

# 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 **Friday**. 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 Thursday we will assess children's spelling and 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

This term we will focus on Branch Three (Galilee to Jerusalem) and Four (Desert to Garden).

<u>Branch Three</u>  Galilee to Jerusalem	<u>Branch Four</u>  Desert to Garden
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.	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	
	<b>Understand</b> By the end of this unit of study, pupils will be able to:
UI3.1.	Identify some of the people that encounter Jesus and recognise that he is special.
UI3.2.	Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke.
UI3.3.	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.
UI3.4.	Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus.
	<b>Discern</b> 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:
DI3.1.	Imagining how some of the people who met Jesus felt and how knowing Jesus changed them.
DI3.2.	Listening to the stories and experiences of how people celebrate Candlemas.
	<b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:
RI3.1.	Reflecting on what the Good News might mean for them.
RI3.2.	Reflecting on how Jesus is a 'light' for all people, consider how they can bring 'light' to their families and communities. (RVE)
RI3.3.	Reflecting on how Jesus cares for other people and what they can learn from his actions.
	<b>Understand</b> By the end of this unit of study, pupils will be able to:
UI4.1.	Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent. (RVE)
UI4.2.	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.
UI4.3.	Correctly sequence the events of the last week of Jesus' life.
UI4.4.	Recognise that angels bring God's message and are a sign the Jesus is the Son of God, truly alive.
UI4.5.	Recognise that the Church teaches that Jesus suffered, died, and rose again.
UI4.6.	Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.
	<b>Discern</b> 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:
DI4.1.	Asking 'I wonder' questions about the story of the last week of Jesus' life.
DI4.2.	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)
	<b>Respond</b> During this unit of study, pupils will be invited to respond to their learning, for example by:
RI4.1.	Recognising that fasting in Lent is giving something up to help others and CAFOD Family Fast Day is a way of doing this.
RI4.2.	Considering what they might give up and choose to do to help others. (RVE)
RI4.3.	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.

Place Value to 20	Addition and subtraction within 20	Place value within 50	Measurement (Length and Height)	Measurement (Mass and Volume)
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 number 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>
<u>Learning focuses</u>	<u>Learning focuses</u>
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.	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.

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.

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.

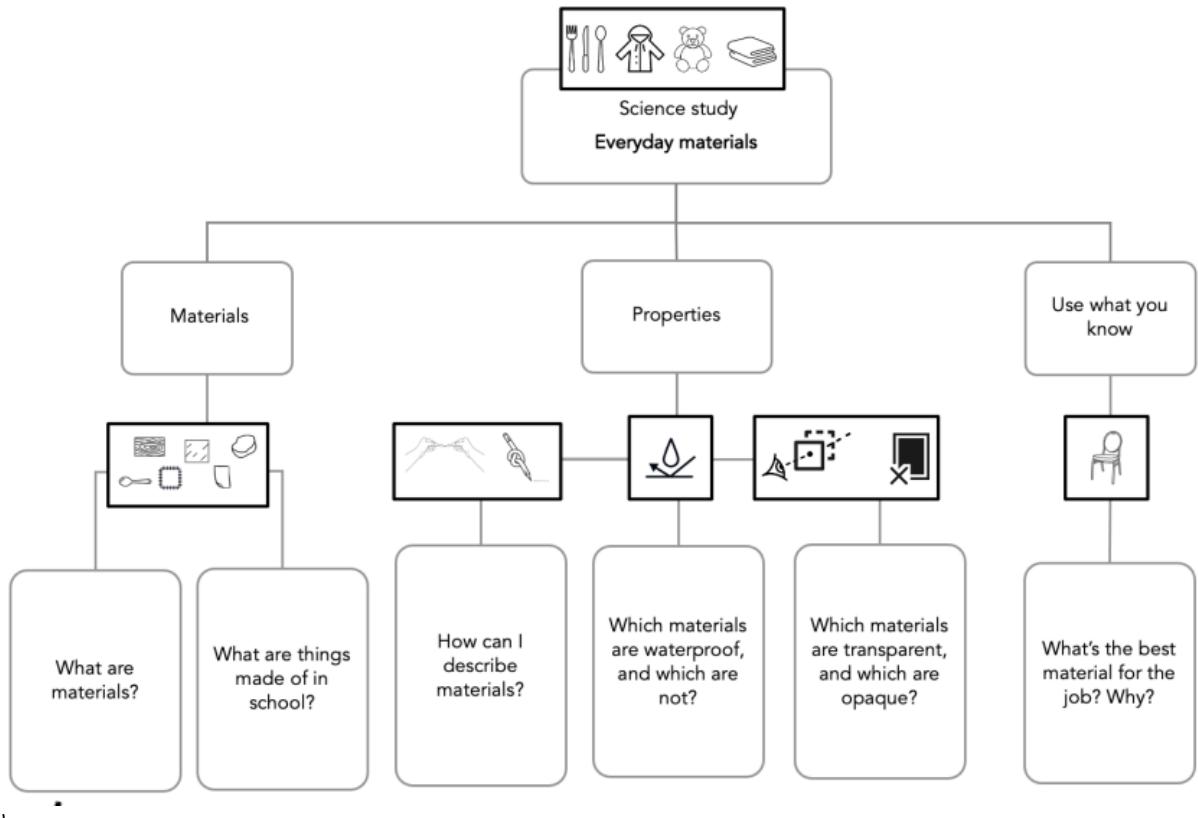
Join words and clauses using 'and'.

