

Key Stage 1 Half Term Curriculum Overview

Year 1 2017/2018 - Spring 2

Dear Parents and Guardians,

Welcome back! We hope you've had restful break and are looking forward to the next half term. We are pleased to provide you with information about the exciting things we will be covering in the different subjects over the coming weeks. Kind Regards Mrs Gambles, Mrs Hemming and Mrs Dix-Baker

Catholic life of the school

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 children will also be attending Class Masses during the half term in Church.

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.

The purple prayer bags will also be going home with families during the time of Lent. This will give families the opportunity to prayer together and enjoy some of the activities and stick them into their class book.

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:

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26 Feb - School opens
27 Feb - Year 6 & 1 Class Mass
1st Mar - World Book Day
9th Mar - Year 1 Stations of the Cross
20th Mar - Movie Night
27th Mar - Easter Passion Play 2pm
28th Mar - Easter Bonnet Parade - 9am
29TH March - INSET day for staff only
30th Mar - 2nd Apr - Easter weekend
3rd Apr - School open

Homework Information

English 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.

Maths 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 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

Information

Indoor PE: Monday/Tuesday - white polo shirt/plain t-shirt, royal blue shorts and indoor pumps

Outdoor PE: Wednesday - dark coloured, plain tracksuit tops, jogging pants and trainers will be needed.

Please ensure all clothing is clearly labelled and kits should be left in school all week.

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 I shall be monitoring their reading progress carefully each week with my own records. In class, we will continue to read through a range of fiction and non-fiction texts.

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 I 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 me know how they have coped with a book at home. Home reading records are checked every day and home reading is acknowledged with positive comments and stickers.

We have purchased a lot of new reading resources throughout the school, in particular the banded home readers. I will be checking weekly and guiding your child's choice of reading book and changing them as necessary.

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 me if you wish to send me a message and cannot get into school.

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!

How can you help?

Speaking and Listening

Talk with your child about things you are doing together. Explain new words and phrases and give your child words to use if s/he is struggling with an explanation. Always encourage your child to ask questions and listen to the answers.

Shared Reading

In addition to the listening to your children read each night Shared Reading is a supportive way of reading with your child. It allows you to tackle more challenging books (with you reading most of the text) or to read old favourites (with your child doing most of the reading).

If you are reading a new book - always read it to your child first; then talk about the book, such as the characters, the setting, and the ending etc When your child is confident allow them to take over the reading of the book - but join in if they begin to stumble.

Writing

Encourage your child to engage in writing type play (making books, playing schools, writing plays) and always praise your child for any writing that they do. Always ask your child to read back to you what they have written. Where possible encourage your child to write invitations, birthday cards and thank you cards. Finally, if your child is worried about spelling encourage them to identify the first sound then break up (segment) and blend the word such as 'cat' is c-a-t. On the centre pages of your child's Reading Record you will find 'A Guide for the Reading Helper'. Here you will find a simple phonics overview and words to show the sounds made by each letter. Ensuring your child is using the correct sounds will assist segmenting and blending and the decoding of new words.

EnglishReading

- 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.
- Focus and genres - Stories in familiar setting, labels, lists and signs, songs and repetitive poems.

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.

Comprehension:

- Being encouraged to link what they read or hear to their own experiences.
- Understand the books they read and those they listen to by:
 - Drawing on what they already know
 - Checking the text makes sense
 - Discussing the significance of the title and events
 - Making inferences on the basis of what is being said or done
 - Predicting what might happen on the basis of what has been read so far

MathematicsNumber: Place Value within 50

- Count to 50 forwards and backwards beginning with 0 or 1, or from any number
- Count, read and write numbers to 50 in numerals
- Given a number, identify one more or one less
- Identify and represent numbers using objects and pictorial representations including the number line, and the language of equal to, more than, less than (fewer), most, least
- Count in multiples of 2, 5 and 10.

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 $7 = \quad - 9$.

Measurement: Length and Height

- Measure and begin to record lengths and heights
- Compare, describe and solve practical problems for lengths and heights.

Measurement: Weight and Volume

- Measure and begin to record mass/weight, capacity and volume.
- Compare, describe and solve practical problems for mass/weight, capacity and volume.

RE TopicsMeals:

- Children will learn about gathering for the celebration of the Eucharist (Mass), Jesus' special meal.

Change:

- Children will learn Lent is a time to change in preparation for the celebration of Easter.

Please read the RE newsletter on the school website for more information.

Geography

What would Horrid Henry find interesting about Warrington?

We will:

- Record in words and pictures human and physical features of Padgate/Warrington.
- Draw and map and include significant features.
- Locate Warrington on a map of the United Kingdom.

PSHCE

Community and the Local Environment

- What household waste can be recycled?
- Sort objects on the basis of simple material properties.
- Explore which materials can be changed by processes such as squashing, bending and twisting.
- Why do we need money?
- How do you get money?
- What do parents/carers need to buy for you?
- Discuss differences between luxuries and necessities.
- Ways of saving money e.g.: turning of the lights.

Science

Marvellous Materials

We will:

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

Art

Andy Goldsworthy

We will:

- Understand what sculpture is.
- Create sculptures using natural materials.
- Select materials to make spirals and circles.
- Reflect on their own work.

Marvellous Materials

PE

We will:

- Develop their agility, balance and co-ordination, working as individuals and as part of a team.
- 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.

Computing

We are Collectors

We will:

- Use the internet to search for images.
- Follow precise instructions to retrieve digital content.
- Use pixabay.com to find free images.
- Use images to support work in other areas of the curriculum.
- Discuss the need for safety when using the internet.

Music

Round and Round

Using the "Charanga" scheme, the children will be introduced to a variety of music styles.

We will:

- Listen and sing to music.
- Understand the geographical origin of the music and in which era it was composed.
- Experience and learn how to apply key musical concepts/elements.
- Work together in a band/ensemble.
- Develop creativity through improvising and composing within the song.
- Begin to understand and use the blues scale while improvising and composing.