



# Spring Curriculum Newsletter Year 1

## Key Dates and Important messages

- PE Days **Fiji** class Monday & Tuesday: **Australia** class Tuesday and Thursday and **Tonga** class Tuesday & Thursday
- Year 1 Library: Every Friday

## Talk for writing

During this half term, children will be looking at the story *Handa's Surprise* and *Handa's Hen* by Eileen Browne. They will be learning to recite the story in order to then use new sentence structures in their own writing. Our children will be looking at what makes a story interesting and enjoyable, and compiling a 'toolkit' of good features. They will be using their toolkits to take ownership over making their writing the best it can be. They will develop their vocabulary and understanding of a range of language and sentence structures, always focusing on capital letters and full stops. There will also be a focus on conjunctions such as 'and' and 'but' as well as adjectives.

## How you can help

- Discuss the children's day with them, and ask them to share their new story with you.
- Whenever our children write, focus on writing in full sentences using capital letters and full stops and using their phonics knowledge to spell unfamiliar words.
- When reading with them, point out key focus areas: past and present tense, adjectives, and conjunctions.

## Maths Mastery

We will be using the Maths Mastery programme in Year 1. Over the course of the term, we will be covering a variety of topics. We will be looking at time, calculation strategies, numbers to 50, and addition and subtraction within 20. They will be encouraged to speak in full sentences using mathematical vocabulary.

## How you can help

- Encourage your child to read the time to o'clock and half-past. Ask them questions about "what time it will be an hour/half an hour before/after"
- Practise number bonds within 10 as often as possible.
- Ask children to count forwards and backwards to and from 50. Encourage them to read and write number to 50.
- Discuss 'fact families' with the children for number bonds to 20. E.g.  $15 + 5 = 20$  so  $5 + 15 = 20$ . Therefore,  $20 - 5 = 15$  and  $20 - 15 = 5$
- Please encourage our children to use Mathematics daily.

## PSHE

We have started a new and exciting mindful approach to teaching PHSE this term. Our first unit for this term will be focusing on dreams and goals. For this unit children will be identifying ways of staying motivated during challenging tasks and establishing positive strategies to work when in groups. The second unit looks at being healthier and children will be learning about the importance of being healthy and what they can do to become healthier. This unit also encourages children to think about how to stay safe.

## How you can help

- Encourage children to wash their hands using soap correctly.
- Discuss making healthier choices when you are shopping.
- When crossing the road talk to children about what they should look out for.

## Enquiry curriculum:

### How does design change the way things move?

As part of our Enquiry learning, the children will be finding out the answers to 'How does design change the way things move?' They will be looking at transport in the past and present and compare how it has changed. They will be making scientific links by experimenting with paper aeroplanes and thinking about which design travels furthest. They will be investigating objects which float and sink to help them design boats to carry toy people. They will also be looking at the materials which are used in different transports and thinking about why those materials are suitable.

As part of our enquiry unit, we will be visiting the Transport Museum where the children will be able to see how transport have changed and how it is still different around the world.

Our children will use what they have learnt to make model of a form of transport of their choice.

## How you can help

- Talk to your child about different transports; including forms of transports around the world and forms of transport from the past.
- Discuss with your child how transport has changed from when you were their age.
- Go to the library or use the internet to research how different types of

# Our school development priorities

## Reading

This year we are continuing to focus on reading, ensuring our children are the best readers they can be. As you know, reading is a vital skill for our children to develop and it ensures their success in all other areas of the curriculum. This term we are focusing on developing children's fluency and confidence in reading. They will read a range of challenging texts and will have opportunities to enjoy reading and share their favourite books. We are developing children's confidence through drama and discussion, encouraging them to share their views and opinions. At home, your child should be reading every day. If they find reading difficult, you can encourage them to use their Fred talk to sound out words. Children benefit from having good reading models, so if you are able to read aloud to your child it will benefit their reading skills. It is useful to question your child about what they are reading. If you would like more guidance on this, talk to your child's teacher and refer to the reading list which has been sent home. We are also encouraging children to explore different books and enjoy their reading. Take some time to visit the library and explore different texts, such as non-fiction, novels, picture books, graphic novels and magazines.



## Health and well-being

We are delighted to be using the PSHE Jigsaw programme. Jigsaw, the mindful approach to PSHE, it encompasses all of the areas of Personal, Social, Health Education, with particular emphasis on emotional literacy, mental health, SMSC and spiritual development.

With mindfulness philosophy and practice woven throughout, Jigsaw is a unique, progressive and effective PSHE scheme of work. Jigsaw is addressing the needs for today, Designed as a whole-school approach, Jigsaw aims to equip children for life, helping them really know and value who they are and how they relate to other people in this ever-changing world. This completely mirrors our school vision, values and ethos. The unit we are working on this half term is 'Dreams and Goals'. We talk to children about their mental well-being in school and have worry boxes for them to share their anxieties or concerns with their teachers. To help your children at home, encourage your children to share what they did at school, any concerns they had or things they are excited about.

## Problem solving

In addition to their normal Maths lessons, the children have a Maths Meeting, in which we share and recap previous learning, practise and refine skills which have already been taught. This daily revisit enables the mathematical concepts to become embedded in children's long term memory. Children also spend every day in school going over some of their times tables. Times tables are something which will be remembered if you practise daily. You can do this through games, reciting, different computer apps or songs such as Percy Parker.

To enable your children to become problem solvers, why not give them real-life problems to solve where they can practise and apply their maths learning. For example, ask them to work out how many minutes or hours before the bus arrives, how much change will be given in the shop, or how many ingredients you need if you double the quantity.

You can find a range of problem solving activities on <http://uk.mathletics.com/>.

