

## ST John's Highbury Vale Curriculum Newsletter

### Year 1 - Spring 1 2022

<p><b>Mathematics</b></p> <p><b>The number system:</b></p> <ul style="list-style-type: none"> <li>Whole numbers up to 100 Partitioning,</li> <li>place value</li> <li>making connections with numbers</li> <li>10 more and 10 less</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>solve problems for length and height</li> </ul> <p><b>Calculating:</b></p> <ul style="list-style-type: none"> <li>Addition and subtraction using partitioning and number lines</li> <li>Number bonds to 20.</li> <li>Fact families</li> <li>Bridging by partitioning</li> <li>Solving simple addition and subtraction problems using bar models and part whole models</li> <li>Calculating using money</li> </ul> <p><b>SMSC:</b> problem solving developing perseverance</p> <p><b>Some helpful websites:</b>  All aspects of maths: <a href="#">Prodigy</a>: <a href="#">BBC Bitesize Maths</a> <a href="#">Maths Frame</a>  For parents: <a href="#">Maths At Home</a> <a href="#">The School Run</a> Multiplication tables: <a href="#">TT Rockstars</a> <a href="#">Top Marks</a>  Problem solving &amp; Reasoning: <a href="#">NRICH</a> Games: <a href="#">Cool Maths Games</a> <a href="#">Maths Playground</a></p>	<p><b>Writing</b></p> <p>This half term will using the story 'The Lonely Beast' by Chris Judge, to guide students writing and allow them to develop their own writing. We will be following these curriculum outcomes:</p> <p>Transcription:</p> <ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far</li> </ul> <p>Handwriting:</p> <ul style="list-style-type: none"> <li>Sit correctly at a table holding a pencil comfortably and correctly</li> <li>Begin to form lower case letters in the correct direction, starting and finishing in the right place Form capital letters</li> <li>Understand which letters belong to which handwriting family and to practise these</li> </ul> <p>Composition:</p> <ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Composing a sentence orally before writing it</li> <li>Sequencing sentences to form short narratives</li> <li>Re reading what they have written to check it makes sense</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul> <p>Some writing outcomes:  Character descriptions of The Beast and a friend for The Beast  An underwater creature poem  Front page newspaper article  Persuasive letter to the city Mayor  The story of a Beast's journey  Writing in role (diary entries, postcards, letters and invitations)  SMSC: Perseverance, Resilience, Being proud of personal achievements</p> <p><b>Some helpful websites:</b>  <a href="#">Every School</a> <a href="#">BBC Bitesize</a> <a href="#">Super Sentence Stacking</a> <a href="#">Pobble365</a>  <b>Spelling:</b> <a href="#">Spelling Frame</a> <a href="#">Sir Linkalot</a> <a href="#">Oxford Owl</a></p>	<p><b>Reading</b></p> <p>The children will grow in their reading Journey with the story "The Lonely Beast" by Chris Judge. We will explore the text and its various elements, allowing the children to develop the skills strategies. They will cover the following curriculum outcomes:</p> <ul style="list-style-type: none"> <li>read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Being encouraged to link what they read or hear read to their own experiences</li> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases.</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>Discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and</li> <li>Predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them</li> <li>taking turns and listening to what others say Explain clearly their understanding of what is read to them</li> </ul> <p>We will continue to work on blending and fluency though the teaching of phonics.</p> <p><b>SMSC:</b> • Enjoyment and fascination of and for learning  <a href="#">Authorfy</a> <a href="#">David Walliams' Elevensies</a> <a href="#">Oxford Owl</a></p> <p><b>Comprehension:</b> <a href="#">Read Theory</a> <a href="#">BBC Bitesize</a></p>	<p><b>P.S.H.E</b></p> <p>Autumn 2 will focus on 'Dreams and Goals'. Children will focus on understanding the 'I...' Statements:</p> <ul style="list-style-type: none"> <li>I can set simple goals</li> <li>I can set a goal and work out how to achieve it</li> <li>I understand how to work well with a partner</li> <li>I can tackle a new challenge and understand this might stretch my learning</li> <li>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</li> <li>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</li> </ul> <p><b>SMSC:</b> willingness to reflect on their experiences  Recognising each other's strengths</p>
