

## Key Stage 1 Half Termly Curriculum Overview

Year 1 2015/2016 - Spring 2

Dear Parents,

Welcome back after the February holiday, we hope that you all had a relaxing February half term break. For this half term we are pleased to provide you with information about what the children will be covering in the different subjects. We have introduced "Big Maths" this term in addition to Grammar Hammer and Spellings, and we are working through this well. We are continuing with the new curriculum this academic year. If you wish to know more about it visit the DfE website, the school website or speak with us.

### Catholic life of the school

This half term we will be continuing with our class masses. Each Friday two classes will join with the parish to celebrate Mass at 9am. Year 6 and Reception, Year 5 and Year 1, Year 3 and Year 2 and Year 4 will join the parish. Please look out for dates on the weekly newsletter or on the school website.

Each day the children will take part in collective worship. Whole school collective worship begins our week every Monday, followed by class collective worships led by the teachers and children on Tuesday, Wednesday and Thursday. On Fridays there is a key stage assembly.

The Wednesday Word is available for every child to take home every Wednesday. Please look out for this and share it with your child. Additional copies are available at the school office.

Also this term the children will be involved in charity work during Lent. We will be taking part in fundraising activities and raising awareness of local charities through the Good Shepherd Appeal for Nugent Care. We will also be raising funds for 'Mission Together' which supports international charity work.

### Healthy School Initiative

As part of the healthy school initiative, we will continue to encourage the children to be active at playtimes. Children will be encouraged to drink water throughout the day; therefore it is important that the children have their bottles in everyday! It makes it easier for the children if the bottles have a sports top, as it would prevent any unnecessary spillage.

Healthy snack days will continue to be Monday to Friday and the children will be given the opportunity to eat their snacks during morning playtimes.

### Information and dates to remember

Class Mass - Tuesday 1<sup>st</sup> March  
World Book Day - Thursday 4<sup>th</sup> March  
Y1 Class Assembly - Thursday 10<sup>th</sup> March  
School finishes for Easter weekend -  
Wednesday 24<sup>th</sup> March  
School re-opens - Tuesday 29<sup>th</sup> March  
School closes for Spring break - Friday 2<sup>nd</sup>  
April

### Homework information

- **English homework** will be given out on a Friday and is to be handed in the following Tuesday.

- **Spellings** will be given out on a Tuesday and tested the following Monday, in addition to a focus on the children embedding their spellings into their written work and working in their Spelling Logs.

- **Maths homework** will be given out on a Tuesday and is to be handed in on Friday of the same week.

- **Reading** Each child should read for a minimum of 15 minutes per night and complete their reading records.

### Concerns and messages

If you have any concerns or problems, please do not hesitate to come in and see one of us at the end of the school day.

Any messages in the morning must be left with a Teaching Assistant on the Infant door and they will be passed directly to us that morning.

**Year 1**  
**General Class**  
**Information**

**Big Maths**

This half term, the children will be introduced to a weekly 'Big Maths' assessment and will be assessed at the end of the half term on their progress.

These weekly tests will be put in a special 'Big Maths' file, to keep in their book bags so that they can share their assessments with you and work on the types of questions that they find more challenging. The children will continue to split into smaller groups and work with a Big Maths teacher once a week.

Please encourage your child to use their Maths skills at every opportunity.

*Remember we are going for green!*

**Reading**

In line with our school policy the children will develop their reading in class throughout the week through shared reading and guided reading sessions and we shall be monitoring their reading progress carefully each week with our own records.

The reading records are for parents to record your child's reading at home. We ask all our children to read for 15 minutes each night. Although we will be keeping my own record of your child's reading progress it would be really helpful if you could make comments in your child's reading record book each time they read, to let us know how they have coped with a book at home. Our class reader for this half term is Roald Dahl's "The Twits".

Home reading records are checked and once a week their home reading is acknowledged and a target will be highlighted in the book.