Begin to punctuate sentences using capital letters, full stops, a question mark or exclamation mark.

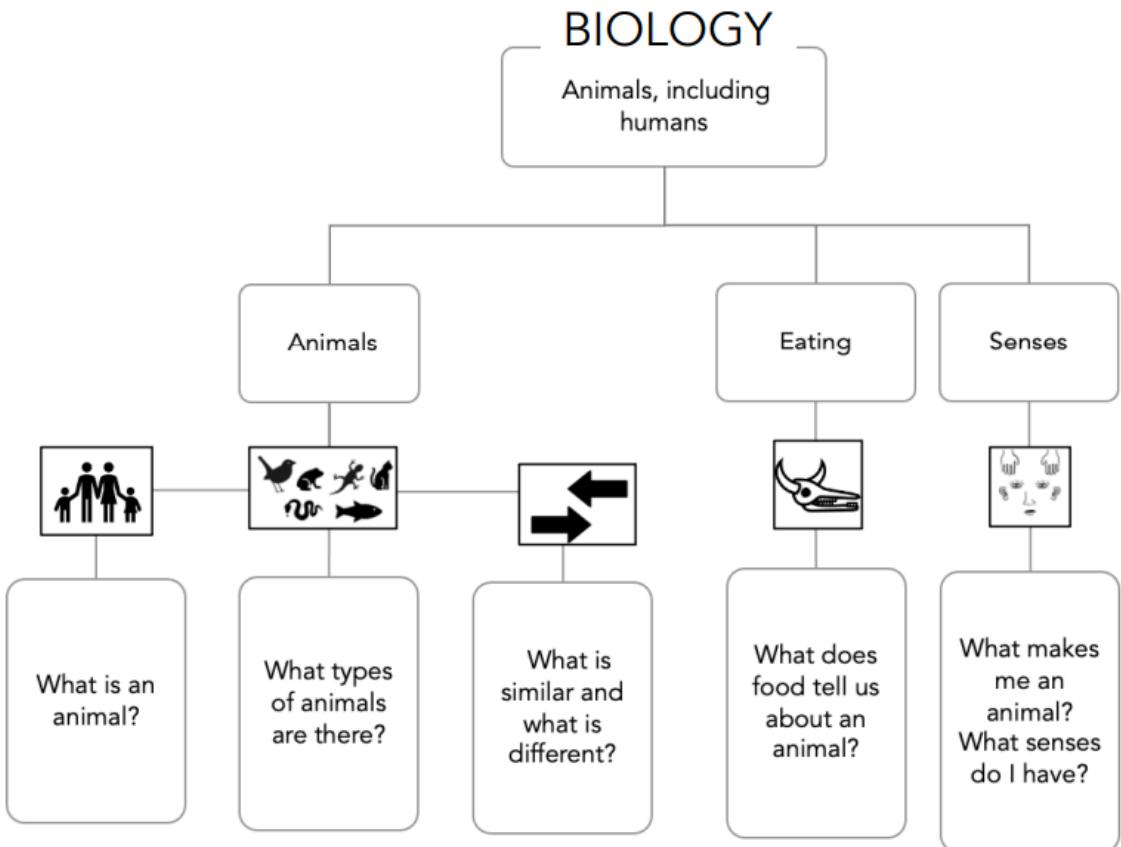
Use a capital letter for the names of people, places, the days of the week, and the person pronoun 'I'.

## Science

Our topics for this term are Everyday materials and Revisiting 1: Animals, including humans.



humans.



