

January 2020

Spring Term Curriculum Newsletter for Parents

**Year 1 Class Teachers: Miss Freeman and Miss Buehler**

Dear Parents and Carers,

Your child will be working on the following curriculum during this term. Please feel free to talk to the Class Teacher about any area of this curriculum.

**Mathematics**

**Measurement**

In the Spring term children will be learning to measure length, height, volume, and mass. They will learn the vocabulary associated with these concepts and be able to apply it in practical contexts. By using different instruments, they will be able to measure and record their findings.

**Addition and Subtraction**

Children will also be revisiting addition and subtraction in both written and practical contexts. This term, we will do addition and subtraction within 15, rather than 10. The children will be able to solidify their knowledge of these concepts and begin to solve harder problems including missing number and word problems.

**Multiplication and division**

In the spring term, the children will also be introduced to the concepts of multiplication and division. They will use concrete objects, pictures, and arrays to solve simple problems within the 2, 5, and 10 times tables.

**English**

Children will be exploring, interpreting and responding to high quality picture books. They will learn to explore how language is used effectively to paint a picture for the reader and deepen their understanding of the story.

**The Last Wolf**

Children will explore this version of the traditional tale 'Little Red Riding Hood' and compare it to different versions of the tale. They will learn to talk confidently about the features of traditional tales, such as specific story language. They will develop their reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and reflection. Children will retell the traditional tale as well as write their own version of it.

**Beegu**

Children will empathise with characters and their issues and dilemmas. They will engage with illustrations to explore and recognise the added layers of meaning these can give to the interpretation of the text. Children will explore themes from the text, as well as develop and sustain ideas through discussion, enabling them to make connections with their own lives. They will develop creative responses to the text through drama, poetry, storytelling and artwork and write in role, exploring and developing empathy for characters.

Children will be introduced to using conjunctions to join their ideas and create longer sentences. They will also be learning about plural forms and when to use the -s and -es endings.

**Computing**

**Grouping and Sorting**

In this unit, the children will sort items by different criteria away from the computer. At the computer, they will use Grouping on Purple Mash to sort items.

**Pictograms**

This unit is an introduction to pictograms and looking at how they can be used to represent data.

**Lego Builders**

This unit encourages children to begin to think logically about scenarios. Children will be introduced to the term 'algorithm'. This concept is at the core of coding.

**Maze Explorers**

This unit builds upon what the children learned in 'Lego Builders'. They will be linking logical thought processes to the way that computers are programmed.

**Science**

**Comparing Materials**

In this unit, the children will describe the physical properties of a variety of everyday materials. They will compare and group together a variety of everyday materials on the basis of their simple properties. They will describe the properties of different materials, for example wood, metal, plastic, rubber, fur, nylon, wool, sponge, cotton wool, paper, card, brick, and rock. They will ask questions related to the properties of materials and will make close observations of the properties of these materials and group them according to similarities and differences.

**Plants**

In this unit, the children will be introduced to the idea of plants as living things which grow and change over time. The unit will encourage children to recognise the common features, similarities and differences between plants. Children will learn about the basic structure of a variety of common flowering plants, including trees and they will identify, name and describe the main parts of plants and

trees. Children will describe and compare common plants and trees in their local environment. They will have the opportunity to plant, grow and observe their own plants throughout the unit. The children will also consider how to treat plants as living things with care. They will focus on observing closely using simple equipment, naming and grouping and recognising similarities and differences between plants. Children will make and record their observations and will also have the opportunity to gather and record data in a simple way to help in answering questions.

**P.E**

Ball Skills: In this unit, the focus of learning is for the children to explore and develop different ways of sending or passing a ball using their hands.

Dance: Throughout this unit, the children will learn how to control and co-ordinate their bodies to perform movements.

**Music**

Through our 'What Can You Hear?' unit, the children will get the opportunity to listen to a variety of different types of music and instruments. They will get to review and evaluate what they hear and talk about how it makes them feel.

**PSHE**

Children will talk about the things that they can do well and their special abilities. They will learn that it's ok to not excel at everything and that each person has their own set of special skills. They will also learn the importance of keeping safe and how to do so. They will explore different strategies they can use when they feel unsafe.

**THROUGH THE CORNERSTONES TOPIC OF 'Bright Lights and Big Cities'**

**History**

The children will learn about the key events of The Great Fire of London. They will develop an understanding of the ways in which we can find out about the past through discussing primary sources. Children will be introduced to Samuel Pepys and his infamous diary. They will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century.

**Geography**

Children will learn to name and locate the four countries of the United Kingdom on a map, as well as their capital cities. They will then begin to locate key places in London, such as Buckingham Palace and use compass directions and positional language to describe its place in relation to other buildings. Children will look at maps of London and identify simple human and physical features.

**Art/DT**

Children will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. They will think about the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day. They will make paintings and drawings inspired by the three artists.

Children will be designing, making and evaluating their own fire engine. Firstly they will explore what a fire engine needs in order to be effective and then use that information to support their design process. Children will select and use a range of materials and learn about mechanisms such as wheels and axels.

**Notable Dates:**

18<sup>th</sup> March - 1B class assembly

10<sup>th</sup> June - 1G class assembly