

# Year 1 Curriculum Newsletter



## Term 3

Dear Parents and Carers,

Welcome back to a new term! We hope that you have had a lovely Christmas break and were able to spend to some time with your families. We have another super exciting term ahead. Please have a look at the learning below so that you can support your child at home.

Thanks Year 1

### What is happening this term?

For whole school events please see the whole school dojo. Here are some additional things happening in Sea Turtles and Penguins:

Local Library visit 29<sup>th</sup> January

Children's mental health week 6<sup>th</sup> February


Safer Internet day 6<sup>th</sup> February



Read aloud day 7<sup>th</sup> February

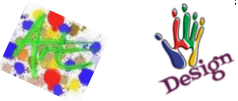


The Value that we are focusing on this term is:




Respect

## Key Learning

Subject and Topic	Overview	Key knowledge
<p>Poetry 'If I had a beak'</p> <p>Fiction 'The Lion Inside'</p>	<p>Writing</p> 	<p><b>The Lion inside</b></p> <p>Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher Spell words containing phonemes already taught Spell common exception words Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates. Link what is read or heard to own experiences Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Draw on what they already know</p>

		<p>Discuss the significance of the title and events          Make inferences on the basis of what is being said and done          Predict what might happen on the basis of what has been read so far          Participate in discussion about what has been read to them          Explain clearly understanding of what is read to them</p>
	<p><b>Phonics/Reading</b></p>	<p>This term we will be continuing with our little wandle phase 5 sounds.  <b>Week 1</b> /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder <b>Tricky words</b> any many again <b>Week 2</b> /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone <b>Tricky words</b> who whole where two <b>Week 3</b> /l/ le al apple metal /s/ c ice /v/ ve give <b>Tricky words</b> school call different <b>Week 4</b> /u/ o-e o on some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey <b>Tricky words</b> thought through friend work <b>Week 5</b> Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>
<p><b>Mathematics</b></p> 	<p><b>Place value within 20</b></p> <p><b>Addition and subtraction within 20</b></p>	<p><u><b>Key Knowledge</b></u></p> <p>I can count within 20          I can order numbers to 20          I can understand the value of numbers 10-20          I know 1 more/less than numbers to 20          I can use a number line          I can estimate using a number line          I can compare numbers          I can add by counting on          I can add ones using my number bonds          I can find and make numbers bonds to 20          I know my doubles and near doubles          I can subtract using my number bonds          I can subtract by counting back          I can subtract by finding the difference</p> <p><u><b>Key Vocabulary</b></u></p> <p>Compare more less number line subtract difference counting back addition</p>
<p><b>Science</b>  <b>I Wonder Why</b></p> 	<p><u><b>Light and Dark</b></u></p>	<p><u><b>Key Knowledge</b></u></p> <p>To recognise whether their surroundings or pictorial representations are in the light or the dark          To explain that they cannot see objects as well in the dark as in the light          To identify sources of light and sort them into natural and manmade          To make observations about shadows          To materials into reflective and non-reflective          To explain why reflective strips are helpful for road safety</p>

		<p><u>Key Vocabulary</u></p> <p>Light dark natural man-made source shadows reflective non-reflective</p>
<p>Art and Design</p> 	<p><u>Patterns</u></p>	<p><u>Key Knowledge</u></p> <p>To be able to explain what a pattern is  To know how to arrange different element to create a pattern  To be able to explain how to print a pattern</p> <p><u>Key Vocabulary</u></p> <p>Pattern arrange print materials</p>
<p>Computing</p> 	<p><u>Online safety</u></p>	<p><u>Key Knowledge</u></p> <p>To type their name on a piece of work they have created  To open a web browser  To recall some of the SMART rules for Internet safety  To know who to tell if someone online asks for personal information  To understand why email is a good way to communicate</p> <p><u>Key Vocabulary</u></p> <p>Email communicate internet safety web browser personal information</p>
<p>History</p>	<p><u>Changes in Transport</u></p>	<p><u>Key Knowledge</u></p> <p>To know what chronological order means  ·To places transport in chronological order on a timeline  ·To identify aeroplanes from the past? How do they look different/similar  To identify the roles within history of significant planes?  To plausible explanation as to why airplanes have changed over time?</p> <p><u>Key vocabulary</u></p> <p>Old Very old New A long time ago Aviation  Wright brothers</p>
<p>Music</p> 	<p>In the grove Unit 3</p>	<p><u>Key Knowledge</u></p> <p>To learn and perform a song  To improvise using your voices and instruments  To play an instrument to accompany the song  To compose with the song  To listen and appraise different genres of music</p> <p><u>Key vocabulary</u></p> <p>Pitch volume pulse notes</p>
<p>Personal Social  Health and  Relationship  Education</p>	<p>Emotions and mental  health</p>	<p><u>Key Knowledge</u></p> <p>To Identify different emotions and understand some emotions and feelings I may have.  To create a resource to indicate emotions and feelings.  To Identify strategies which help with strong emotions and feelings.</p>

		<p><u>Key Vocabulary</u> Empathy Emotions – anger, sad, joy, disgust and fear</p>
<p>Physical Education</p> 	<p>Real PE unit 1 Gymnastics FUNS / Exploring Space and Equipment</p>	<p><u>Key Knowledge</u> I can work on simple tasks by myself I can follow instructions and practise safely I can practise my coordination and footwork I can maintain a static balance</p> <p><u>Key Vocabulary</u> Heart Beating blood Health exercise direction control Gallop side step skip hopscotch forwards backwards left and right</p>
<p>Religious Education</p> 	<p>Why is it important to celebrate the birth of a baby?</p>	<p><u>Key Knowledge</u> What do I know about how a baby is welcomed? How do Muslims welcome a baby? How do some Christians welcome a baby? Was Jesus baptised as a baby? How do Jewish people welcome a baby? How does the Sikh Holy book help parents choose a name for their baby?.</p> <p><u>Key Vocabulary:</u> Allah, Baptism, Celebrate, Christening, Faith, Font, Guru Granth Sahib, Jesus, Kaur, Message, Prayer, Promise, Singh, Synagogue, Thank you, Welcome</p>