

## Year 1 – Spring Curriculum letter 2022

Welcome back to St. Mary's for the Spring Term. I hope you had an enjoyable Christmas and New Year. 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 Africa and the Savannah and we will be reading 'Handa's Surprise'. After half term our topic will be 'Travel and Transport' and we will be reading 'Last Stop on Market Street'.

### **RE**

Our topics for RE this term are 'God's Great Plan' and 'Mary, Mother of God'

<b>Families and Celebrations</b>					
<b>Learning focuses</b>					
I can recognise what it means to belong to a family.	I can say why Mary and Joseph chose to take Jesus to the temple.	I can talk about Jesus' family.	I can ask questions about Jesus in the temple.	I can talk about why people go to church.  I can talk about why a church is a special place.	I can recognise that Baptism is a celebration.  I can recognise the signs and symbols of Baptism.

Following Jesus' prayer					
Learning focuses					
<p>I can talk about how Jesus chose some of the first disciples.</p> <p>I can reflect on how I choose my friends.</p>	<p>I can recognise that Jesus taught his disciples to pray.</p> <p>I can recognise that the Our Father prayer is a prayer about praising and thanking, asking and saying sorry.</p>	<p>I can retell the story of The Good Samaritan.</p> <p>I can reflect on the message that it has for us as followers of Jesus.</p>	<p>I can think of how we can show that we welcome Jesus.</p>	<p>I can talk about what happened on Good Friday.</p> <p>I can think about when good news turns into sad news.</p>	<p>I can recognise the meaning of some parts of the Our Father prayer.</p> <p>I can recognise some of the signs and symbols we use when we pray.</p>

## Maths

Our areas for study for this term are place value and addition and subtraction. Children will develop their fluency, reasoning and problem-solving skills in these areas.

<u>Addition and Subtractions</u>	<u>Place Value</u>	<u>Measure</u>
<u>Learning focuses</u>	<u>Learning focuses</u>	<u>Learning focuses</u>
<p>Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words.</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Solve one-step problems with addition and subtraction: Using</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Given a number, identify one more and one less. Identify, represent and estimate numbers using different representations, including the number line.</p>	<p>Compare, describe and solve practical problems for lengths and heights.</p> <p>Measure and begin to record lengths and heights</p> <p>Use standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p>

<p>concrete objects and pictorial representations including those involving numbers, quantities and measures.</p> <p>Using the addition (+), subtraction (-) and equals (=) signs.</p> <p>Applying their increasing knowledge of mental and written methods.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally.</p> <p>One-digit and two-digit numbers to 20, including zero.</p>	<p>Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words.</p>	<p>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p> <p>Compare, describe and solve practical problems for mass/weight.</p> <p>Measure and begin to record mass/weight</p> <p>Use standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p>
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## 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.

Reading	Writing	SPAG
Learning focuses	Learning focuses	Learning focuses
<p>To Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of</p>	<p>To sequence sentences to form short narratives.</p> <p>To engage readers by using adjectives to describe.</p>	<p>To use expanded noun phrases.</p> <p>To add s or es to a word to make it plural.</p>

<p>the title and events; and predicting what might happen on the basis of what has been read so far.</p> <p>To participate in discussions about what is read to them, taking turns and listening to what others say.</p> <p>To link what they read or hear to their own experiences</p> <p>To appreciate rhymes and poems, and to recite some by heart</p>	<p>Write in different ways and for a variety of purposes</p> <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p>	<p>To add the suffix ed/ing/er to a word when no changes are needed to the root word.</p> <p>To identify the syllables in a word.</p>
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## Science

Our topics for this term are 'Forces' and 'Sound and Hearing';

Forces					
Learning focuses					
<p>To know that there are different types of movement</p> <p>To talk about the different ways our bodies move.</p>	<p>To understand that forces help us to move</p> <p>To identify when we are using pushes or pulls</p>	<p>To understand what friction is</p> <p>To understand what effect friction has on moving objects</p>	<p>To understand the effect that wind has on the movement of an object</p>	<p>To make a prediction</p> <p>To identify whether an object floats or sinks</p>	<p>To identify whether an object is magnetic or not.</p> <p>To make a prediction</p>

