

## ST John's Highbury Vale Curriculum Newsletter

### Year 1 - Spring 2022

<p><b>Mathematics</b></p> <p><b>Calculating:</b></p> <ul style="list-style-type: none"> <li>Solving simple addition and subtraction problems using bar models and part whole models</li> <li>Calculating using money</li> </ul> <p><b>Calculating:</b></p> <ul style="list-style-type: none"> <li>Multiplication and division.</li> <li>Sharing and grouping.</li> <li>Multiplies of two, five and ten.</li> <li>Solving multiplication and division problems practically.</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>Fractions of shapes of shapes and quantities and fractions as numbers.</li> <li>Link to turns and time half hr</li> </ul> <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>2d and 3d shape</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 <i>The Secret Sky Garden</i> by Linda Sarah and Fiona Lumbers and <i>Jack and The Beanstalk</i>, to guide students writing and allow them to develop their own writing. We will be following these curriculum outcomes:  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:  Letters (linked to Jack and the Beanstalk)  Notes and annotations  Persuasive writing on a local issue  Character descriptions  Writing in role  Persuasive writing to encourage local activism  Own written stories on the theme of friendship  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></p> <p><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 <i>The Secret Sky Garden</i> by Linda Sarah and Fiona Lumbers and <i>Jack and The Beanstalk</i>, 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>Spring 2 will focus on 'Heathy me'.  Children will focus on understanding the 'I...' Statements:</p> <ul style="list-style-type: none"> <li>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</li> <li>I know how to make healthy lifestyle choices.</li> <li>I know how to keep myself clean and healthy, and understand how germs cause disease/illness  I know that all household products including medicines can be harmful if not used properly.</li> <li>I understand that medicines can help me if I feel poorly and I know how to use them safely</li> <li>I know how to keep safe when crossing the road, and about people who can help me to stay safe</li> <li>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</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 – Christianity</b></p> <p>Big question: What are God's rules for living? ( 2 weeks)  Weekly questions:</p> <ul style="list-style-type: none"> <li>What are the 10 Commandments?</li> <li>Are they your 10 Commandments?</li> <li>What do the 10 Commandments teach us about God and the way to live?</li> </ul> <p>Big question: Why is Easter the most important festival for Christians? (4 weeks)  Weekly questions:</p> <ul style="list-style-type: none"> <li>What happened on Palm Sunday and what does it teach us about Jesus?</li> <li>What happened at the Last Supper and what does it teach us about Jesus?</li> <li>What happened on Good Friday and what does it teach us about Jesus?</li> <li>What happened on Easter Sunday and what does it teach us about Jesus?</li> </ul> <p><b>SMSC:</b> • Engagement in cultural experiences  <b>Useful website:</b> <a href="#">BBC Bitesize</a></p>	<p><b>Science -Plants</b></p> <ul style="list-style-type: none"> <li>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>I can identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p>Scientific enquiry</p> <ul style="list-style-type: none"> <li>I can make close observations</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 World</b></p> <ul style="list-style-type: none"> <li>I can name and locate the world's seven continents and five oceans.</li> <li>I can identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p><b>SMSC:</b> develop a sense of awe and wonder develop enjoyment and fascination for learning</p>
<p><b>Design and Technology- Structures (freestanding structures)</b></p> <ul style="list-style-type: none"> <li>I know what a free standing structure is.</li> <li>I can design a free standing structure.</li> <li>I can select from tools and equipment to create my free standing structure.</li> <li>I can evaluate my ideas and products against my own design criteria.</li> </ul> <p>In groups, the children will be making a land mark from one of the continents of the world- linked to geography.</p>	<p><b>Music</b></p> <p><b>Singing:</b> Call and response songs, Easter Songs  <b>Listening:</b> Popular Music  <b>Composing:</b> Invent rhythm and pitch patterns  <b>Musicianship:</b> Respond to a pulse  <b>Pitch:</b> Local environment sounds  <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- <b>Mondays and Tuesdays</b></p> <p><b>Net and Wall:</b> Using a racket. Playing against an opponent over a net</p> <p><b>Dance:</b> Travelling actions, movement skills and balancing</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>	