

Key Stage 1 Half Term Curriculum Overview

Year 1 2017/2018 - Summer 2

Dear Parents,

Welcome back! We hope you've had a lovely 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.

Kind regards, Mrs Gambles, Mrs Hemmings and Mrs Dix-Baker.

Catholic life of the school

On a Monday afternoon, we start the week by gathering together to reflect on the week ahead and pray together. On Friday, we join together as a Key Stage for collective worship. Each Thursday at 3pm, we hold a Celebration Assembly, when we celebrate the achievements of children from each class with parents.

In class, the children will continue to take part in Collective Worship on Tuesdays, Wednesdays and Thursdays.

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 'Padgate Walkng Day', our annual Walk of Faith, when local schools, churches and parish communities come together to celebrate.

Also, our Year 4 children will be celebrating as a class, receiving the Sacrament of Holy Communion and then celebrating this special time with all the school on St Peter's and Paul's Celebration Day.

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 be given out to the children as part of our international charity work. We thank you for your support in our 'Children helping Children' fundraiser. We also look forward to our 'Day of Many Colours' when the children will help other children all around the world, by wearing their own clothes, in colours representing the different continents.

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:

Padgate Walking Day: 23 June
Year 1 and 2 Class trip -25 June
St Peter and Paul's Mass: 28 June at 1.30pm in Church
Sports Day 29 June
Parents Evenings: Wed 4 & Thurs 5 July
New Reception Induction afternoons:
Mon 2 July & Mon 9 July
End of term: 20 July

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 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 Infant children to read for 15 minutes each night. Although we will be keeping my own record of your child's reading progress it would be 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 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 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 and reading clubs at lunch time.

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 books to build up 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 100)

- 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.
- Given a number, identify 1 more or 1 less.
- Identify and represent numbers using objects or pictorial representations, including the number line and use the language of: equal to, more than, less than, most and least.

Measurement: Money

- Recognise and know the value of different denominations of coins and notes.

Time

- Sequence events in chronological order using language (for example, before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).
- Recognise and use language relating to days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw hands on a clock face to show these times. Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later).
- Measure and begin to record time (hours, minutes, seconds).

RE TopicsBeing 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.

Neighbours:

- Children will learn about their experiences and feelings of neighbours. Everyone is our neighbour and is loved by God.
- Please read the RE newsletter on the school website to find out more about religious education in the school.

Geography

We will:

- Identify seasonal and daily weather patterns and the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles.

PSHE:

We will:

- Discuss right and wrong.
- How to make the right choices and why we have rules.

Art*Colour Creations and African Art*

We will:

- Use the work of Edward Saidi Tingatinga to inspire our ideas.
- Produce a piece of art which will capture the eye catching, bold and vibrant colours of Africa.

PE

We will:

- Develop 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*Identifying Plants*

We will:

- Find out what a plant is
- Identify and describe garden plants
- Identify and describe wild plants
- Identify and describe a range of trees
- Identify the different parts of a plant
- Make observations of growing plants
- Identify and classify
- Use observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions

Jack and the Beanstalk

Computing*We are painters*

We will:

- Use 2 simple 2paint a picture from Jack and the Beanstalk.
- Discuss how to be safe when using the internet.
- Talk about and reflect on our use of ICT.
- Develop skills in saving, storing, retrieving and editing files.

DT*Design and Decorate a Plant Pot*

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*Reflect, Rewind and Replay*

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 a song.