Sound and Hearing					
Learning focuses					
<p>I can recognise different sounds.</p> <p>I can recognise that all sounds come from a source.</p>	<p>I can investigate which materials produce which sounds.</p>	<p>I can investigate how different instruments produce sound.</p>	<p>I can understand that a source can produce more than one sound.</p>	<p>I can explain that sound travels away from a source and is picked up by our ear.</p>	<p>I can talk about Alexander Grahame Bell and what he invented.</p>

## History

Our topic for this term is 'Travel and Transport'. As part of this topic we will be visiting The Ipswich Transport Museum.

<u>Travel and Transport</u> Learning focuses					
I can find out the different ways in which travel and transport has changed from past to present.	I can find out about an early form of travel: the Viking longboat.	I can find out about how cars have changed since they were invented.	I can understand how trains changed people's lives in the 19th century.	I can find out about the different ways that humans have tried to fly throughout history.  I can find out about the Wright brothers and the invention of the aeroplane.	I can compare travel and transport of the past, present and future.

## Geography

Our topic for this term is 'The United Kingdom' and we will be comparing how we are different to Africa.

<u>The United Kingdom</u> Learning focuses					
I can understand the difference between town and countryside  I can understand the difference between natural and manmade features.	I can name the four countries of the UK  I can identify the countries of the UK on a map.	I can identify key features of the countries of the UK  I can observe aerial view photographs	I can talk about what the weather is like in the UK.  I can talk about how the weather changes.	I can name and identify the 7 continents of the world.  I can name and identify the oceans of the world.	I can identify the similarities and differences between the UK and Kenya

## Design and Technology

Our focus for this term is 'Construction and free standing structures'.

<u>Mechanics and Moving Materials.</u>		
Learning focuses		
<p>I can explore existing free standing structures.</p> <p>I can draw and label designs of existing free standing structures.</p> <p>I can explore different materials that can be used for making a free standing structure.</p>	<p>I can demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools and new and reclaimed materials.</p> <p>I can design my own free standing structure and talk about the materials I will be using and why.</p>	<p>I can create my own free standing structure.</p> <p>I can evaluate my own free standing structure.</p>

## Art

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

Printing		
Learning focuses		
<p>I can make marks by printing from everyday objects.</p> <p>I can experiment with layering marks by I overprinting.</p>	<p>I can print clear marks using everyday objects.</p> <p>I can explain the process of overprinting.</p>	<p>I can Use the stippling technique and stencilling to create clear and defined shapes.</p> <p>I can explain how to make and use a stencil.</p> <p>I can produce a clear image from a relief printing block.</p>

Weaving		
Learning focuses		
I can explore methods of	I can explore methods of	I can combine materials to

<p>manipulating fabric and yarns by poking, pulling, threading and weaving.</p> <p>I can use oil crayons and paint with control to explore pattern making.</p> <p>I can explore and explain the textural effects created</p>	<p>adding texture to a patterned surface.</p> <p>I can use drawing tools such as chalk in different ways and on different surfaces.</p> <p>I can explain the different ways pattern and texture can be created.</p>	<p>create colourful and textural effects.</p> <p>I can apply taught techniques to a different context.</p> <p>I can respond to the work of others</p>
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## Computing

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

Digital painting					
Learning focuses					
I can make marks on a screen and explain which tools I used	I can make marks with the square and line tools	I can choose appropriate shapes	I know that different paint tools do different jobs	I can make dots of colour on the page	I can explain that pictures can be made in lots of different ways
I can draw lines on a screen and explain which tools I used	I can use the shape and line tools effectively	I can make appropriate colour choices	I can choose appropriate paint tools and colours to recreate the work of an artist	I can change the colour and brush sizes	I can spot the differences between painting on a computer and on paper
I can use the paint tools to draw a picture	I can use the shape and line tools to recreate the work of an artist	I can create a picture in the style of an artist	I can say which tools were helpful and why	I can use dots of colour to create a picture in the style of an artist on my own	I can say whether I prefer painting using a computer or using paper

## 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.

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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