

**ST John's Highbury Vale Curriculum Newsletter**  
**Year 1 – Summer 1 2022**

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| <p><b>Mathematics</b></p> <p><b>Geometry:</b> <ul style="list-style-type: none"> <li>• 2d and 3d shape</li> <li>• Describing properties</li> </ul> </p> <p><b>The number system:</b> <ul style="list-style-type: none"> <li>• Whole numbers up to 100.</li> <li>• To read and write number to 20 in numerals and words</li> <li>• To understand the value of each number in a 2 digit number up to 100</li> <li>• Too understand the value of each digit.</li> <li>• To place numbers on a number line</li> <li>• To use known number facts</li> </ul> </p> <p><b>Measures: mass/weight and capacity</b> <ul style="list-style-type: none"> <li>• To compare weight using heavier and lighter</li> <li>• To measure using cubes</li> <li>• To compare capacity using full/empty</li> <li>• o compare capacity</li> </ul> </p> <p><b>Calculating:</b> <ul style="list-style-type: none"> <li>• o solve + - problems</li> <li>• to solve missing number problem</li> </ul> </p> <p><b>SMSC:</b> problem solving developing perseverance</p> <p><b>Some helpful websites:</b><br/> All aspects of maths: <a href="#">Prodigy</a>    <a href="#">BBC Bitesize Maths</a><br/> <a href="#">Maths Frame</a><br/> For parents: <a href="#">Maths At Home</a><br/> Multiplication tables: <a href="#">TT Rockstars</a><br/> Top Marks<br/> Problem solving &amp; Reasoning: <a href="#">NRICH</a><br/> <a href="#">Maths Games</a>    <a href="#">Maths Playground</a> </p> | <p><b>Writing</b></p> <p>This half term will using the story <i>The snail and the whale</i> by Julia Donaldson. They will look at the nonfiction book <i>The Coral Kingdom</i> -Laura Knowles &amp; Jennie Webber, and poem - Come with me under the sea, to guide students writing and allow them to develop their own writing. We will be following these curriculum outcomes:<br/> Transcription: <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> Handwriting: <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> Composition: <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> Grammar <ul style="list-style-type: none"> <li>• Using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>• Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Using the prefix -un</li> </ul> <p>Some writing outcomes:<br/> Verse of a song<br/> Newspaper report – recount<br/> Information text Thought/Speech Bubbles<br/> SMSC: Perseverance, Resilience, Being proud of personal achievements</p> <p><b>Some helpful websites:</b><br/> <a href="#">Every School</a> <a href="#">BBC Bitesize</a> <a href="#">Super Sentence Stacking</a> <a href="#">Pobble365</a><br/> Spelling: <a href="#">Spelling Frame</a> <a href="#">Sir Linkalot</a> <a href="#">Oxford Owl</a></p> </p> | <p><b>Reading</b></p> <p>The children will grow in their reading Journey with the story <i>The snail and the whale</i> by Julia Donaldson. They will look at the nonfiction book <i>The Coral Kingdom</i> -Laura Knowles &amp; Jennie Webber, and poem - Come with me under the sea</p> <p>Though out the summer term ,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>• 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>• learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings,</li> <li>• linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events making inferences on the basis of what is being said</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• 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<br/> <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>Summer 2 will focus on 'Relationships. Children will focus on understanding the 'I...' Statements:</p> <ul style="list-style-type: none"> <li>• I can identify the members of my family and understand that there are lots of different types of families</li> <li>• I can identify what being a good friend means to me</li> <li>• I can identify appropriate ways of physical contact to greet my friends and know which ways I prefer</li> <li>• I know who can help me in my school community</li> <li>• I can recognise my qualities as person and a friend say why I appreciate someone</li> <li>• I can say who is special to me</li> </ul> <p><b>SMSC:</b> willingness to reflect on their experiences<br/> Recognising each other's strengths</p> |
| <p><b>Computing:</b></p> <p><b>Digital Literacy- Online safety and common sense media</b> <ul style="list-style-type: none"> <li>• To know how to stay safe online( discussion and short activity)</li> </ul> </p> <p><b>Programming - Moving a Floor Robot</b> <ul style="list-style-type: none"> <li>• To understand what an algorithm is</li> <li>• To explore what happens when individual buttons are pressed on a robot or control toy</li> <li>• To move Robot along a route (writing algorithms)</li> <li>• Beebot Programing Challenges (record an algorithm and program the bee-bot</li> <li>• To plan a simple program for my robot</li> </ul> </p> <p>SMSC: • Explore interest and foster curiosity</p>  | <p><b>Religious Education – Christianity</b></p> <p>Big question: What does it mean to be a Muslim?</p> <p>Weekly questions:</p> <p>What do we know about Islam and what do we want to know? Why Is the Qur'an special to Muslims?<br/> What do stories teach us about Muslim beliefs?<br/> How are Muslim babies welcomed into the world?<br/> How, why and to whom do Muslims pray?<br/> What does it mean to be a Muslim? Assessment lesson.</p> <p>SMSC: • Engagement in cultural experiences<br/> Useful website: <a href="#">BBC Bitesize</a></p>  | <p><b>Science -Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• To name different materials</li> <li>• To tell the difference between an object and the materials it is made from.</li> <li>• To describe the properties of everyday materials</li> <li>• To identify which materials have certain properties</li> <li>• To test different materials. (experiment)</li> <li>• To sort objects by their properties</li> <li>• </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?</p> <p><b>SMSC:</b> develop a sense of awe and wonder develop enjoyment and fascination for learning</p> <p>Some helpful websites:<br/> <a href="#">BBC Bitesize</a> <a href="#">The School Run</a> <a href="#">Crickweb</a> <a href="#">Woodlands</a></p>   | <p><b>History – The First Flight</b></p> <ul style="list-style-type: none"> <li>• To know what a significant person is</li> <li>• To investigate how transport and travel has changed over time</li> <li>• To investigate Early Flight</li> <li>• To learn about the Wright brothers</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: Texture and Collage Artist: Henri Matisse</b></p> <ul style="list-style-type: none"> <li>• To understand what texture is</li> <li>• To know who Henri Matisse is and the type of collage he created.</li> <li>• To explore how texture was used by Henri Matisse in 'The Snail (Collages by tearing inspired by 'The Snail')</li> <li>• To make a collage using cutting (Cutting inspired by 'Panel with Mask' and 'The Sheaf').</li> <li>• To make my own collage inspired by the work of Henri Matisse</li> </ul> <p>SMSC: use of imagination and creativity in their learning</p>   | <p><b>Music</b></p> <p>Singing: Control pitch and accuracy<br/> Listening: Musical Traditions<br/> Composing: Use music technology<br/> Musicianship: Respond to a pulse<br/> Pitch: Use low and high voices</p> <p>SMSC: 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- <a href="#">Mondays and Tuesdays</a></p> <p><b>Health &amp; Fitness:</b> Understanding benefits of fitness and a healthy lifestyle<br/> <b>Yoga:</b> Improve wellbeing by building strength, flexibility and balance<br/> <b>SMSC:</b> Developing confidence and self-esteem<br/> Some suggested websites to help you keep fit:<br/> <a href="#">Cosmic Kids Yoga</a></p>   |   |