

Year 1J Termly Curriculum Plan for Parents – Summer 2017

Religious Education	<p>Easter – children will learn about the story of Jesus’ resurrection, discuss how people responded to it and think about whether they would have believed. They will also focus on St. Peter and how he continued to do God’s work afterwards.</p> <p>Pentecost – children will look at what happened on Pentecost Day and the effect it has on us today.</p> <p>Sharing Jesus’ Life – Children will learn the stories of the call of the disciples and some information about them, which shows how the disciples shared in the life and work of Jesus. They will be able to identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people’s lives.</p> <p>Following Jesus Today – Children will understand that they belong to the Church through Baptism and that this means being part of God’s family and a follower of Jesus. They will be able to describe signs of their belonging to the Church and ways in which they, and other members of the Church, follow Jesus and celebrate his life.</p>
Maths Skills	<ul style="list-style-type: none"> • Read and write numbers from 1 to 20 in words. • Identify one more and one less than a given number. • Identify 10 more and 10 less than a given number. • Add and subtract one digit and two digit numbers beyond 20 using a number square. • Add and subtract two digit numbers and one digit numbers in their head. • Solve addition and subtraction problems (for 1 and 2 digit numbers). • Solve missing number problems. ($7 + \underline{\quad} = 12$) • Know number bonds to 10 and then 20 and related subtraction facts. • Count in steps of 2, 5 and 10. • Recognise the place value of each digit in a two-digit number (tens and units). • Group objects when multiplying • Begin to know the two times table • Share objects when dividing. • Solve 1 step multiplication and division problems • Recognise and name common 3D and 2D shapes and know some of their properties. • Sort 2D and 3D shapes by their properties. • Solve money problems involving totals and change. • Measure, compare and describe the mass and capacity of objects. • Tell the time to the hour, $\frac{1}{2}$ hour and $\frac{1}{4}$ past. • Describe position, direction and movement including turns.
English Skills	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Continue with daily phonics lessons to aid reading and recognition of the sounds. • Continue to apply phonics skills as the route to read words. • Read with pace and fluency • Re-read books, sounding out unfamiliar words to build up their fluency and confidence in word reading and re-tell some familiar stories. • Predict what might happen next in a text and answer questions about what has already happened. • Name and recognise the letters of the alphabet. • Read words with -es, -s, -ing, -ed, -er, -est endings. • Read words with contractions (I’m, I’ll) • Checking that the text makes sense as they are reading it. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Correct formation of all the letters, finishing and starting in the correct place including capital letters. • Plan their writing by talking about it first. • Sequence sentences to form short narratives. • Use sentence punctuation accurately. • Use adjectives to add detail. • Use the correct tenses. • Join sentences with connectives and conjunctions • Read over their work to check for mistakes. • Self assess their work against success criteria. <p><u>Spelling, Punctuation and Grammar</u></p> <ul style="list-style-type: none"> • Continue to use capital letters and full stops and begin to punctuate with questions marks and exclamation marks. • Understanding singular and plural words • Using connectives • Plurals and suffixes (-es, -s, un-, -ing, -ed, -er) <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Take part in drama and role-play. • Listen to and discuss a range of fiction, non-fiction and poetry texts. • Recount experiences. • Give well structured answers. • Ask relevant questions to extend their knowledge and understanding.

<p>Homework</p>	<p>Monday: <u>Maths and Spelling</u> (to be returned on <u>Thursday</u> so spellings can be done each night)</p> <p>Tuesday: <u>Reading book</u> (to be returned the <u>following day</u> please so that books can be changed if necessary).</p> <p>Friday: <u>Reading book and phonics homework</u> (to be returned on <u>Monday</u>)</p> <p>Please ensure that spellings are practised each night. Spellings will be tested on a <u>Friday</u>.</p> <p>Please be aware that the children's reading books may not be changed each time; this is due to curriculum guidelines that children should re-read texts to aid fluency and expression and re-read for understanding and comprehension. A selection of questions and tasks to enable the children to build comprehension and word reading skills are listed below:</p> <p>What is the story about? Retell the story. Can you find any words with ____ sound? (e.g. words with the <u>ay</u> sound) Do you see a word within a word? What kind of text is it? What are the features of this text? (e.g. contents page) Where and when did the story take place? Who are the main characters? What do you think the character is thinking and feeling? Which text did you enjoy the most? Why do you prefer it? Can you find the headings and sub-headings? How many different types of punctuation can you see on the page? Why have they been used? Why did the author choose this title for the text? Can you think of an alternative one?</p>
<p>Topic Work</p>	<ul style="list-style-type: none"> • Seasonal Changes. • Scientific Investigations. • Algorithms and giving instructions to Bee Bots. • E-Safety • Seaside holidays (present and past). • Drawing and painting techniques. • Design, make and evaluate a pizza. • Making Fruit salad and food safety. • Map work and compass work • Athletics • Tennis and Football • UNICEF rights will be covered throughout the term. <p>P.E lessons are on <u>Monday and Thursday</u>.</p>
<p>How you can help your child</p>	<ul style="list-style-type: none"> • Continue to read to your child, with your child and listen to her/him read to you. Your comments in the reading record book are welcome and will be acknowledged. • Please return reading books when asked in order to ensure that we can hear your child read regularly in school and so they can be checked and changed. • Please encourage your child to practise their spellings every night. • Please ensure that your child has 3 folders, a full P.E. kit that is in school every day, including named P.E. socks, and that any water your child brings into school is in a bottle with a sports cap. • Please encourage your child to write prayers at home and bring them in for our Class Prayer Book. <p><u>Please make sure that all belongings are named.</u></p> <p>Thank you for your support. Miss Rudd and Mrs Reeves</p>