



Curriculum Information Sheet - Spring Term 1 2021-2022

Year 1 Classes: Dancing Dolphins & Talented Turtles

January 2022

Dear Year 1 parents/carers,

Happy New Year!

Please note that the below information is subject to change based on the children's needs, interests and our daily assessment for learning.

ENGLISH



During this term, our key texts of study will be those of renowned author Julia Donaldson. The children will be reading, reciting, acting and participating in extended writing for the stories they read about in class. They will embark on making predictions of events by examining the front cover of books. They will be involved in activities around consolidating their understanding of the importance of the different parts of a story; the beginning (story opener, setting and characters), middle (problem) and the end (solution).

Children this term will also learn how to change verbs into past tense and how this is related to narration in stories. Character descriptions will also be a key activity in enabling children to study adjectives, especially when up-levelling / editing their writing. Children will continue improving their interviewing technique through hot seating characters whilst recording questions and learning about the question mark itself.

Reading comprehensions are also a focus this term with analysing paragraphs for information. Learning about suffixes and prefixes will take place along with listening to and discussing narratives.



Main key texts: **Gruffalo**, **Gruffalo's Child** and **Cave Baby**

SPAG Information



Using capital letters and full stops in sentence writing.





Using commas to separate adjectives.




Spell by using their phonics knowledge, their knowledge of the high frequency words and common exception words.

Using connectives to join words and clauses.

Understanding how words are joined together make sentences.

	<p>How to write so their sentences that makes sense. Using the prefix un- Using adjectives and adverbs in their writing.</p> <p>To be able to spell:</p> <ul style="list-style-type: none"> • Words using all the basic phonemes taught, up to Phase 5 (see attached homework spelling list for Spring Term) • Year 1 common exception words <p>To understand the terminology: letter, capital letter, word, sentence, comma, speech marks, connectives / conjunctions, adjective, suffix, prefix and full stop.</p> <p>Phonics Re-capping phase 5 and begin to learn split digraphs Teaching reading and writing Common Exception Words (please see the Common Exception Words from the Summer Homework - these are the same as Tricky Words)</p>
<p>MATHS</p> 	<p>We will be ensuring that children can:</p> <p>Place Value</p> <ul style="list-style-type: none"> • Count to 50 forwards and backwards, beginning with 0 or 1, or from any number • Count, read and write numbers from 1-50 • Read and write number 0-20 in words • Identify and represent numbers using objects and pictorial representation • Given a number, identify 1 more or 1 less <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> • Add and subtract one digit and two-digit numbers to 20, including zero • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. <p>The principal focus is to ensure the children become increasingly fluent with whole numbers, including number facts and the concept of place value. Children will develop and apply their knowledge and understanding of number concepts and will develop their reasoning and problem-solving skills.</p>
<p>SCIENCE</p> 	<p>Everyday Materials</p> <ul style="list-style-type: none"> • Identify and name a variety of everyday materials (wood, plastic, glass, metal, water and rock) • How we can recognise different materials • The different properties of materials • What materials are waterproof? Or what materials can be used to make objects • compare and group together a variety of everyday materials based on their simple physical properties <p>Seasons: (Ongoing)</p> <ul style="list-style-type: none"> • Observe changes across the seasons.

	<ul style="list-style-type: none"> • Observe and describe weather associated with the seasons and how day length varies. <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. 	
<p>TOPIC WORK</p> 	<p>This term our topic is: <u>Let's Go on a Safari</u></p> <ul style="list-style-type: none"> • Locating Africa on a map • Exploring the weather and climate of Kenya • Investigating animals in Kenya • Finding out about the people and culture of Kenya • Identifying similarities and differences between Kenya and the U.K. <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> • <i>Locational Knowledge - name and locate the world's seven continents and five oceans</i> 	
<p>ART & DT</p> 	<p style="text-align: center;"><u>ART</u></p> <p>We will be looking at the work of Artists. We will explore the work of Giuseppe Arcimboldo.</p> <ul style="list-style-type: none"> • Key Skills- collage, exploring textures and generating our own ideas 	<p style="text-align: center;"><u>DT</u></p> <p>We will make cross curricular links to Art and focus on Cooking and Nutrition. Children will explore:</p> <ul style="list-style-type: none"> • Using tools safely • Identifying if a food is a fruit or a vegetable • Learning where and how fruits and vegetables grow • Making healthy choices • Describing textures and tastes
<p>PSHE</p> 	<p>For PSHE we will be focussing on: Dreams and Goals</p> <ul style="list-style-type: none"> • Stay motivated when doing something challenging • Keep trying even when it is difficult • Work well with a partner or in a group • Have a positive attitude • Helping others to achieve their goals • Working hard to achieve their own dreams and goals 	

<p>MUSIC</p> 	<p>We will be having Harrow Services come to teach Music with our children.</p> <p>They will be teaching:</p> <p><u>Musicianship 2</u></p> <p>Coordination - dancing and singing games with movement Rhythm skills development - rhythm patterns and word rhythms Rhythm patterns - ta, titi, shh Solfa - SML Handling percussion instruments (the unit is subject to change).</p>	
<p>COMPUTING</p> 	<p>We will go over last half terms topic of Digital Painting</p> <p>Digital Painting: Pupils will explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration from a range of other artists. Conclude by asking them to consider their preferences when painting with, and without, the use of digital devices.</p> <p>We will also begin Digital Writing Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.</p>	
<p>HEALTH & WELLBEING</p> 	<p>Physical Education <u>Gymnastics Activities 1 - Wide, Narrow, Curled</u> Children will investigate movement, stillness, and how to find and use space safely. Children will develop their gross motor skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Meditation Meditation is practised in the morning and halfway through the day to reflect on learning.</p>	<p><u>Yoga</u></p> <p>Continue with skills development.</p> <p>Continue with balance postures.</p> <p>Limited oral breath: focus on nasal breath</p> <p>Develop physical flexibility through challenges.</p>
<p>SPECIALIST SUBJECTS</p>	<p>SANSKRIT</p> <p>Spring 1: Reading & Writing: We will be learning to form and sound the Vowels ऋ, ॠ, e and ai Conversation: We will be learning how to ask questions using How? and Can i? in the target language. Storytime: The Thirsty Crow: We will be</p>	<p>PRE (Philosophy Religion and Ethics)</p> <p>Children will learn about politeness and good manners and how various cultures express respect for others in different ways (i.e., how different people say 'hello' and 'thank you'). Pupils will start exploring types of behaviour associated with respect and</p>

	<p>extending our Vocabulary Bank through Storytime.</p> <p>Scriptural Verse: Bhagavad Gītā Chapter 9 Verse 27- <i>Yat karo ṣhi</i>. We will be developing the pronunciation of the target language through verse recitals.</p> <p>Spring 2: Reading & Writing: We will be learning to form and sounds <i>am</i> and <i>aḥ</i></p> <p>Conversation: We will learn how to ask permission to go somewhere in the target language.</p> <p>Storytime: Rosa goes to the City : We will be extending our Vocabulary</p> <p>Scriptural Verse: Upanishad - Saha Nāvavatu : We will be developing the pronunciation of the target language through verse recitals.</p>	<p>consider how they reflect such behaviour at home and at school, particularly in relationship to 'key others' e.g., parents and teachers. They will also learn to respect their property - their own and other's - beginning to understand that showing and failing to show respect have consequences for our relationships, with others and our environment.</p>
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