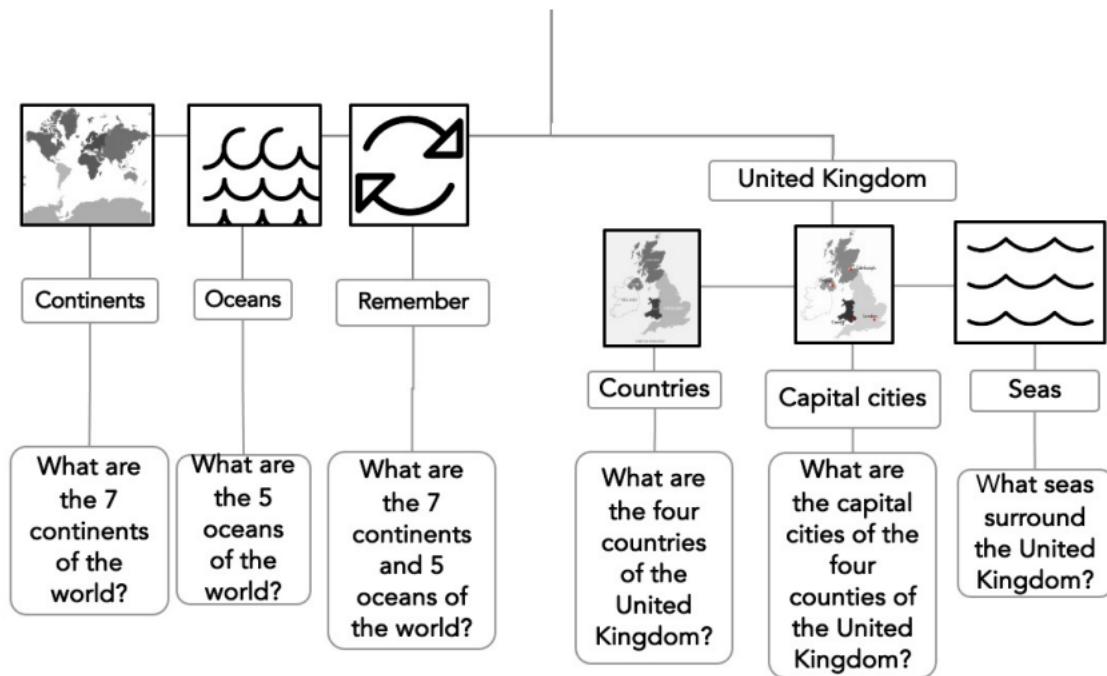
Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

