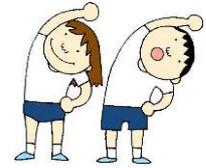




YEAR 1 SPRING TERM CURRICULUM LETTER 2022

When we return to school, On PE days, children have been asked to please wear their PE Kits to school to eliminate changing. **Year 1 P.E. days are on a Monday (outdoor PE) this term.** Your child will need black/white shorts or tracksuit bottoms, a plain red t-shirt, a jumper and trainers for outdoor P.E. Please ensure all P.E. kit is named so that lost items can easily be returned to their owner. The weather maybe cold so extra layers would be a good idea.



When we return to school, our Forest School timings will be changing

1RT will be going on a Wednesday afternoon.

1VW and 1BG will be going on a Thursday afternoon.

On Forest School days, please send your child into school in their forest school clothes; these clothes should have long sleeves and be full length trousers. Please send in clothes that you are happy for your child to get dirty. Your child must have shoes they can wear in the classroom and then welly boots or other sturdy shoes (in a named carrier bag) that your child can change into for forest school.

CURRICULUM INFORMATION

During the term we will be teaching all subjects within the Primary National Curriculum. Below are some of our **key** topics with some useful websites and places you may like to visit to further support your child's learning.

Subject	Areas being taught	Suggestions for Support
<p>Literacy</p>	<p>We will be basing our learning around the following texts:</p> <ul style="list-style-type: none"> ● Can't you sleep little bear ● Mr Wolf's Pancakes ● The Tunnel ● The way back home ● Non-fictional writing based on Lemurs. <p>We will be:</p> <ul style="list-style-type: none"> ● Continuing our work of Y1 common exception words as well as looking at spellings of days of the week. ● Revising individual letter formation. ● Learning and retelling familiar stories as well as adapting stories and writing sequels. ● Developing children's phonic knowledge. ● Looking at extending sentences using conjunctions (and, because, but and so). ● Working on our prediction and inferencing skills when reading. ● Participating in discussions about what has been read to them, taking turns and listening to what others say. 	<ul style="list-style-type: none"> ● Find fun ways to practise the Year 1 or Year 2 common exception words at home. Practise them in small sets of 3 or 4 words. You could use chalk, shaving foam, felt tip pens, sticks and mud, paint brushes and water. ● Get children writing at home – this could be book review, making cards, writing shopping lists. Maybe they could write a letter to a loved one? ● Encourage your children to read signs and symbols in the environment to help them understand reading for a purpose. ● As well as sharing your child's school book, read other story books or reading materials together to support their language and vocabulary development – this could be magazines, instructions etc. ● Maybe your child could create their own cartoon strip with speech and thought bubbles.



