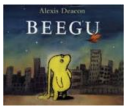


Year 1:
Out of this World
Spring 1

Dates to remember:

January 6th – School opens

January 8th – "Out of this world" curriculum hook day. Children are invited to come dressed as aliens, explorers, astronauts, wear space pyjamas or just come to school in their own clothes, as we hope the day will be "Out of this world!"

Please do not buy anything special for this day.

February 6th – Islam workshop

February 11th – Safer Internet Day

February 13th – Year 1 curriculum assembly

Home Learning

Reading: This is a brilliant way to support your child at home. Please continue to read with your child at least three times a week, for around 10-15 mins per day, and record this in their reading diary. **At the start of the week, the reading books are changed and reading diaries checked by staff. The children win a raffle ticket for every three 'reads' with an adult at home**. These tickets go into a class 'draw' to win a book voucher and have treats in the library - which the children feel very excited about. Your support with reading is greatly appreciated, as it is an amazing gateway to learning and independence – as well as a brilliant activity for building confidence with, and enjoyment for, books.

Spelling: Year 1 are expected to spell all common exception words for their year group. We have listed the focus words for this half term below.

Each half term, we will send home our maths learning journey along with suggested activities for you to do with your child at home. Additionally, we will provide our phonics learning and ask for your support in helping your child practice their phonics sounds to prepare for the phonics screening in June.

Library day: 1S and 1P Thursday

PE days: 1S and 1P Wednesday and Friday

PE days – come dressed in PE kits. Please label PE jumpers and jackets with child's name and class.

Outdoor Learning Days:

1S – Thursday 9th Jan, Thursday 30th Jan

1P – Friday 10th Jan, Friday 31st Jan

We hope you had a fantastic and restful Christmas break. We are looking forward to continuing our space journey and developing our growing knowledge further. The team have been really impressed by the children's enthusiasm and growing independence. We are excited for the half term ahead!

Teachers:

1S – Miss Pawson

1P – Mrs Smalley

Support staff:

Miss Watson and Mrs Browne

Personal Development

Assembly themes -

British Values: Rule of Law

Roots of Learning: Aiming High

PSHE - Dreams and Goals

We will think about setting goals for ourselves to achieve our dreams. The children will explore how they can meet goals independently and as a team.

PE - In dance, the unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.

In racket skills lessons, the focus of the learning will be for pupils to develop their ability to keep a ball under control using a racket. Pupils will also explore and develop their hitting (pushing) skills using a ball and a racket accurately. Pupils will apply their understanding of accuracy and space in a variety of games.

Pupils will develop life skills such as fairness and empathy as they listen to others and work collaboratively together. Pupils will apply life skills such as self-belief and integrity as they strive to improve their own performance, even if they find it challenging.

Our World

History

Who was Alexander Graham Bell and what were his achievements?

How has communication changed within our grandparents' lifetimes?

RE

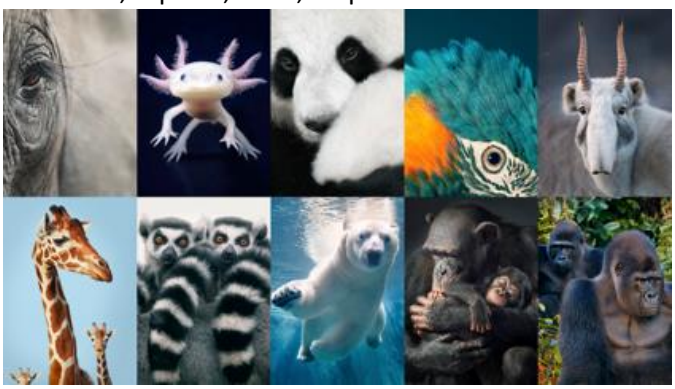
The pupils will learn about what it means to belong to a church or mosque. They will learn what they might see in a mosque or church building, and what the people do when they go there. They will begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. They will learn that churches and mosques are special places for the people who go there.

STEM

Science

Seasonal Change and Animals

Children will start off the half term observing the seasonal change from Autumn to Winter. We will enjoy a wintery walk and take temperature measurements to investigate. Next, we'll move on to exploring the many species of animals and how to group them into mammals, reptiles, birds, amphibians and fish.



Computing

Lego builders and maze explorers! Following and creating simple instructions on the computer. Children know that correcting errors in an algorithm or program is called 'debugging'. To understand how to create and debug a set of instructions (algorithm).

