

# Year 1 - Spring Curriculum Letter

Welcome back to St. Mary's for the Spring Term! I hope you had a relaxing and enjoyable Christmas break. This letter outlines the exciting topics your child will be exploring this term.

## General reminders

Please ensure your child reads daily, with this recorded in their home-school diary. Reading should be noted at least four times a week. Books will be changed every Friday, giving children time to decode, build fluency, and develop expression. If you need to communicate important information, such as a change in pick-up arrangements, please clearly write this in the home-school diary.

Your child should wear the correct uniform each day, with all belongings clearly labelled. Our PE days are Tuesday and \_\_\_\_\_. On these days, children may come to school dressed in their PE kit, including if they are attending an after-school or before-school club.

Every Friday, children will bring home a Phonics book to practise the sounds learned that week. Please ensure these books are returned the following Friday so we can add the new sounds for the week ahead.

## Curriculum

### RE

Our topics for this term are 'Galilee to Jerusalem' and 'Desert to Garden'.

	<b>Galilee to Jerusalem</b>	<b>Desert to Garden</b>
Hear	<p>By the end of this unit of study, pupils will have studied the following key texts:</p> <ul style="list-style-type: none"> <li>• The Presentation (Lk 2:22-38)</li> <li>• Finding in the temple and the hidden life (Lk 2:41-52)</li> <li>• Jesus announces his mission (Lk 4:16-22)</li> <li>• The call of the disciples (Lk 5:1-11)</li> <li>• Little children (Lk 18:15-17)</li> <li>• Zacchaeus (Lk 19:1-9)</li> </ul>	<p>By the end of this unit of study pupils will have studied the following key texts:</p> <ul style="list-style-type: none"> <li>• Jesus enters Jerusalem (Lk 19:28-38)</li> <li>• Jesus teaches in the temple (Lk 19:47-48)</li> <li>• The widow's mite (Lk 21:1-6)</li> <li>• The last supper (Lk 22:7-23)</li> <li>• The Crucifixion and death of Jesus (Lk 23:33-46)</li> <li>• The angel's message (Lk 24:1-8)</li> </ul> <p>For Lent:</p> <ul style="list-style-type: none"> <li>• Jesus is tempted in the desert for 40 days (Lk 4:1-13)</li> </ul>
Believe	<p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• Jesus grows up and reveals the love of the Father to us.</li> <li>• Some people that encounter Jesus recognise that he is the Son of God who has come to save all.</li> <li>• Jesus is the 'light to all nations'.</li> </ul>	<p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do.</li> <li>• Jesus died and rose again.</li> </ul>
Celebrate	<p>By the end of this unit of study, pupils will know:</p>	<p>By the end of this unit of study, pupils will know:</p>

	<ul style="list-style-type: none"> <li>• The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Some simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy.</li> <li>• Lent is when Christians prepare for Easter by thinking about how they could be closer to God by praying, giving up things that are not needed (fasting), and giving to those in need.</li> <li>• Experience music or art that reflects how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life.</li> </ul>
Live	<p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• All Christians are called to follow Jesus and share the Good News with others.</li> <li>• Christians are called to take care of each other, especially those most in need, such as the poor.</li> </ul>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Fasting in Lent is a way of giving things up to help others and for Catholics, CAFOD Family Fast Day is a way of responding to this call.</li> <li>• Fasting, praying, and giving to others are ways of following Jesus' example</li> </ul>

## Maths

Our areas for study for this term are Place Value, Addition and Subtraction and Measurement. Children will develop their fluency, reasoning and problem-solving skills in these areas.

