



The Abbey CE VA Primary School

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TERMLY CURRICULUM LETTER **SUMMER TERM 2017**

Dear Parents,

YEAR 1 - SUMMARY OF LEARNING INTENTIONS

For your information we have outlined below some of the topics that will be covered this term in Year 1. The following is a summary of the curriculum we will be covering:

English

Fiction Unit-The children read two stories by Simon Bartram, Man on the Moon, Billy's Bucket and Dougal's Deep-Sea Diary. They look at the settings of the two stories, building their vocabulary, and use imaginative role play to explore the characters. They use the stories' structures (a day-in-the-life and a diary) to retell the stories, and write alternative tales about the characters, diary entries, postcards and longer narratives, revising the use of 'and' to join sentences.

Performance Unit- The children are introduced to a traditional tale from ancient India, The Best of Friends. Activities involve selecting words to describe the characters vividly, identifying good storytelling techniques and exploring strategies for remembering a sequence of events. The children then compose and rehearse their own retellings of the story. They perform their retellings in small groups, both to the rest of the class and to a wider audience. Finally, the children evaluate their performances and reflect on their learning.

Poetry Unit- In this unit, the children will explore poems with themes that are engaging and relevant to their own lives and experiences. They enjoy reading a range of poetry and listening to a poem being read by the poet. They respond to the situations described in the poems and consider what they would do and how they might feel. They compare poems, identifying similarities and differences in points of view and feelings. They learn poems by heart, experimenting with sound and movement as they recite and perform their poems. They create a class poem based on a model.

Non-fiction Unit- In this unit, the children explore the Big Question: What's the best job? They read the interactive eBook, finding information and using drama to explore different roles. They explore new vocabulary and create a fact file. They learn how to write a job application, focusing on what they think they are good at, and then read aloud their writing to apply for the job. They answer the Big Question, planning and writing their own instruction text based on a model.

In addition to this the children will continue to take part in guided reading and daily phonics sessions. **As you know, the phonics screening check will take place during the week of the 12th June.**



Mathematics

Before half term

Number and place value- Count on and back in ones to 100. recognise the place value of each digit in a two digit number (tens, ones) Know number properties, including odd and even, use the language of equal to, more than - identify and represent numbers using objects and representations including number lines and arrays. Add and subtract one-digit and two – digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and missing number problems such as $7 = ? - 9$

Mental addition and subtraction- Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions. Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on. Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back. Add any pair of 1-digit numbers using learned number facts. Add several 1-digit numbers. Add or subtract 10 from 2-digit numbers.

Mental multiplication and division- Double numbers to 12 and find related halves. Count in 2s to 20. Count in 10s to 100. Count in 5s to 100.

Geometry, Statistics and measurement- Compare weights using direct comparison. Compare and measure weights using non-standard uniform units. Compare, describe and solve practical problems involving capacities. Directly compare the capacities of two containers by pouring one into the other. Compare and measure the capacities of containers using uniform non-standard units. Read, interpret and begin to create a simple block graph. Read and enter data in tables. Interpret and complete block graphs where 1 block represents 1 item. Recognise and name common 2-D and 3 –D shapes. Describe position, direction and movement, including half, quarter and three quarter turns.

Fractions, ratio and proportion- Understand that a fraction is an equal part of a whole; $1/2$ s and $1/4$ s of shapes. Understand that four $1/4$ s = one whole and two $1/4$ s = $1/2$.

After half term

Number and place value- Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions. Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least. Count on and back in 10s from any number up to 100.

Mental addition and subtraction- Add 1-digit to 2-digit numbers, bridging 10 and using known facts. Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts. Represent and use number bonds and related subtraction facts within 20.

Mental multiplication and division- Understand the link between multiplication and grouping using arrays.

Problem solving, reasoning and algebra- Identify patterns in numbers on a 100 square. Solve one-step problems involving multiplication and division using concrete objects, pictures and arrays with support.

Fractions, ratios and proportions- Find $1/2$ of odd numbers. Recognise, find and name a half as one of the two equal parts of an object, shape or quantity .Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Geometry, statistics and measurement- Tell the time to the nearest hour using analogue and digital clocks. Tell the time to the nearest half hour using analogue and digital clocks. Tell the time to the nearest quarter of an hour using digital and analogue clocks. Recognise and use language relating to date, including days, weeks, months and years. Compare and measure lengths or heights using non-standard uniform units. Read, interpret and begin to create a simple pictogram. Interpret and complete pictograms where 1 symbol represents 1 item. Interpret and complete block graphs where 1 block represents 2 items. Create patterns using 3D shapes to print 2D shapes.

