

Year 1 Summer Term Curriculum Newsletter

Dear Parent/Guardian,

Welcome to Year One Summer Term! This newsletter contains a brief outline of this term's work. As the children continue to develop their English skills, your support with handwriting, reading and phonics work is much appreciated. Parent telephone consultations will take place during this Summer Term. Letters went home this week and slots will be allocated shortly.

Thank you for all of your support so far this year,

Mrs Alderton & Mrs Lince



English



Phonics and Spelling

Phonics, spelling and handwriting will be covered throughout all units using Letters & Sounds, following Bug Club resources.

Our focus this term will be continuing to teach phase 5 alternative sounds and continuing to practise blending throughout all phases, developing fluency and confidence in reading.

Reading

We will be changing reading books on Mondays and Fridays. This could be their school reading book or books from home. Please write in your child's reading record when they have read so we can reward them.

Summer Term - Recounts; Labels and Captions; Adventure Narrative; Character Study, Chronological report, Non-Fiction

Books: The Lighthouse Keepers Lunch

Themes: Grace Darling (History Link),

Summer Term - Recounts, Lists and Instructions; Narratives, Innovation of story, Alternative versions of narrative

Books: Jack and the Beanstalk, Little Red Riding Hood

Theme: Traditional Tales

Spoken Language

Speak clearly and loudly enough to communicate meaningfully. Ask questions about matters of immediate interest.

Express feelings and ideas when talking about matters of immediate interest.

Start to understand how to take turns when speaking.

Start to listen to others and respond appropriately.

Join in with imaginative play taking on roles of different familiar characters.

Writing

Say out loud what is to be written about.

Talk about ideas to use in writing.

Compose a sentence orally before writing it.

Sequence sentences to form short narratives.

Sequence sentences in chronological order to recount an event or an experience.

Re-read what they have written to check that it makes sense.

Discuss what they have written with the teacher or other

Grammar

Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.



Mathematics

Place value and number

Count to and across to at least 100 –forwards and backwards

beginning with 0 and 1 or from any other given number

Read and write numbers to 100 in numerals and begin to write numbers in words to 20

Count in 2s and 5s to 100

Identify one more and one less than a given number to 100

Order objects using the terms 1st, 2nd, 3rd to 10th

Find the missing number in a sequence up to 50

Count in 2s and 5s to 100

Double numbers to 10

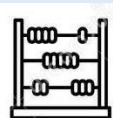
Halve numbers to 20

Measurement - Money

Recognise all coins: £1; 50p; 20p; 10p; 5p and 1p

Order coins and notes in order of value.

Know the value of each coin and exchange equal values.



Addition and Subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs

Represent and use number bonds and related subtraction facts

Add and subtract one-digit and two-digit numbers to 20,

Solve one-step problems that involve addition and subtraction,

using concrete objects and pictorial representations, and missing number problems

Multiplication and Division

Make different arrays with the same amount of objects.

Know the symbol (x) stands for multiplication.

Know the symbol (÷) stands for division.

With support use practical examples of multiplication and division.

With support solve practical examples of multiplication and division up to 20.

Can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.

Number fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.



PE and Sport

PE days are currently **Monday and Thursday**. On these days please could children come to school wearing their outdoor PE kit.

This includes: plain, navy tracksuit bottoms/ leggings, a plain white t-shirt, plain navy tracksuit top and trainers.

RE

In RE, we will be looking at:

Islam
Holidays and Holydays
Being Sorry
Neighbours

Science

Everyday Materials - (continued)

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Plants

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

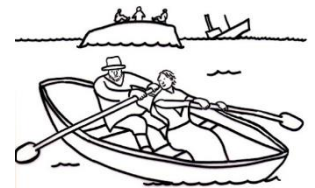


Computing

eSafety: The children will agree a set of class internet rules based on personal responsibilities.

This includes cyberbullying messages in Anti-bullying week.

- **Programming**
- **Multimedia**
- **Technology in our lives**



Creative Curriculum

Our creative curriculum in Year One this term will be based around History and Science. The children will be developing skills to talk about **Significant People from history in particular; Grace Darling**.

In Geography we will use our observational skills to study the geography of their school and its surrounding environment. We will also be learning about the human and physical features of our local area as well as using geographical vocabulary associated with buildings in our area.

In art we will be learning about a range of artists, craftsmen and designers. In D&T we will be learning to evaluate existing products & our own ideas.

In food technology we will be understanding where food comes from and following instructions to make jam sandwiches for the Lighthouse Keepers lunch.

In music we are following the Charanga units of work.

PSHE will be taught through the JIGSAW curriculum.

Life to the Full is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools, which embraces and fulfils the new statutory curriculum. This term we will be learning about:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