<p style="text-align: center;">Maths</p>	<p>In Maths this term we will be looking at:</p> <ul style="list-style-type: none"> ● Place value up to 20 and then up to 50 including understand the value of each number, comparing and ordering. ● Addition and subtraction within 20. ● Introducing counting in 2s, 5s and 10s. ● Solve one step multiplication and division problems. 	<ul style="list-style-type: none"> ● Ensure your children is confident in counting forwards and backwards from different starting points within 20. Could you make this game based – earning points and losing points in games? ● Try counting forwards and backwards starting with different numbers whilst walking up or down the stairs including counting in 2s, 5s and 10s. ● Encourage your child to identify different numbers on houses and bins as you go on walks. ● Stick numbers around the house, ask your children to find them and order them correctly. Again this could be in single jumps or in jumps of 2s, 5s and 10s. ● Use practical objects such as food to begin basic division (sharing onto 2 plates or 4 plates) and multiplication (for example 4 x 5 four groups of five objects).
<p style="text-align: center;">Science</p>	<p>Environments and Habitats including:</p> <ul style="list-style-type: none"> ● Understanding what a habitat is. ● Compare habitats in the UK and around the world. ● Begin to understand what a ‘microhabitat’ is. ● Investigate how animals adapt to their habitats. <p>Plants including:</p> <ul style="list-style-type: none"> ● Naming and understanding the four main parts of a plant. ● What plants need in order to survive? ● To understand the lifecycle of a plant. ● To understand the difference between evergreen and deciduous trees. 	<ul style="list-style-type: none"> ● Go for a walk around the local woods, can you spot any animals in their habitats? ● Talk about what animals need to survive in their habitats (warmth, safety, food, water). ● Look at the parts of a plant (stem, leaf, flower, roots) – maybe you could dissect a plant. ● Discuss why these parts are important, what do you think the plant needs them for?
<p style="text-align: center;">Geography</p>	<p>Study of a tropical place (Madagascar) including:</p> <ul style="list-style-type: none"> ● Studying the lives of people who live in Madagascar and comparing their lives to our own. ● Identifying the human and physical features of Madagascar. ● Understanding which animals live in this climate. ● Investigate the layers of the rainforest. <p>Study of a cold place (Canada) including:</p> <ul style="list-style-type: none"> ● Use maps, atlas to locate Canada ● To begin to recall the seven continents ● To use geographical language such as (weather, vegetation, soil, mountain, city, town, farm, harbour). 	<ul style="list-style-type: none"> ● Watch the film Madagascar and identify which animals you would usually find living here and which you wouldn't. ● Explore Google Maps at home and locate different oceans, continents. ● Use atlas to locate Madagascar, The UK and Canada. ● Talk about how life might be different living in hot and cold climates.



	<ul style="list-style-type: none"> Identify human and physical features of Canada 	
History	<p>This term we will be studying ‘Explorers – focused on Neil Armstrong’. This will include looking at the first moon landing, historical sources and how explorers are remembered and celebrated</p> <p>Following this, our topic will be ‘travel and transport’ where we will be learning about how travel and transport has changed over history and the advancements that have been made.</p>	<ul style="list-style-type: none"> Watch videos of the first moon landing Create an information poster about who Neil Armstrong is and why he is important. Talk about how explorers might be celebrated – what might we see that remind us of what they achieved – stained glass windows, pictures of stamps or coins, statues erected.
R.E	<p>In RE, this term we will be investigating the question, What makes places of worship special? Through this we will be looking at different places of worship such as a church, mosque, synagogue and temples.</p> <p>After half term we will investigate, why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<ul style="list-style-type: none"> Could you visit different places of worship and identify any similarities or differences? Speak to members of your family about their religious beliefs and what celebrations they have. Research and explore what religious festivals are coming up this term such as Easter, Passover or Ramadan.
PSHE/RSE+	<p>Our unit of work in the first half term is ‘Dreams and Goals’. This will include:</p> <ul style="list-style-type: none"> Setting goals Overcoming obstacles Sharing success <p>We will also be looking at ‘Healthy Me’. This will include:</p> <ul style="list-style-type: none"> Understanding what a balanced diet is Understanding why exercise is important Discussing how to keep themselves safe Knowing how to be a good friend 	<ul style="list-style-type: none"> Talk about what to do if they are finding something hard Model how to set goals Celebrate successes with them When out shopping, discuss which foods might be healthy and unhealthy Ask your child to help you when cooking dinner/preparing their lunches Encourage your children to exercise – Joe Wicks and Cosmic Kids Yoga are great for this if you need to stay inside.



Please ensure you are reading with your child **every day** and signing in their home-link book. This is a crucial school year for the children to develop their reading skills and your regular support at home will enable them to become successful and confident readers. If you need any support with this, please do not hesitate to come and speak to your child’s class teacher.

Year 1 will be changing their reading books on a **Tuesday**, so please ensure your child has brought their books into school on this date. Your child will have 3 reading books and a library book each week. If you wish to access more books at home, you can use the Oxford Owl Reading site to access coloured book band books (<https://www.oxfordowl.co.uk>).

We are always looking for reading volunteers. If you are able to give up any of your time to come into school and hear children read, please let us know.

Homework will be set on a Friday and is due in the following Wednesday. All homework can be found on the google classroom.