If your child reads any other reading material as well as their reading book from school please also make a note of it in their reading record. The home reading record is also a good way to make contact with us if you wish to send us a message and cannot get into school.

This year as part of our new 3 year Improvement Plan, we are particularly focusing on 'Reading'. As well as our reading activities in class, we ask that in addition to hearing your child read, you share books and read to them and explore the pleasure of reading with your child.

**The school continues to run an early doors reading club (£2) 8am - 8:45am each morning. Open to all!**

**Grammar Hammer**

The children will this half term be introduced to 'Grammar Hammer'. They will complete a weekly 'Grammar Hammer' assessment and will be assessed at the end of the half term on their progress.

These again will have a special 'Spelling, Punctuation and Grammar'. Each child will need to keep their SPAG folders (Spelling, Punctuation and Grammar) in their book bags so that they can share their assessments with you and work on the types of questions that they find more challenging. The children will be focusing on one grammar aspect each week.

Please encourage your child to use their folders to practise different areas of grammar at every opportunity.

**RE - Spring term topics****Meals**

- The children will learn how important meals are in times of celebration e.g. Birthdays, Christmas and family celebrations.
- They will learn about how the Mass itself helps us to remember a very important meal Jesus shared with his friends at the Last Supper.

**Giving**

In this topic, the children will:

- Know and understand that we change and grow
- Know and understand that Lent is a time to change in preparation for the celebration of Easter

**Science - Materials**

The children will learn how to:

- Distinguish between an object and the materials from which it is made
- Identify and name a variety of everyday materials, including wood, glass, plastic, metal, water and rock
- Describe the physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their properties

**English****Reading**

Apply phonic knowledge and skills as the route to decode words

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Re-read these books to build up their fluency and confidence in word reading

**Writing**

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils

**Spelling**

All letters of the alphabet and the sounds which they most commonly represent

Consonant digraphs which have been taught and the sounds which they represent

Vowel digraphs which have been taught and the sounds which they represent

The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds

**Mathematics****Number**

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words

**Addition and Subtraction**

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one digit and two digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 + \square = 9$

**Shape, space and measures**

- Recognise and name common 2-D and 3-D shapes, including:  
2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- Measure and begin to record the following:
- Time: o'clock and half past

GeographyWhy can't a Meerkat live in the North Pole?

- Use a world map and atlas to identify and place different countries and locations
- Identify seasonal and daily weather patterns in the UK
- Identify the location of hot and cold areas in the world in relation to the equator
- Use simple compass directions (N,S,E,W)
- Learn about and identify climate zones  
Know the characteristics of polar and arid climates and how they affect living conditions

PSHCE

Safeguarding elements/e-safety/anti-bullying  
This theme helps to develop children's knowledge, understanding and skills of self-awareness, managing their feelings and having empathy towards others

History:

This will be taught again in Summer

Topic Title

Good to be me

Art and DesignMixing paints to create hot and cold paintings

We will be mixing the primary colours to create hot and cold paintings using the work of Paul Klee as our inspiration

- Explore a range of starting points for practical work.
- Investigate different kinds of art, craft and design.
- Investigate the possibilities of a range of materials and processes.
- Try out tools and techniques and apply these to materials and processes, including drawing

PE

The children will continue to develop their agility, balance and co-ordination, working as individuals and as part of a team. They will:

- Participate in team games, developing simple tactics for attacking and defending
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

**Please ensure PE kits are clearly labelled and in school every day.**

Computing

We will use "2 Simple" and other graphics programs to enable us to illustrate a book. The children will:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help

Music

Using the "Charanga" scheme, the children will be introduced to a variety of music styles. This half term, the focus will be on beat and rhythm, specifically rap music.

Make different sounds with voice and instruments

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
  - Make a sequence of sounds
  - experiment with, create, select and combine sounds using the inter-related dimensions of music
- The children will continue to sing a variety of songs each day.