

## Key Stage 1 Half Term Curriculum Overview

Year 1 2020/2021 - Summer 1

Dear Parents,

We hope you have had an enjoyable and relaxing Easter break, and that you are all ready for the first of our summer half terms. As always if you have any questions or concerns, please do not hesitate to contact me at [y1@stoswaldscatholicprimary.co.uk](mailto:y1@stoswaldscatholicprimary.co.uk) and I will do my best to get back to you as soon as possible. Thank you for all the support you are giving at home and please make sure to keep practising all the Phonics sounds in Phase 2,3,4 and 5. Thank you, Mr Coppenhall and Mrs Dix-Baker.

### Catholic life of the school

Each day, we take part in Collective Worship as a class, planning and leading with the teacher, or sharing in a whole school or Key Stage assembly online.

This year has been made by Pope Francis, the 'Year of St Joseph'. We will look be looking at St Joseph and celebrating the role model he was to Jesus growing up and to us in our lives today.

This term we would normally be looking forward to the May Procession when we would crown the statue of Our Lady, this year will be different, but we will still honour Our Lady in some way.

Later in the term, we would also take part in the annual Walk of Faith when local schools and churches would come together to celebrate Padgate Walking Day. **Sadly this will not be taking place this year as a result of Covid.**

Our Year 4 children will be receiving the Sacrament of Reconciliation and Holy Communion. Preparations and dates have yet to be confirmed. Please keep the children in your thoughts and prayers at this special time.

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

### Healthy School Initiative

As part of the healthy school initiative, we encourage the children to be active at playtimes and improve their fitness by completing the 'Daily Mile'. This is done from a walking pace through to a jogging/running pace, as each child increases in speed and ability.

Children are encouraged to drink water throughout the day so 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.

A healthy snack may be given to the children to eat during morning playtime.

### Information and dates to remember:

Monday 3<sup>rd</sup> May - Bank Holiday

Thursday 6<sup>th</sup> May - School closed, due to Polling day.

Friday 28<sup>th</sup> May - End of term (school is closed for two weeks)

Monday 14<sup>th</sup> June - Return to school following the

### Homework Information

**Homework will be set on Google Classroom often with a link to PurpleMash, where it can be completed.**

**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 email me at [y1@stoswaldscatholicprimary.co.uk](mailto:y1@stoswaldscatholicprimary.co.uk) and I will do my best to get back to you as soon as I can.

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

**Information**

**PE: Wednesday and Friday -**  
Outdoor Kit:

Dark coloured, plain tracksuit tops, jogging pants and trainers will be needed.

On nice days your child may want to wear their indoor kit underneath which consists of: white polo shirt/plain t-shirt, royal blue shorts and indoor pumps

*Please ensure children come to school in their PE kits on Wednesdays and Fridays and that all clothing is clearly labelled.*

**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. Our class readers will be a variety of different fiction and non-fiction texts by various authors.

The reading records are for parents to record their 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 and home reading is acknowledged with positive comments and stickers. Targets can be found at the front of their reading record books.

We have purchased a lot of new reading resources throughout the school, in particular the banded home readers and phonic sounds books. We have also purchased Oxford Owl e-books for the children to use and Encyclopaedia Britannica. The login details were sent out during the lockdown on Google Classrooms. I will be checking weekly and guiding your child's choice of reading book and changing them, according to our current practice within the Covid-19 guidelines.

If your child reads any other reading material, as well as their reading book or library book from school, please also make a note of it in their reading record. 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.

**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.

**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.
- 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.

**Mathematics****Number: 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 Topics****Holidays 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.

**Being Sorry:**

- 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**

**Wednesday and Friday**

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.

# Whatever the Weather

**Computing**

*We are story tellers*

We will:

- Use '2 simple and Purple Mash to create 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.