

## Key Stage 1 Half Term Curriculum Overview

Year 1 2017/2018 - Summer 1

Dear Parents,

Welcome back! We hope you've had a lovely Easter break. We are pleased to provide you with information about the exciting things we will be covering in the different subjects over the coming weeks. If you have any concerns or problems, please do not hesitate to come in and see us at the end of the school day. **Please keep reading and practising reading words using sounds from phase 2,3,4 and 5.** Kind regards, Mrs Gambles, Mrs Hemmings and Mrs Dix-Baker.

### Catholic life of the school

On a Monday morning, we start the week by gathering together to reflect on the week ahead and pray together. On Thursday at 3pm, we hold a Celebration Assembly, when we celebrate the achievements of children from each class with parents and friends. On Friday, we join together as a Key Stage for collective worship. On Tuesdays, Wednesdays and Thursdays, the children will continue to plan and lead, with the teacher, Classroom Collective Worship. During the half term each class will join with the parish to celebrate Mass. Please look out for further information on the weekly newsletter or on the school website.

This term we are looking forward to the May Procession when we crown the statue of Our Lady. Later in the term, we will take part in the annual Walk of Faith when local schools and churches come together to celebrate Padgate Walking Day.

Also our Year 4 children will be receiving the Sacrament of Reconciliation and Holy Communion in April and then celebrating this special time with all of the school on St Peter's and Paul's Celebration Day later in the term. Please keep the children in your thoughts and prayers at this special time.

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. Little red Mission Together boxes will also be handed out during this Eastertide and leading up to the Whit holidays, for any spare small change that could be afforded, to help children who are less fortunate in other countries. Thank you for your support in our 'Children helping Children.'

### 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:

Wed 25<sup>th</sup> Apr - Year 3 class trip to Liverpool Museum.

May - Year 2 'Special Work.'

Mon 7<sup>th</sup> May - May Bank Holiday, school closed.

Mon 14<sup>th</sup>-17<sup>th</sup> May - Year 6 SATs week

Tues 22<sup>nd</sup> May - May Procession 2pm in Church

Thursday 24<sup>th</sup> May - Movie Night 3:30-5:45pm

Friday 25<sup>th</sup> May - Secret Garden Theatre Production

### 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. This half term, we will be reading a variety of different books, in class, by different authors, including fiction and non-fiction texts.

The reading records are for parents to record your child's reading at home. We ask all our Infant 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 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 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. All are welcome!**

**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: Multiplication and Division (including multiples of 2, 5 and 10)

- Count in multiples of twos, fives and tens.
- Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number: Fractions

- Recognise, find and name a half, as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter, as one of four equal parts of an object, shape or quantity.
- Compare, describe and solve practical problems for lengths and heights.
- Compare, describe and solve practical problems for mass/weight.

Geometry: Position and Direction

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

RE TopicsHolidays and Holy Days:

- Children will learn about holidays as a time to be happy and Pentecost; a holy day, the feast of the Holy Spirit

Neighbours:

- Children will learn about the experience of choice, sometimes we use it well; sometimes wrongly. God helps us to choose well and to be sorry when we make wrong choices, God forgives us.

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

**Geography**

*What's the weather? Identify seasonal and daily weather patterns in the UK*

We will:

- Discuss and recognise different kinds of weather.
- Record weather in words and pictures.
- Make a simple weather chart.
- Recognise different weather for the seasons in the UK.
- Discuss what we know about weather in other parts of the world.

**Art**

*Andy Goldsworthy*

We will:

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

**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.

**Science**

*Seasonal changes - Wonderful weather*

We will:

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

# Whatever the Weather

**Computing**

*We are story tellers*

We will:

- Use '2 simple 2create a story', to make a simple book related to the 'Owl and Pussy Cat'.
- Discuss the need for safety when using the internet.
- Talk about and reflect on their use of ICT.
- Develop skills in saving, storing and retrieving files.

**DT**

*Design and Make a Bird Feeder*

We will:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- Explore and evaluate ideas and products against design criteria.

**Music**

*Your Imagination*

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.