### Small steps:

<b>Place value</b>	
Count within 20	Compare numbers to 20
Understand 10	Order numbers to 20
Understand 11, 12 and 13	Count from 20 to 50
Understand 14, 15 and 16	20, 30, 40 and 50
Understand 17, 18 and 19	Count by making groups of tens
Understand 20	Groups of tens and ones
1 more and 1 less	Partition into tens and ones
The number line to 20	The number line to 50
Use a number line to 20	Estimate on a number line to 50
Estimate on a number line to 20	1 more, 1 less (to 50)
<b>Addition and subtraction</b>	<b>Measurement</b>
Add by counting on within 20	Compare lengths and heights
Add ones using number bonds	Measure lengths using objects
Find and make number bonds to 20	Measure lengths using centimetres
Doubles and near doubles	Heavier and lighter
Subtract ones using number bonds	Measure and compare mass
Subtraction - counting back	Full and empty
Related facts	Compare volume
Missing number problems	Measure and compare capacity
<p><b>Here are some ways you can support your child's mathematics at home:</b> practice counting forwards and backwards to 10, 20, 50, and eventually 100; work on recalling number bonds up to and within 10; and practise counting in multiples of 2, 5, and 10.</p>	

# English

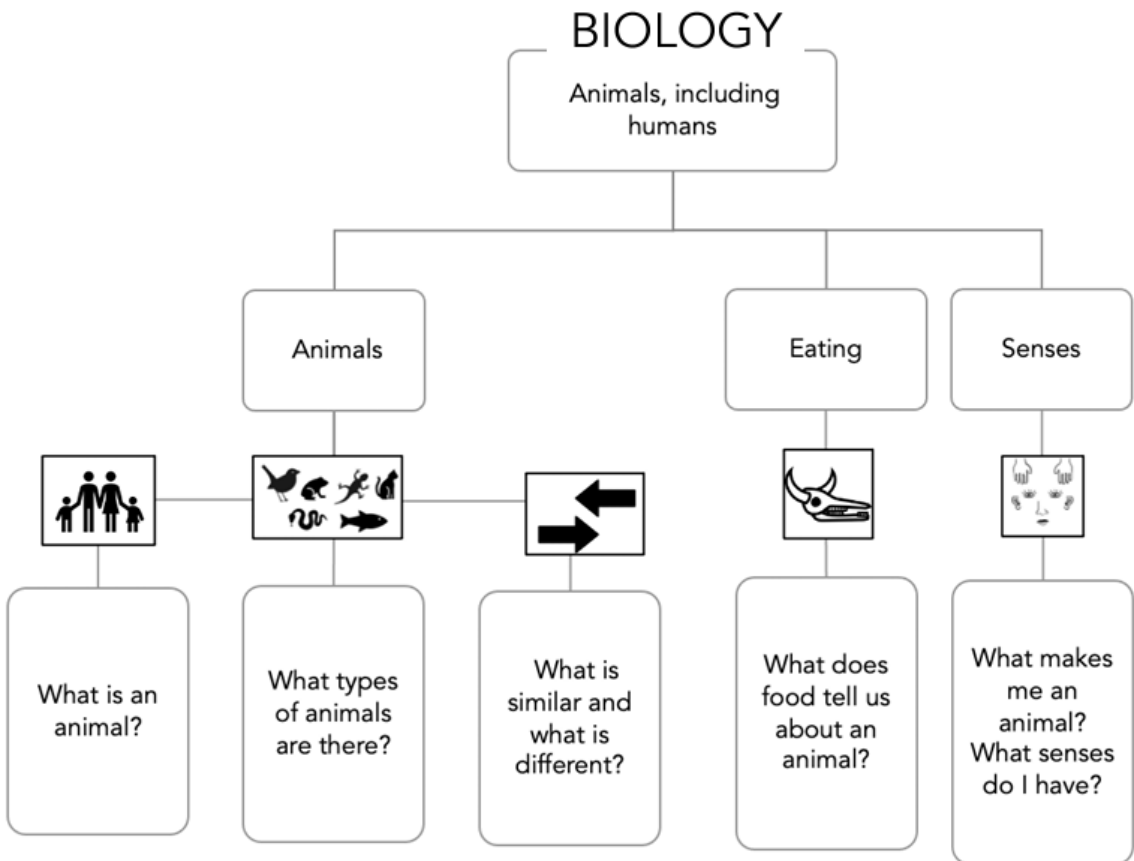
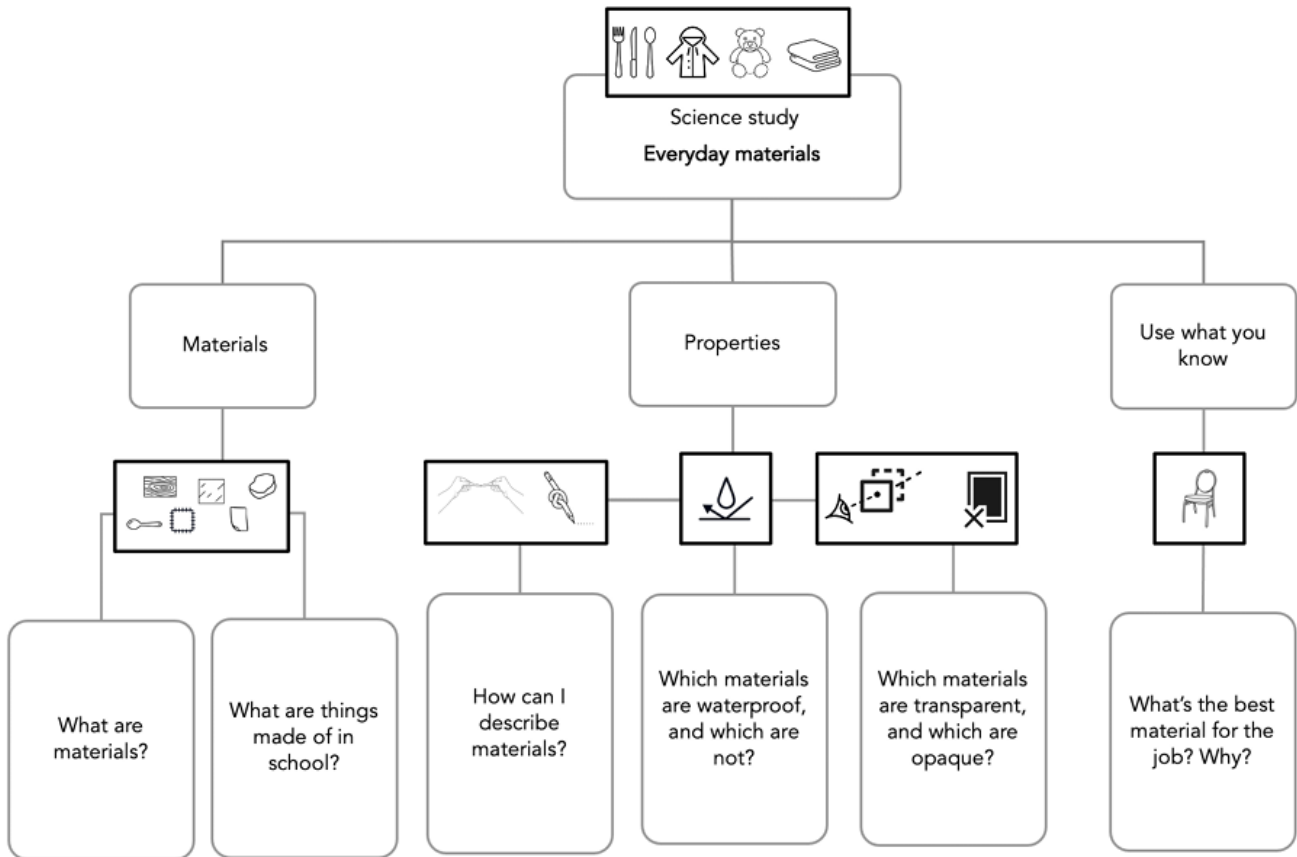
Children will continue to enhance their reading and writing skills through the study of our class texts, deepening their understanding and mastery of spelling, grammar, and punctuation.

They will read with an adult each week and further develop their reading abilities during Reading lessons. However, we strongly encourage children to read with an adult for at least 20 minutes daily.

