



Spring Term – Curriculum Newsletter

Year 1

English

Speaking and Listening

In Year 1 we focus on the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.

Spoken language underpins the development of phonics and therefore reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

We teach phonics daily using the RWI programme to help our children learn sounds. The children start with oral segmenting and blending which helps with their early reading and build upon their knowledge from this point. Learning alternative sounds that they can hear in words. This is then also incorporated through our continuous provision environment which allows the children to put their skills into practice.

Reading

The children will continue to develop their reading through daily phonics lessons. Each child will be heard reading through RWI lessons daily as well as getting opportunities to gain a love for reading by regular visits to our school library. The children are sent home with 2 books each week relating to their phonics and 1 of choice. We feel it is important for the children to become fluent with these books and work on their reader's voice. It allows the children to comprehend what it is they have read and will be able to become more competent readers. The children will enhance these skills in our welcoming reading area within the continuous provision environment, as well as been given the opportunity to practise their phonics skills by using the resources within their role play.

Writing

In Year 1 we continue to use our phonics to help us with our writing, considering our FRED talk, finger spaces, capital letters and full stops. The children are starting to use cursive handwriting, which will help them in their transition to year 2. Moving into the next term the children will start to independently write the date and begin to form independently written sentences. The classroom has its own writing area, to help inspire our children to use their knowledge and skills to create their own pieces of writing through continuous provision.

Maths

In maths the children will be encouraged to revisit our prior learning through our enriching environment as well as at the start of each lesson with our 2 a day! This term the children will be learning about place value, times tables (2,5 & 10), addition and subtraction and shape. The children will be continuing to follow a concrete, pictorial and abstract approach to their learning, which helps to develop an in depth understanding of the subject as well as developing their mastery of maths. This helps our children to use their skills in different scenarios and aid them in their mathematical journey.

Topic

Our topic for the Spring term is time travellers. During this topic we will be focusing on the following subjects: History, Geography, Art, DT and Music. We will be learning about the following things: The children will be focusing upon a key figure throughout history – Guy Fawkes. They will be learning about the history of Bonfire Night. We will learn about the Gunpowder Plot and why it occurred. We will discuss how we find this information out, even though it happened in the past, from secondary sources like pictures and newspapers. They will then explore the idea of this geography section is to start from a view of the world, eventually zooming into London specifically. We will look at a map of the world and locate the UK. We will then locate the four countries of the UK. We will then locate London, and describe it using physical and human features. We will then do a carousel activity looking at London from different views (birdseye, aerial, local etc). The children will then ask questions and we will answer them straight away. We will then look at the different pollutants in London, describe how the local environment is affected, and how we might go about changing that.

In art we will compare two artists and their work (Roy Lichtenstein – pop art and mono printing). We will then create a London skyline using pop art and mono printing techniques. We will then compare our work to the artists and evaluate it. Moving on from art the children will start their DT topic where we will look at London landmarks and design them. This is to be done in groups and each group to design their own landmark (ie, one group doing Big Ben, another group doing the London eye etc). This design will then be labelled. Mechanisms must be included in the design such as sliders and levers. Research will be done on how these work and how we can include these in our own designs. The finished landmarks are to be put together to make a model of London. We will then peer assess and evaluate each other's work.

In this topic we will be using the following vocabulary. If possible, please talk about these words at home to ensure your child has a good understanding of their meaning:

Topic words – History – Present, past, Bonfire Night, Guy Fawkes, parliament, London, sources, government, Big Ben, memories, significant, event, photography, chronological, living memory.

Geography – Locate, England, Ireland, Wales, Scotland, UK, places, environments, maps, human and physical features, vegetation, season, weather, city, town, village, factory, house, shop and pollution.

Art – Mono-prints, pattern, colour, shape, prints, pop art, similarities, differences and comparisons, evaluate.

DT – Plan, design, label, lever, structure, stronger, stiffer, stable, mechanisms, sliders, product, improvement and strength.

Music – Sound, tempo, rhythm, representation, voice, instrument.

As part of the topic the children will go on the following trips/have the following experiences: A trip to Avon Croft Museum (this educational visit will be dependent on the Covid situation).

Science

In science the children will continue to recap their prior knowledge through the challenge of the environment. The children will also be given numerous opportunities to explore the 4 seasons through outdoor exploration, the children are able to explore each season using their senses.

During this term the children will be learning all about materials. The children will be exploring different materials, making predictions, performing science experiments to discover the properties of each of the materials and looking at how each material has different uses. The children will then be given the opportunity to discuss their findings.

Homework

There is a homework grid attached to this letter, we ask that the children complete a task every 2 weeks. They may need some assistance with some tasks. The children will then be able to bring in their work to school and we will celebrate this amazing work with the children fortnightly.

Children are encouraged to read with their parents at least 3 – 5 times a week, this does not need to be for long, but promotes huge amounts of progression in reading. It also allows the children to continue to work on their phonics.

RE – The children will cover the following things:

1). Being fair and Just

-Recognise fairness in everyday life and give examples.

2). Being Accountable and Living with Integrity

-Explain the concept of cheating and recognise the repercussions. -Explain how someone feels when they disappoint themselves.

3). Being Courageous and Confident

-Explain what courage means. -Retell the story of David and Goliath.

4). Being Loyal and Steadfast/Easter

-Explain how to be a good friend. -Retell the story of the last supper. - Retell the story of Easter.

PE – The children will cover the following things:

1). Groovy gymnastics

Gymnastics Skills: Show control and co-ordination when standing still. Line balance. Perform basic sequences, using space safely. Recognises simple technical words (e.g. roll, travel and balance).

2). Brilliant ball skills

Throwing/Catching/Striking a Ball: Pat, throw (Over-arm/under-arm), kick, stop and sometimes catch a ball.

Development: Identifies a simple goal for improvement in an area of PE.

PSHE/Peacemakers- The children will cover the following things:

1) To recognise the ways they are the same as, and different to, other people and to learn about the different groups they belong to

2) To identify the people who love and care for them and what they do to help them feel cared for and to learn about different types of families including those that may be different to their own

3) To learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

4) To recognise risk in simple everyday situations and what action to take to minimise harm. That household products (including medicines) can be harmful if not used correctly. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

5) About what keeping healthy means; different ways to keep healthy, the people who help us to stay physically healthy.

6) About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.

