

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:

World Book Day/Family Reading- Thursday 5th March


Termly Learning Conference - 25th/26th March



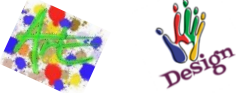
PE days are Wednesday and Friday.



The Value that we are focusing on this term is:

Kindness

Key Learning

Subject and Topic	Overview	Key knowledge
<p>Poetry At the Zoo by W. M. Thackeray Outcome-List poem</p>	<p>Writing</p> 	<p>Poetry 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>Fiction The curious case of the missing mammoth by Ellie Hattie Outcome-Fiction: adventure story based on the structure of the text</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 I Wonder Why</p> 	<p><u>Forest School</u></p>	<p><u>Key Knowledge</u></p> <p>This term the children will be attending Forest School. They will pose questions about the natural world and explore answers to these questions.</p>
<p>Art and Design</p> 	<p>Moving Pictures</p>	<p><u>Key Knowledge</u></p> <p>To be able to create a sliding mechanism To be able to use levers to create a moving mechanism To investigate and create wheel mechanisms To design a picture with a moving mechanism To make a moving picture based on design To be able to evaluate design</p> <p><u>Key Vocabulary</u></p> <p>Mechanism, design, evaluate, sliding, levers</p>

<p>Computing</p> 	<p><u>Grouping Data</u></p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To identify that objects can be counted To group objects to answer questions To recognise that information can be presented <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>