<b>Reading</b>	<b>Writing</b>
<p>Apply phonics knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read common exception words.</p> <p>Read words containing known sounds and suffixes.</p> <p>Read words containing more than one syllable that contain taught sounds.</p> <p>Read words with contractions (I'm, don't).</p> <p>Read aloud accurately books that are consistent with my developing phonics knowledge and that do not require me to use other strategies to work out words.</p> <p>Re-read these books to build up my fluency and confidence in word reading.</p> <p>Listen and discuss a wide range of poems, stories and non-fiction at a level beyond which I can read independently.</p> <p>Being encouraged to link what I read or hear read to my own experiences.</p> <p>Become familiar with stories, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems and recite some by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Discuss the significance of the titles and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predicting what happens on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to me, taking turns and listening.</p> <p>Explaining clearly my understanding of what is read to me</p>	<p>Spell words containing each of the 40+ sounds already taught.</p> <p>Spell common exception words and days of the week.</p> <p>Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.</p> <p>Write from memory simple sentences dictated by the teacher.</p> <p>Sit correctly at the table and hold a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct directions, starting and finishing in the correct place.</p> <p>Form capital letters and digits 0-9.</p> <p>Write sentences by saying out loud what I am going to write.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-reading what I have written to check that it makes sense.</p> <p>Discuss what I have written with others.</p> <p>Read aloud my writing clearly to be heard by others.</p> <p>Leave finger spaces between words.</p> <p>Join words and clauses using `and` .</p> <p>Begin to punctuate sentences using capital letters, full stops, a question mark or exclamation mark.</p> <p>Use a capital letter for the names of people, places, the days of the week, and the person pronoun `I` .</p>

# Science

Our topics for this term are 'Everyday materials' and 'Revisit 1: Animals, including humans'.

