

Term 3 and 4 2017

Year 1 Spring Term



Dear Parents and Carers,



Welcome back to the new term! I hope your child enjoyed their first term in Year 1!

All the children worked so hard last term, so I hope they have had an enjoyable and restful 2 weeks off and are now ready to start all the exciting things we have planned for the Spring Term.

Reading

During Year 1, we hope that children will read at home daily from a variety of sources. When reading, please encourage your child to talk about the content of their reading book. This could be discussing the characters in the story and also expressing likes/dislikes - this is all an essential part of the reading process. We also encourage that children are read to and have opportunities to share and discuss books with others.

Please ensure your child brings their reading book and diary to school every day. Reading books will be changed twice a week. Please write a comment in in your child's reading diary about their reading when you hear them read.

Homework

Children in Year 1 will be given one piece of Maths homework and one piece of Topic or English homework every Friday, to be returned the following Wednesday. These could be practical tasks or questions to practise the skills we have been learning in class. Occasionally Topic homework will cover two weeks. In addition to this homework Year 1 have now started to bring home weekly spellings to learn. These will be tested in class on a Thursday. These words have been chosen because they either don't follow the normal phonetic rules or they are high frequency words that we use often in our writing. Please practise these spellings at home with your child to help them remember how to spell them correctly.

General Reminders...

- The children will be doing P.E. on a Tuesday and Thursday this term. Please ensure your child has their P.E. kit in school, including plimsolls/trainers and that all items are clearly labelled. We encourage children to practise getting dressed on their own at home to help them get changed quickly in school!
- The children can bring their own water bottle to keep in class which they can access throughout the day. Please make sure your child's name is written clearly on their water bottle. We also have cups available in the classroom.
- Please remember to send your child in with a piece of fruit or veg for morning playtime. It's a long time until lunchtime and they get really hungry!
- We are a nut free school; please do not send any food into school containing nuts.
- Book time will continue to take place at 3pm on Fridays in the Year 1 classroom. You are all welcome to come along and share a book with us.
- We appreciate that congestion on local roads can cause problems for parents and children who live further away. However we would ask that you make every effort to ensure that your child is in school by 8:55am.

Yours Sincerely,

Miss Williams and the Year 1 Team

St. Bartholomew's C.E. Primary School

Maths

Year 1

These are the maths units your child will be learning about during Year 1.

The units may not necessarily be taught in this order.

Number and place value

- 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 different multiples including ones, twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using concrete 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 digits 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 ($9 + 9$, $18 - 9$), including zero
- solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems $7 = \square - 9$.

Multiplication and division

- solve simple one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

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.

Measures

- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry: properties of shapes

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes (e.g. rectangles (including squares), circles and triangles)
 - 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).

Geometry: position, direction, motion

- describe position, directions and movements, including whole, half, quarter and three-quarter turns.

Terms 3 & 4

	Over the term we will cover
Narrative	<p>This term children will read stories with predictable and patterned language, including stories from other cultures. Two of our key texts will be 'Charlie's Bag' by Pie Corbett and 'Little Rabbit Foo Foo' by Michael Rosen. Children will talk about the effect of patterns of language and repeated words and phrases on the reader. They will be given opportunities to retell stories verbally, in writing and through role play. We will then create our own stories, drawing on ideas from stories we have heard.</p> <p>Children will learn about these stories using the Pie Corbett talk for writing project. This involves children learning a story through the use of story maps, enabling them to recite stories from memory. Over the course of the year children will be able recall a range of stories and use key elements in their own writing.</p>
Poetry	<p>As a class and in groups, children will have opportunities to hear, read and respond to a variety of poems and other texts that capture sensory experience in words. They will then explore the different patterns created, both by the way sounds, words and phrases are used and sequenced, and by the way the text is laid out on the page or screen. They will join in with and perform poems in a variety of ways, including where appropriate singing, adding music, rhythms or sounds, doing actions and acting out.</p> <p>Linked to our topic 'It's good to be me' Year 1 will be learning the poems 'The Sound Collector' by Roger McGough and 'Walking with my Iguana' by Brian Moses. They will identify and discuss words that describe what we can see, hear, feel, smell and taste. They will invent actions for each sense to use when performing the poems. Subsequently the children will write their own poem based on the poems they have been learning about.</p>
Non Fiction	<p>This term children will build on their knowledge of non-fiction texts. We will be using our topic 'It's good to be me' to inspire us to write non-chronological reports all about us. Children will develop their understanding of labels and captions as they create factual non-fiction booklets about themselves which we will then use to help write our informative non-chronological reports. Children will also have the opportunity to explore non-fiction books linked to our topic.</p>
EYFS Curriculum	<p>EYFS objectives will fit into each unit and will be ongoing until children have achieved them. These include:</p> <p><u>Reading:</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><u>Writing:</u> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><u>Listening and Attention:</u> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding:</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking:</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>