# Geography

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

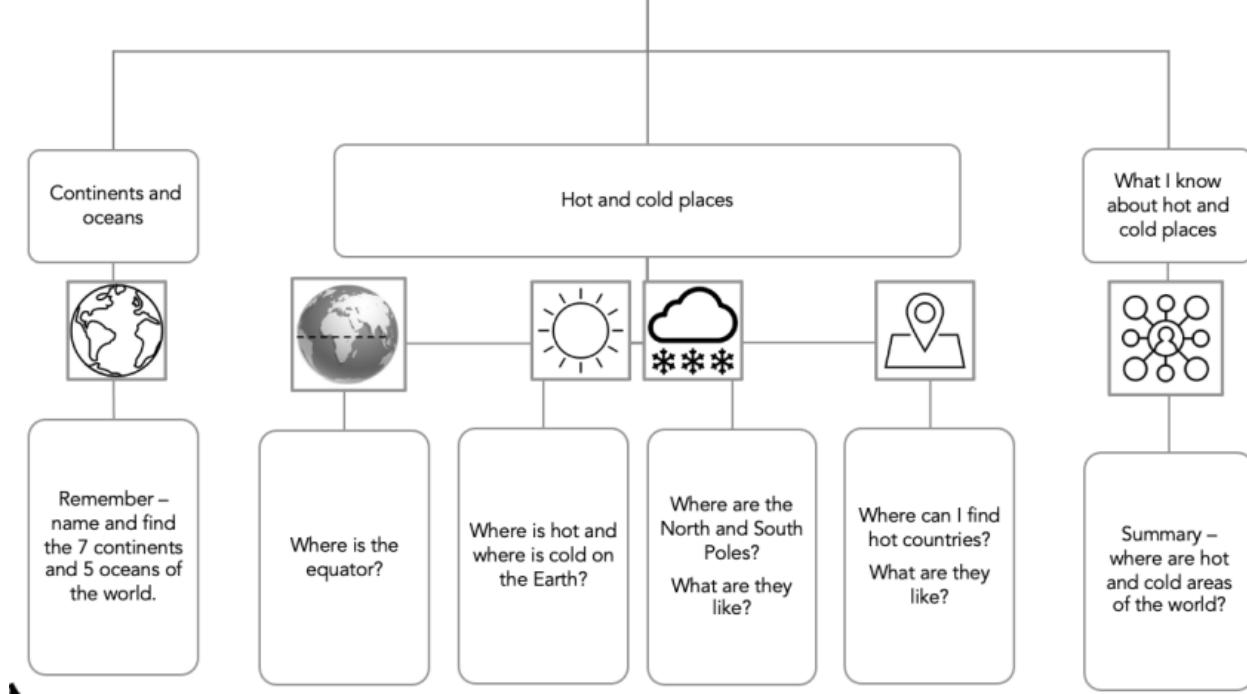
## LOCATION

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



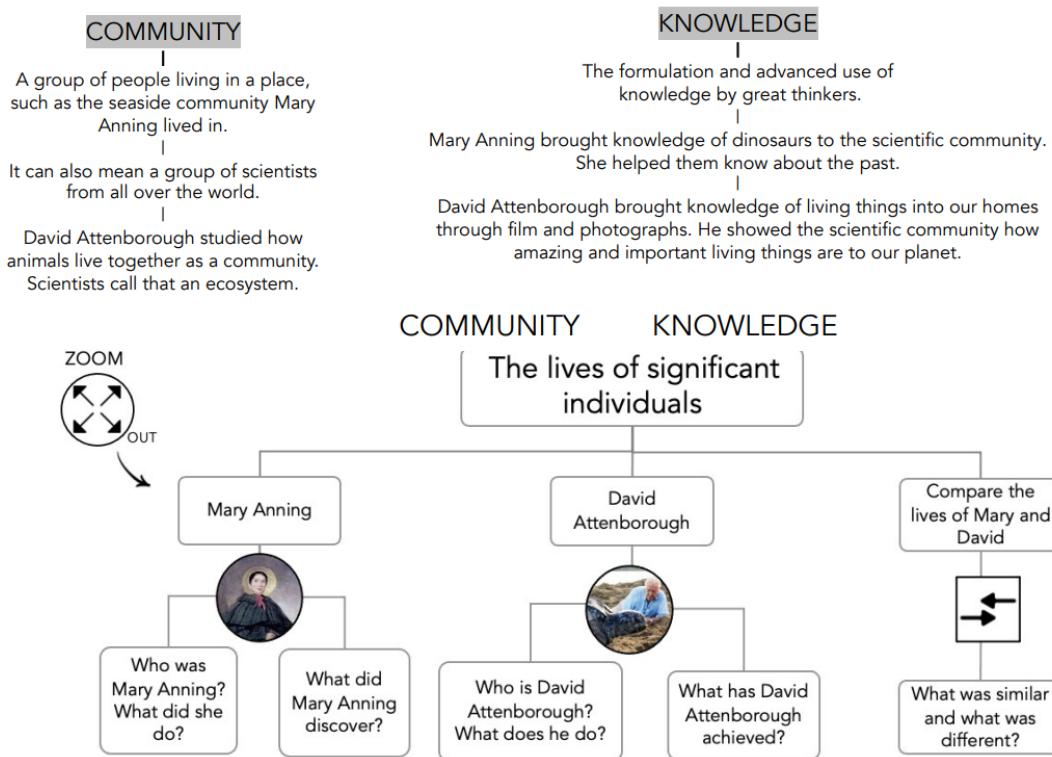
## LOCATION ENVIRONMENT CULTURE

Physical and human geography  
Hot and cold locations in the world



## History

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



## Art

Our topics for the term are Printmaking and Textiles.

## Painting

At the end of this block, pupils will ...	
Know:	Be able to:
Paint can be used to create a range of marks	Make thick and thin marks
The names of the primary colours	Identify shades of primary colours

In this block, pupils will explore making thick and thin paint marks on a range of surfaces. They will use primary colours and the *dip, dip dab* method of painting.

## DT

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

Textiles	
At the end of this block, pupils will ...	
Know:	Be able to:
Fabric can be joined together using a running stitch  The types and names of tools needed for sewing	Create a running stitch  Select tools for sewing  Thread a needle
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.	

## PE

Our focus for this term is on honing our skills in games. Mrs Michette will teach PE on Tuesdays (Dance and Gym) and Friday (Games).

## Music

Mrs Michette will teach music on Friday mornings.

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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,  
Mrs Vale