

# Year 1 Curriculum Newsletter



## Term 4

Dear Parents and Carers,

Welcome back to a new term! We hope that you have had a lovely half term break and were able to spend to some time with your families. It will be lovely to see the signs of Spring and enjoy some warmer playtimes this term! Please have a look at the learning below so that you can support your child at home. Please don't hesitate to ask us any questions about the learning!

Year 1 Team

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:

Dinosaur Visit – Tuesday 4<sup>th</sup> March

World Book Day/Family Reading- Thursday 6<sup>th</sup> March


Science week – 17<sup>th</sup> -21<sup>st</sup> March



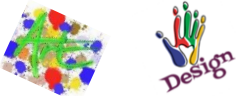
Termly Learning Conference – 26<sup>th</sup>/27<sup>th</sup> March



The Value that we are focusing on this term is:




Kindness

## Key Learning

Subject and Topic	Overview	Key knowledge
<p><b>Poetry</b> At the Zoo by W. M. Thackeray Outcome-List poem</p> <p><b>Fiction</b> The curious case of the missing mammoth by Ellie Hattie Outcome-Fiction: adventure story based on the structure of the text</p>	<p>Writing </p>	<p><b>Poetry</b> Play with words e.g. onomatopoeia, rhyme List words and phrases Use simple language patterns e.g. repetition and rhyme</p> <p>Writing composition Say out loud what is going to be written about Compose a sentence orally before writing it Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupil</p> <p><b>Writing</b></p> <p>Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -es Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>
	<p>Phonics/Reading</p>	<p>Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure</p>

		said have like so do some come love were there little one when out what says here today
<p>Mathematics</p> 	<p>Place value within 50</p> <p>Mass and volume</p> <p>Length and height</p>	<p><u>Key Knowledge</u></p> <p>Count from 20 to 50  Count by making groups of tens  Groups of tens and ones  Partition into tens and ones  The number line to 50  Estimate on a number line to 50  1 more, 1 less</p> <p>Compare lengths and heights.  Measure length using objects.  Measure length in centimetres</p> <p>Heavier and lighter  Measure mass  Compare mass  Full and empty  Compare volume  Measure capacity  Compare capacity</p> <p><u>Key Vocabulary</u></p> <p>Tens ones before after fewer more base 10 groups total  Centimetres length height mass volume full empty  measure compare heavier lighter</p>
<p>Science</p> <p>I Wonder Why</p> 	<p><u>Seasonal Changes</u></p>	<p><u>Key Knowledge</u></p> <p>To observe changes in the four seasons  To observe and describe the weather on the four seasons  To know how day light varies</p> <p><u>Key Vocabulary</u></p> <p>Day night light dark summer spring winter autumn</p>
<p>Art and Design</p> 		<p><u>Key Knowledge</u></p> <p>To learn about different types of picnic food and where they have come from  .To explore and taste different picnic food  To make picnic food using their design sheet  Evaluating our picnic food.</p> <p><u>Key Vocabulary</u></p> <p>Picnic cooking like dislike evaluate</p>

<p>Computing</p> 	<p><u>Grouping Data</u></p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>To identify that objects can be counted</li> <li>To group objects to answer questions</li> <li>To recognise that information can be presented</li> </ul> <p><u>Key Vocabulary</u></p> <p>object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same</p>
<p>Geography</p>	<p>weather</p>	<p><u>Key Knowledge</u></p> <p>To name weather types in the UK looking at weather symbols- sunny, rainy, snowy, windy, cloudy, and identify them.</p> <p>To identify daily changes in weather and create simple weather charts over the course of the unit and discuss what weather patterns we see.</p> <p>To identify the equator and the North and South poles on a world map/globe and discuss in relation to where we live using simple directional language</p> <p>To name to four seasons of the year and discuss how the weather in these seasons affect us</p> <p>To locate hot and cold areas of the world on a world map (Oddizzi) Introduce Antarctica as a continent</p> <p>To understand the dangers of weather- can they research any local 'extreme' weather that may have occurred</p> <p><u>Key vocabulary</u></p> <p>Hot Cold North South</p> <p>Beach/cliff/coast/sea/ocean/weather weather forecast</p> <p>Thermometer atlas Seasons</p> <p>Winter/summer/Spring/Autumn North/South Pole Sunny</p> <p>Windy Cloudy Rainy Snowy icy</p>
<p>Music</p> 	<p>Round and round</p>	<p><u>Key Knowledge</u></p> <p>Playing/singing in different styles and learning about those styles.</p> <p><u>Key vocabulary</u></p> <p>Pulse rhythm like dislike verse chorus</p>
<p>Personal Social Health and Relationship Education</p>	<p>Relations</p>	<p><u>Key Knowledge</u></p> <p>To know that we have special people in our lives and how we care for one another</p> <p>How we change as we grow</p> <p>differences and similarities between people</p> <p><u>Key vocabulary</u></p>

		<p>same, different, male, female, boy, girl, body, born, private parts, penis, testicles, vagina, vulva, gender grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility, special, person, people, friend, family, care, caring, help, thanks</p>
<p>Physical Education</p> 	<p>Real PE unit 1 Gymnastics FUNS / Exploring Space and Equipment</p>	<p><u>Key Knowledge</u></p> <p>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></p> <p>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 our world special?</p>	<p><u>Key Knowledge</u></p> <p>Can I identify things that make our world special? How do I feel about the natural world? What do songs, poems, prayers, and stories say about God as the Creator?). Can I compare creation stories? What different ways can I use to show what I think and believe about our world? How do different people show they care/do not care about the world? Why is it important that people respect the natural world</p> <p><u>Key Vocabulary:</u></p> <p>Creation, Earth, Environment, Respect, Responsibility, Stewardship</p>