

ST John's Highbury Vale Curriculum Newsletter

Year 1 – Summer 2 2022

<p>Mathematics</p> <p>Calculating: Addition and subtraction.</p> <ul style="list-style-type: none"> Missing number problems Subtraction – find the difference and take away. <p>Calculating: Multiplication and division.</p> <ul style="list-style-type: none"> Word problems using arrays, grouping. <p>Measures: Time</p> <ul style="list-style-type: none"> weeks, days, months.- solving problems Half hr and hr <p>SMSC: problem solving developing perseverance</p> <p>Some helpful websites: All aspects of maths: Prodigy; BBC Bitesize Maths Maths Frame For parents: Maths At Home The School Run Multiplication tables: TT Rockstars Top Marks Problem solving & Reasoning: NRICH Games: Cool Maths Games Maths Playground</p>	<p>Writing</p> <p>This half term will using the story <i>Man on the Moon (a day in the life of Bob)</i> by Simon Bartram, 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"> Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far <p>Handwriting:</p> <ul style="list-style-type: none"> Sit correctly at a table holding a pencil comfortably and correctly Begin to form lower case letters in the correct direction, starting and finishing in the right place Form capital letters Understand which letters belong to which handwriting family and to practise these <p>Composition:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re reading what they have written to check it makes sense Discuss what they have written with the teacher or other pupils Read their writing aloud, clearly enough to be heard by their peers and the teacher <p>Grammar</p> <ul style="list-style-type: none"> Using –ing,-ed, -er and –est where no change is needed in the spelling of root words Using the spelling rule for adding –s or -es as the plural marker for nouns and the third person singular marker for verbs Using the prefix –un <p>Some writing outcomes: Writing in role Simple instructions narrativeSMSC: Perseverance, Resilience, Being proud of personal achievements</p> <p>Some helpful websites: Every School BBC Bitesize Super Sentence Stacking Pobble365 Spelling: Spelling Frame Sir Linkalot Oxford Owl</p>	<p>Reading</p> <p>The children will grow in their reading Journey with the story <i>Man on the Moon (a day in the life of Bob)</i> by Simon Bartram</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"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences learning to appreciate rhymes and poems, and to recite some by heart 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 checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them <p>We will continue to work on blending and fluency though the teaching of phonics.</p> <p>SMSC: • Enjoyment and fascination of and for learning Authorfy David Walliams' Elevensies Oxford Owl</p> <p>Comprehension: Read Theory BBC Bitesize</p>	<p>P.S.H.E</p> <p>Summer 2 will focus on 'Changing me. Children will focus on understanding the 'I...' Statements:</p> <ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I understand that every time I learn something new I change a little bit I can tell you about changes that have happened in my life <p>SMSC: willingness to reflect on their experiences Recognising each other's strengths</p>
<p>Computing:</p> <p>Digital Literacy- Online safety and common sense media</p> <ul style="list-style-type: none"> To know how to stay safe online(discussion and short activity) <p>Programming unit B Early coding -</p> <ul style="list-style-type: none"> To show that an algorithm is series of commands can be joined to achieve a given purpose To use logical reasoning to predict what the next step will do To code a sequence of instructions using online software o run and test the code to fix errors To plan, code, test and debug algorithms for a program <p>SMSC: • Explore interest and foster curiosity</p>	<p>Religious Education – Christianity</p> <p>Big question: Christianity Why did Jesus tell stories</p> <p>Weekly questions: Why did Jesus tell stories? What does Jesus teach about caring for people who are lost? What do you think makes a good listener? Why is it important for believers to listen to God? Who is my neighbour? Why did Jesus tell stories? Assessment lesson.</p> <p>SMSC: • Engagement in cultural experiences Useful website: BBC Bitesize</p>	<p>History – The First Flight</p> <ul style="list-style-type: none"> To learn about the Wright brothers To learn about the Wright brothers To know when and where the first flight happened. To order events To learn about Amelia Earhart To learn about Christopher Robinson Clarke. To understand the impact the first fight has had on our lives today. <p>SMSC: develop a sense of awe and wonder develop enjoyment and fascination for learning</p>	
<p>Design and Technology: Mechanisms– Sliders and Levers</p> <ul style="list-style-type: none"> To know what sliders and lever are To explore making sliders and leavers To design a product with sliders and leavers To make a product To evaluate a product <p>SMSC: use of imagination and creativity in their learning</p>	<p>Music</p> <p>Singing: Control pitch and accuracy Listening: Musical Traditions Composing : Recognise how graphic notation can represent sound Musicianship: Respond to a pulse Pitch: Explore percussion sounds</p> <p>SMSC: use of imagination and creativity in their learning</p>	<p>Physical Education</p> <p>Children will participate in 2 P.E sessions per week- Mondays and Tuesdays</p> <p>Athletics: Develop skills required in athletic activities Sending & Receiving: Throwing, catching and striking. Rounders' and Cricket</p> <p>SMSC: Developing confidence and self-esteem Some suggested websites to help you keep fit: Cosmic Kids Yoga</p>	