

## Key Stage 1 Half Term Curriculum Overview

Year 1 2017/2018 - Spring 1

Dear Parents,

Welcome back! We hope you've had restful break and are looking forward to the next half term. We would like to wish you a happy and healthy new year and take this opportunity to thank you for the kind gifts, cards and messages, we were overwhelmed by your generosity. 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

On a Monday morning, we start the week by gathering together to reflect on the week ahead and pray together. Each Thursday at 3pm, we hold a Celebration Assembly, when we celebrate the achievements of children from each class with parents.

The children will be attending a variety of whole school masses, both in Church and in school.

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.

During this term the children will be involved in charity works, particularly during Lent. We will be taking part in fundraising activities and raising awareness of local charities through the Good Shepherd Appeal for Nugent Care and 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:

#### January:

Thurs 4 Start of Spring Term for children  
Fri 5 Key Stage 1 trip to the Pantomime, Parr Hall  
Tues 16 SATs meeting for year 2 and year 6 parents at 3.40pm & 5pm  
Thurs 25 Reception Rejoice Assembly at 9am

#### February:

Thurs 8 Movie Night 3.30-5.45pm  
Wed 14 Ash Wednesday Service  
Wed 14 Parents' evening 3-5.30pm  
Thurs 15 Parents' evening 5.30-8pm  
Fri 16 School closes for half term at 3.30pm.

### 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:** 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 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 our 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. Home reading records are checked weekly and once a week their home reading is acknowledged. Targets for each reading band are listed at the front of the reading record.

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.

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.

RE TopicsSpecial People:

Children will learn about people who have special roles within the Parish and Church.

Meals:

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

**Please read the RE Newsletter on the school website for more**

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.

Science - Everyday Materials

Children 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.

MathematicsNumber

- 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, and ten more and ten 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  $7 = \quad - 9$ .

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: mass and capacity.
- Time: o'clock and half past.

**History**

*How has life changed since my grandparents were young? Changes within living memory.*

- Learn about changes within living memory by exploring shops from the past and present.
- Understand some of the ways in which we find out about the past by identifying different sources.
- Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar shops from different periods.
- Develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about shops.

**PSHCE**

*Healthy Lifestyles*

- Develop an understanding of why the body needs different food types.
- Recognise what foods we like and dislike and why.
- extend the range of foods with which children are familiar.
- Develop an understanding of different food sources.
- Develop and awareness of the need to be clean.
- Encourage good personal hygiene habits.
- Develop an understanding that germs cause diseases.
- Develop an understanding of the benefits of medicine if used correctly.
- Highlight the risks of putting unknown substances or other people's medicines into our bodies.

**Design Technology**

*Healthy Eating*

- 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.
- Evaluate their ideas and products against design criteria.
- Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.

**It's Good to  
be me!**

**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 TV Chefs*

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Recognise common uses of information technology beyond school.

**Music**

*In the Groove*

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.