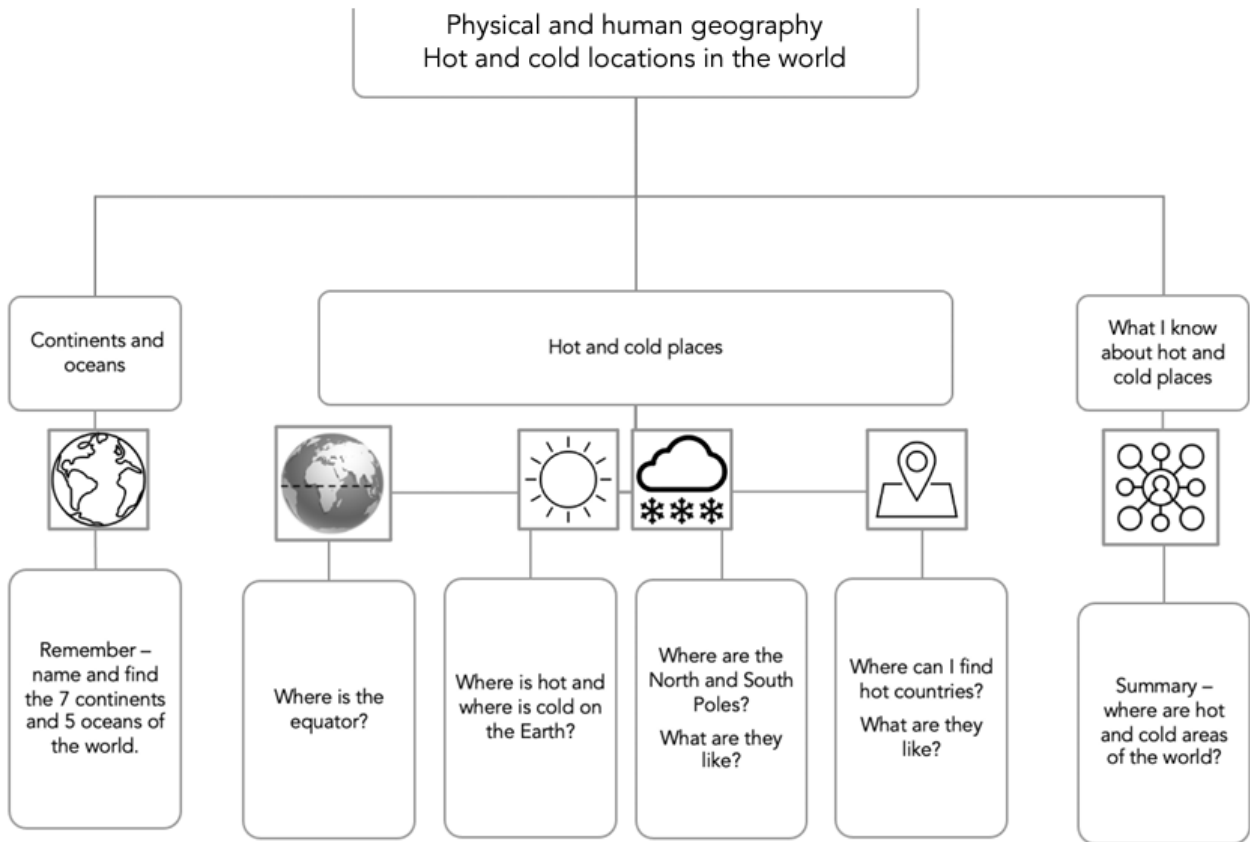


Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

# Geography

Our topics for this term are 'Hot and cold location in the world'.