Science

Before Half Term

Growing Plants-In this unit the children will have looked at plants that are growing, prepared tubs for growing, and planted a chitted potato, set up a garden centre in the classroom and planted seeds in pots. They would have observed plants and trees carefully.

After Half Term

Types of animals- In this unit the children will observe and recognise some simple characteristics of animals. They will learn that animals are similar to each other in some ways and different in other ways. They will begin to start grouping animals by the key features of their appearance. **This unit provides an opportunity for children to participate in an offsite visit to a Whipsnade Zoo on 6th July.** The children will observe and recognise some simple characteristics of animals. They will work towards creating a plan of a zoo environment incorporating different types of animals in their design.

Working scientifically, the children will classify animals that are mammals, birds, reptiles, amphibians or fish using simple observable features. They will record data, with help, in charts and tables and use these to answer questions.

Foundation Subjects

Other areas of study will include: Our class topic is '**The Seaside**'. Throughout our topics we aim to create challenging learning opportunities across all areas of the curriculum. This topic will last until the end of the school year and covers, Design and Technology, Art and Design, and History and Geography.

Art and Design and Technology – The children will be designing and making their own wooden spoon puppets and lighthouses. They will explore the effects of using wax and watercolour paints together to create a seaside scene. They will be observing seaside artefacts closely and recreating them using clay. The children will also be given the opportunity to bake scones.

History - We will be looking at seaside holidays in the past. We will be learning about the way in which people travelled to the seaside, the clothes they wore and the activities they took part in. We will then compare these with seaside holidays today.

Geography- The children will be comparing a small coastal area in England to a contrasting coastal area in a non-European country. They will identify human and physical features of a coastal area and creating maps with keys.

R.E. – We will be looking at special books and stories.

Computing- The children will learn to use technology purposefully to start their own research on sea creatures. They will create, organise, store, manipulate and retrieve digital content. They will learn how to use technology safely and respectfully, keeping personal information private.

Music- Explore timbre, structure, tempo, duration and appropriate musical notations. Understand and explore how music is created. Use their voices expressively. Listen to music from different traditions. Play tuned and untuned instruments musically.

What do we expect of you, the parents? You can help and support us by continuing to:

- Regularly check your child's reading diary.
- Listen to your child read each evening (or as often as possible).
- Support your child with his/her weekly spelling homework

Reading books will continue to be changed every Monday, Wednesday and Friday. In addition their phonics book will be changed every Monday. Please ensure that you sign your child's reading record so that we know that the book is ready to be changed. Our class library day has changed to a Tuesday. The children will have the opportunity to choose any book in the school library to take home for the week. Please ensure that books are returned each week in order for your child to be able to select a new one. The children will continue to take spelling homework on a Friday to be returned the following week.

Your child should have his/her PE kit in school every Tuesday and Thursday (including socks and trainers). If your daughter wears tights to school, please ensure she has a pair of socks in her sports kit to wear for PE lessons. It is a statutory requirement that all children must participate in games sessions. If your child does not have their kit on a games day then they will have to participate in the session in their school uniform and school shoes. If your child has a genuine medical reason why they cannot take part in a games session then a note must be provided.

All children are required to wear smart school uniform and school PE kit. **No jewellery may be worn to school, except a wristwatch and a small pair of stud earrings. Loose hair must be tied back and hair accessories should be blue and discrete. Hair gel/ hair colouring or stencil designs, make up and nail varnish are not permitted. If your child wears earrings, you may choose to take them out on PE days.** Otherwise the pair of stud earrings and a watch if worn would be removed for PE lessons.

Who will be working with your children this term?

Mrs Berry will be teaching in Year 1 every day. In addition to this Mrs Berrington will be teaching the class every Thursday afternoon. Mrs Moorhouse will be working with the class as teaching assistant. P.E. coach, Mr Morgan, will be working with the children on a Tuesday. Mrs Price will work with the children for weekly music lessons and singing assembly.

If, at any stage, you have questions or require further clarification relating to any aspect of your child's school activities, in the first instance please come into school and speak with me. I have appreciated your support and assistance so far in this year and I am confident that you will continue to work with us to ensure that your child has a happy and successful term.

I look forward to seeing you at our class assembly on Wednesday 21st June 9-9.30am.

Kind regards,

H. J. Berry

Mrs Berry
Year 1 Class Teacher