Maths

This half term, the children will continue with place value, securing number knowledge to 20 and gaining a deep of understanding of number through counting, sorting, representing and comparing numbers and their value. Students will then follow on from this work by completing some addition and subtraction work within 20. Objectives will be covered through maths lessons and continuous provision activities.

Language and Communication

Speaking and Listening

Daily life in a school requires careful listening to fully participate, and make progress, in learning. The children are encouraged to speak clearly, confidently and in grammatically coherent sentences, so that they are correctly understood by others. We also actively encourage discussion and debate. This includes listening carefully to the ideas, thoughts and views of others, and then either agreeing or politely challenging them with our own thoughts, ideas and opinions.

Writing

This half term, we will be studying poetry through 'The Space Counting Rhyme' by Paul Cookson. We will go on to create our own poetry, which will include the addition of the suffix 'ing' to verbs (e.g. burning, blasting, etc). We will then move on to learning about diary writing through a lovely book called 'Beegu' by Alexis Deacon. The journey will begin with a 'hook event'. This may be some CCTV footage of a space ship landing in our playground and will lead us to question "Who is Beegu and where did she come from?" This is all age appropriate and is planned to engage and excite the children. But, if your child expresses concerned about this, please feel free to explain it is imaginary. During this English journey, the children will learn to add the suffix 'ed' to the end of verbs, to change them into past tense actions.

Reading

All individual and group reading books in Year 1 match the pupils' phonic knowledge, ensuring all words can be decoded and read fluently. All pupils take part in group reading three times a week, working on fluency, prosody and comprehension.

Spelling

See Home Learning section

Arts

Art

This half term Art will study the artist Paul Klee and work in his geometric style. The children will learn and use the 7 colours of the spectrum to fill shapes using different media.

Music

The children will be exploring vocal and body sounds through a theme of "Under the Sea". They will be able to imitate ocean sounds while building on a variety of musicals skills such as tempo, timbre, dynamics, pitch and rhythm.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	the a do to today of said	says are were was is his has	I you your they be he me	she we no go so by my here	there where love come some one once as	friend school put push pull full house our

Grow the code grapheme mat **Phase 2, 3 and 5**

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

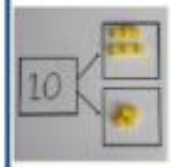
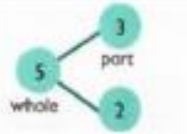
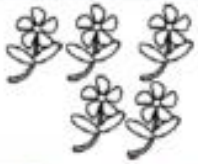
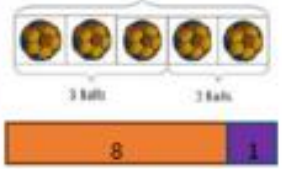
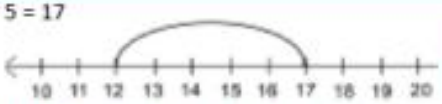
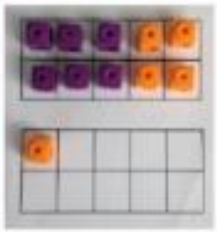
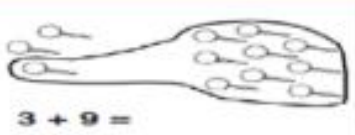
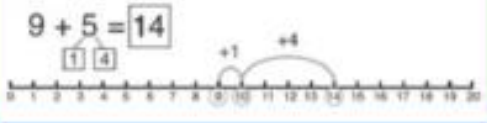
Grow the code grapheme mat Phase 2, 3 and 5

					yoo		
ai ay a a-e eigh aigh ey ea	ee ea e e-e ie y ey	igh ie i i-e y	oa o o-e ou oe ow	 ue u-e ew ou ui	ue u u-e ew	**oo** u* oul	ar a* al*
						zh su si	
or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear		

*depending on regional accent

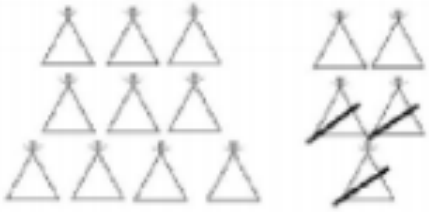
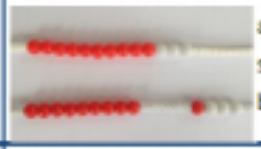
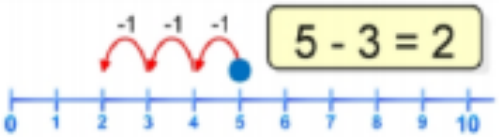
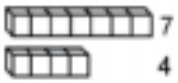
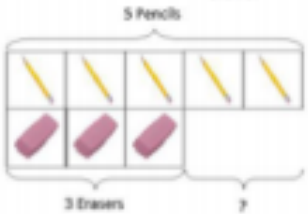
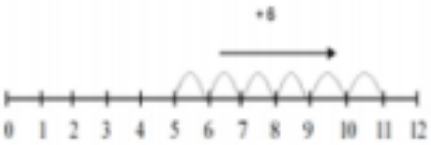
Y1 ADDITION

