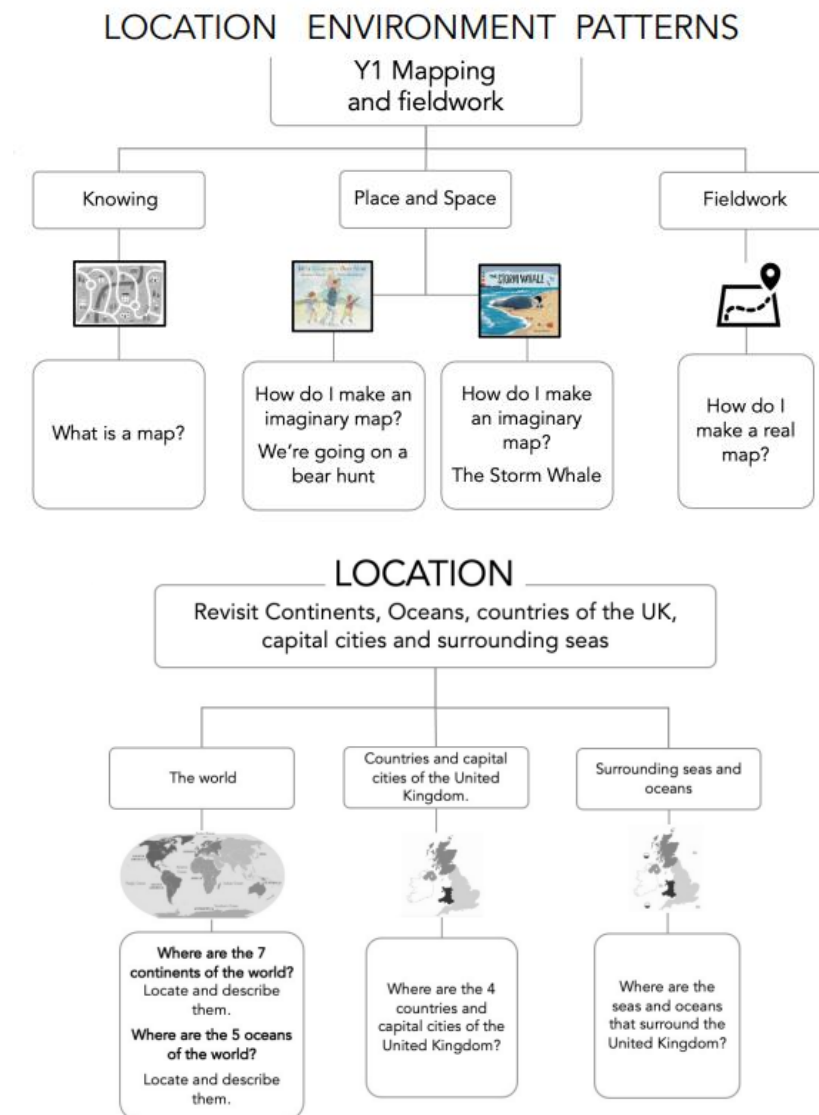
Our topics for this term are 'Revisit: Plants' and 'Second revisit: Animals, including humans'/'



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

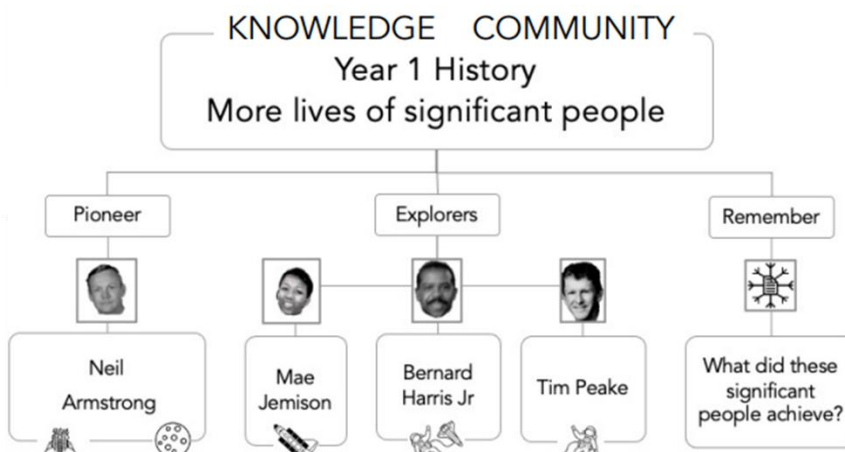
## Geography

Our topics for this term are 'Mapping and fieldwork' and 'Revisit: Continents, Oceans, UK Countries, Capital cities and Seas'.



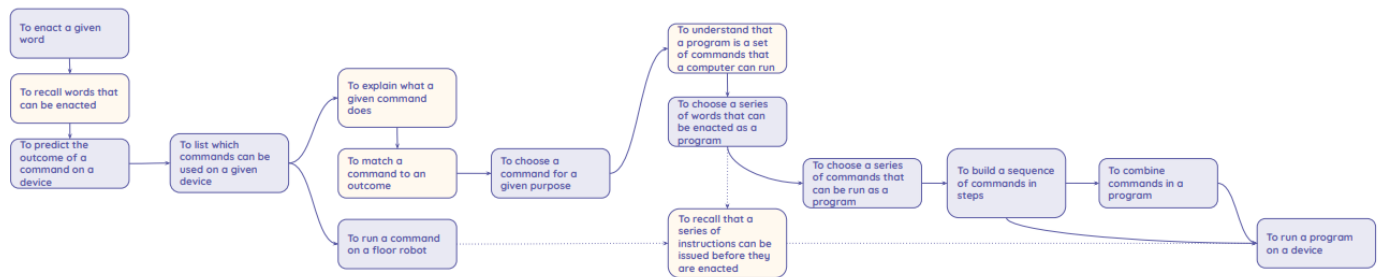
## History

Our topic for the term is 'Study the Lives of Significant Individuals: Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake' and 'Revisit: Changes within Living Memory'.



# Computing

Our topic for Computing this term is 'Programming A - Moving a robot'.



# Art & DT

Our topic for Art this term is 'Printmaking'. Our topic for DT this term is 'Structures'.

Printmaking		Structures	
At the end of this block, pupils will ...		At the end of this block, pupils will ...	
Know:	Be able to:	Know:	Be able to:
Prints can be made from ordinary objects  How to make and use a stencil and relief block	Apply paint using controlled brushstrokes and stippling  Combine printing techniques such as stencilling and relief printing	A freestanding structure is a structure that stands on its own foundation or base without attachment to anything else	Build structures that are freestanding using a range of different materials

## PE

Our focus for this term is on honing our skills in games (Cricket) and athletics. PE will be taught by Mrs Dyer on Tuesdays and Mr Cook on Wednesday.

## Music

Music will be taught by Mrs Dyer on Tuesday 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,

**Mr Cook**