<p><b>Computing:</b></p> <p>Below are some National curriculum objectives we will be covering.</p> <ul style="list-style-type: none"> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify</li> <li>where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> <p>Topics include:  Online Safety – Common Sense Media  Computing Systems &amp; Networks  Digital Media + Digital Writing</p> <p><b>SMSC:</b> • Explore interest and foster curiosity</p>	<p><b>Religious Education - Judaism</b></p> <p>Big question: What is it like to live as a Jewish person?</p> <p>Weekly questions:</p> <ul style="list-style-type: none"> <li>Why are these objects special?</li> <li>What is the Star of David and the Menorah important to a Jewish person?</li> <li>What is the Torah and how is it used in the Jewish faith?</li> <li>What is the importance of Shabbat within the Jewish faith?</li> <li>How do Jewish people worship in the synagogue?</li> </ul> <p><b>SMSC:</b> • Engagement in cultural experiences  <b>Useful website:</b> <a href="#">BBC Bitesize</a></p>	<p><b>Science -Seasonal changes</b></p> <ul style="list-style-type: none"> <li>I know the 4 seasons of the year</li> <li>I understand what the weather is like in each season.</li> <li>I know weather symbols</li> <li>I know how day length varies depending on seasons</li> </ul> <p>Scientific enquiry</p> <ul style="list-style-type: none"> <li>I can observe changes in weather</li> <li>I can perform a simple test</li> </ul> <p>Can they explain what they have found out?  <b>SMSC:</b> develop a sense of awe and wonder develop enjoyment and fascination for learning  <b>Some helpful websites:</b>  <a href="#">BBC Bitesize</a> <a href="#">The School Run</a> <a href="#">Crickweb</a> <a href="#">Woodlands</a></p>	<p><b>Geography - The UK</b></p> <ul style="list-style-type: none"> <li>I understand the differences between a 'town' and the 'countryside'.</li> <li>I can use key words about the town and countryside</li> <li>I can name the countries of the UK.</li> <li>I can locate the UK using a map.</li> <li>I can name, locate and identify characteristics of the four countries and capital cities of the UK</li> <li>I can identify key features of the countries of the UK.</li> <li>I can observe aerial view photographs</li> <li>I can name capital cities of the UK.</li> <li>I can explain what London is like using key words.</li> </ul> <p><b>SMSC:</b> develop a sense of awe and wonder develop enjoyment and fascination for learning</p>
<p><b>Art and design - Patterns and print</b></p> <p>I understand what a pattern is.  I know who Paul Klee is and the type of art he created.  I can create line patterns.  I understand that images can be create from shapes  I can make patterns by block printing.  I can create their own artwork using Paul Klee as inspiration.</p>		<p><b>Music</b></p> <p><b>Singing:</b> Pentatonic songs  <b>Listening:</b> Popular Music  <b>Composing:</b> Understand rhythm patter and pitch pattern  <b>Musicianship:</b> Use body percussion  <b>Rhythm:</b> Perform word-pattern chants</p> <p><b>SMSC:</b> use of imagination and creativity in their learning</p>	<p><b>Physical Education</b></p> <p>Children will participate in 2 P.E sessions per week- Mondays and Thursdays  <b>Invasion Games</b>  Sending and receiving. Understanding attack and defence  <b>Team Building</b>  Communication, problem-solving skills and teamwork.</p> <p><b>SMSC:</b> Developing confidence and self-esteem  <b>Some suggested websites to help you keep fit:</b>  <a href="#">Joe Wicks' Daily PE lesson</a>  <a href="#">Cosmic Kids Yoga</a></p>