Sandal Primary School & Nursery

Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part- whole model	   Use part part whole model. Use cubes to add two numbers together as a group or in a bar. 	   Use pictures to add two numbers together as a group or in a bar.	$4 + 3 = 7$  $10 = 6 + 4$ Use the part-part whole diagram as shown above to move into the abstract.
Starting at the bigger number and counting on	 Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	12 + 5 = 17  Start at the larger number on the number line and count on in ones or in one jump to find the answer.	5 + 12 = 17 Place the larger number in your head and count on the smaller number to find your answer.
Regrouping to make 10. *This is an essential skill for column addition later.*	 6 + 5 = 11  Start with the bigger number and use the smaller number to make 10. Use ten frames.	 Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10. 	7 + 4= 11 If I am at seven, how many more do I need to make 10. How many more do I add on now?
Represent & use number bonds and related subtraction facts within 20	 2 more than 5.	 	Emphasis should be on the language *'1 more than 5 is equal to 6.'* *'2 more than 5 is 7.'* *'8 is 3 more than 5.'*

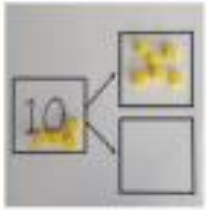
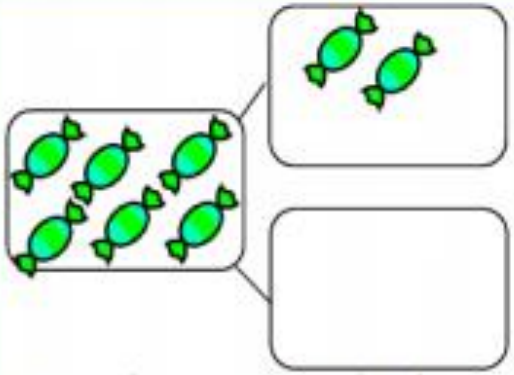
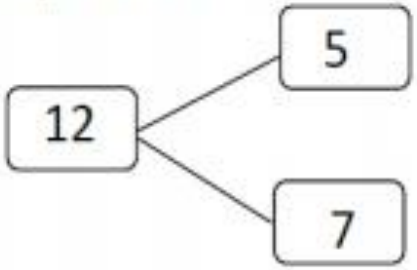
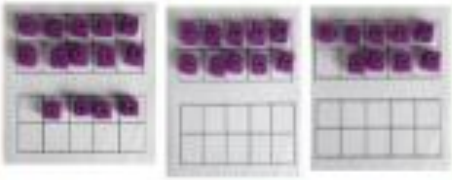
Y1 SUBTRACTION

Sandal Primary School & Nursery

Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones.	Use physical objects, counters , cubes etc to show how objects can be taken away.  6—4 = 2  4—2 = 2	 15 – 3 = 12 Cross out drawn objects to show what has been taken away.	7—4 = 3 16—9 = 7
Counting back	 Move objects away from the group, counting backwards.  Move the beads along the bead string as you count backwards.	 Count back in ones using a number line.	Put 13 in your head, count back 4. What number are you at?
Find the Difference	Compare objects and amounts  'Seven is 3 more than four' 'I am 2 years older than my sister'  Lay objects to represent bar model.	Count on using a number line to find the difference. 	Hannah has12 sweets and her sister has 5. How many more does Hannah have than her sister.?

Y1 SUBTRACTION

Sandal Primary School & Nursery

Strategy			
Represent and use number bonds and related subtraction facts within 20 Part Part Whole model	 Link to addition. Use PPW model to model the inverse. If 10 is the whole and 6 is one of the arts, what s the other part? 10—6 = 4	 Use pictorial representations to show the part.	Move to using numbers within the part whole model. 
Make 10	14—9  Make 14 on the ten frame. Take 4 away to make ten, then take one more away so that you have taken 5.	13—7  Jump back 3 first, then another 4. Use ten as the stopping point.	16—8 How many do we take off first to get to 10? How many left to take off?
Bar model	 5—2 = 3		 10 = 8 + 2 10 = 2 + 8 10—2 = 8 10—8 = 2