English

Reading Children will apply their phonic knowledge and skills to decode new words. Children will be taught to develop pleasure in reading and will spend time discussing the books they read and those read to them.

Writing Children will be using high quality focus texts to support their writing. They will form sentences that make sense and use their phonics knowledge to help them spell. Children will use capital letters and full stops. Children will continue to learn cursive handwriting.

Phonics Children will continue to develop their phonetical awareness using Letters and Sounds.

RE

Why did Jesus tell parables? Children will learn about how Jesus used stories to teach people about God.

Is Easter happy or sad? Children will focus on the contrasting emotions of Easter and the symbols associated with the different parts of the Easter narrative

PSHE

Health and Wellbeing Children will be learning about the different ways to keep themselves healthy and safe.

Relationships

Children will learn about feelings and how our actions have consequences. They will learn about people who keep us safe.

PE

Games and Dance

Children will continue to learn about the effects of exercise on our bodies and how to stay fit and healthy. In gymnastics lessons they will develop their balancing, travelling and apparatus skills. In dance children will investigate movement, stillness, and how to find and use space safely.

Music

Rhythm

Children will use the reggae song 'Rhythm in the way we walk' to develop their understanding of music structure. We will listen and appraise music from different cultures, play games and use our voices.

Maths

Number Place Value Children will learn to write 2-digit numbers understanding that they are made of tens and ones. They will continue to develop their understanding of odd and even numbers.

Number Addition & Subtraction Children will develop their addition and subtraction skills, doubling and counting in 2s, 5s and 10s.

Shape, Space and Measure Children will learn to recognise and use language relating to dates, including days of the week, months and years. We will begin to read and draw times to the hour and half past the hour.

Computing

Basic Skills This unit continues to provide opportunities for children to develop their basic mouse and keyboard skills.

Painting

Linked to our topic 'It's good to be me', children will be given opportunities to develop their creativity using a computer.

Science

Animals, including humans

Are we animals?

Children will identify and name animal groups and describe their structure. Children will identify, name, draw and label the basic parts of the human body and link to the senses.

Scientists and Inventors

Children will discuss the work of famous scientists and inventors. We will carry out an investigation using our senses.

History

Toys

Children will learn about the changes to toys in living memory. We will look at our favourite toys and our parent's/grandparent's favourite toys. Children will discuss how toys have changed during the 20th and 21st centuries and the reasons for this.

History of our school

Children will learn about significant historical events of our school and church. We will investigate this using different information sources and discuss which are reliable.

Geography

Geographical skills and field work

Our school and local area

Children will use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.

We will look at maps of our local area and begin to use simple compass directions. We will locate local landmarks on maps.

YEAR 1

Spring Term 2017

THEME:

It's good to be me!

DT and Art

Favourite toys

Children will create observational drawings of their favourite toy and then use these to create 3D sculptures using clay.

Self portraits

Children will learn about the work of significant artists such as Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol and describe the similarities and difference between their work. They will use a range of materials to create self-portraits, developing their artistic techniques to help draw an accurate self-portrait.