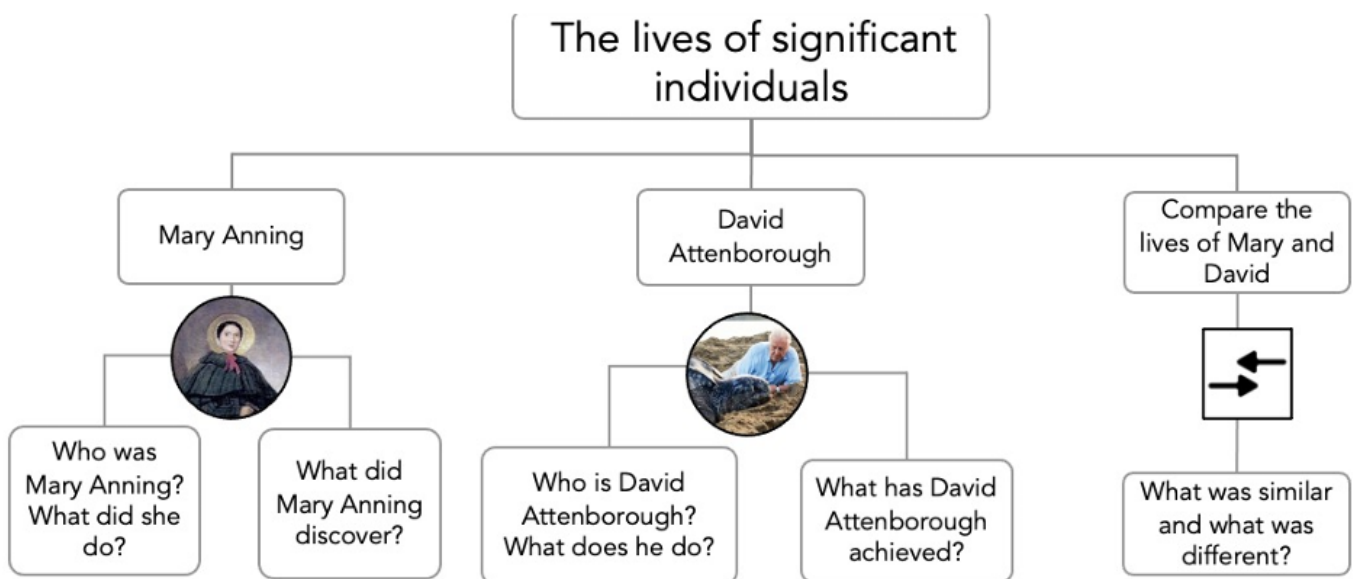
## LOCATION ENVIRONMENT CULTURE



# History

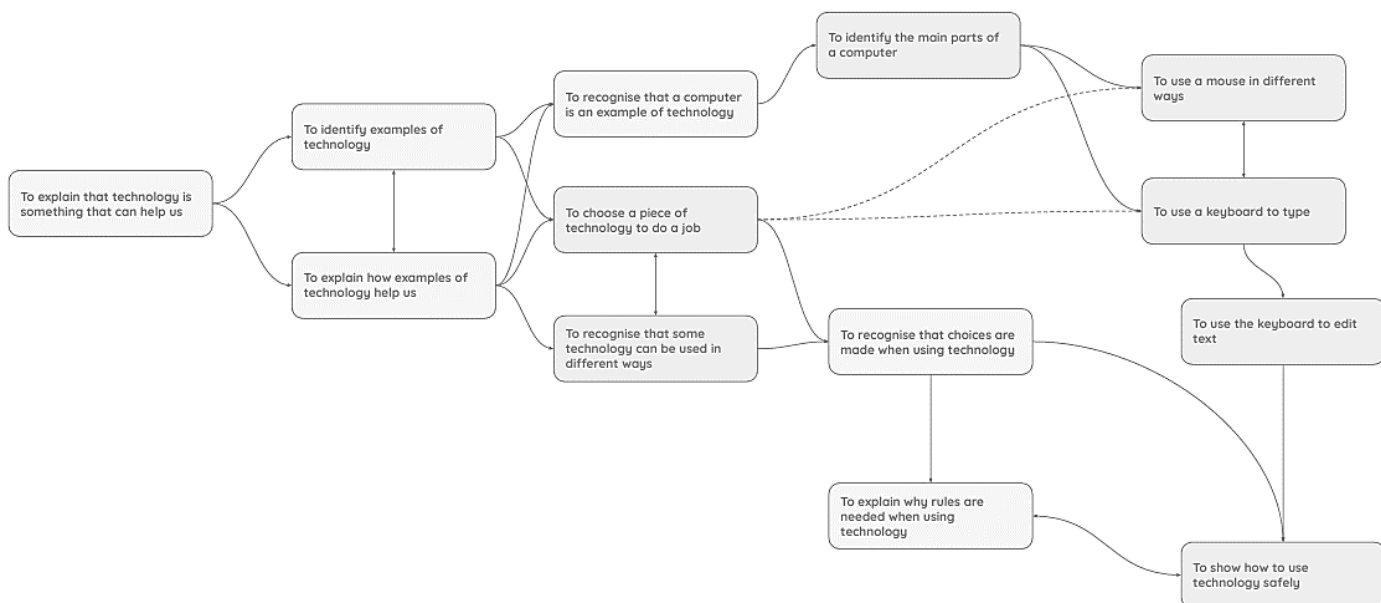
Our topic for the term is 'Study the Lives of Significant Individuals: Mary Anning and David Attenborough'.

## COMMUNITY KNOWLEDGE



# Computing

Our topic for Computing this term is 'Computing systems and networks - Technology around us'.



# Art & DT

Our topic for Art this term is 'Painting'. Our topic for DT this term is 'Textiles'

Painting		Textiles	
At the end of this block, pupils will ...		At the end of this block, pupils will ...	
Know:	Be able to:	Know:	Be able to:
Paint can be used to create a range of marks	Make thick and thin marks	Fabric can be joined together using a running stitch	Create a running stitch
The names of the primary colours	Identify shades of primary colours	The types and names of tools needed for sewing	Select tools for sewing
<p>In this block, pupils will explore making thick and thin paint marks on a range of surfaces. They will use primary colours and the <i>dip, dip dab</i> method of painting.</p>		<p>In this unit, pupils will learn how to sew pieces of fabric together to form a pouch. They will be able to name the parts of a needle and may be able to thread it.</p>	

# PE

Our focus for this term is on honing our skills in games. PE will be taught by Mrs Dyer on Tuesdays and Mr Cook on \_\_\_\_.

# Music

Music will be taught by Mrs Dyer on Tuesday mornings.

*I look forward to working closely with you over the term. Should there be any questions or problems, do not hesitate to make an appointment to see me.*

**With very best wishes,**

**Mr Cook**