

Year 1 Curriculum Newsletter



Term 6

Dear Parents and Carers,

Our final term in Year 1- we can barely believe it. Your children have come so far- and we are excited to celebrate this final term with them.

Your child will be completing the year 1 phonics screening test over the course of a week. It will just be a normal activity to them so they probably won't even notice!

The Year One Team

What is happening this term?

For whole school events please see the whole school dojo. Here are some additional things happening in Sea Turtles and Penguins:

Phonics screening: w/b 10th June

Wednesday 3rd July: Gulliver's trip




Tuesday 18th June (PM): Sports Day



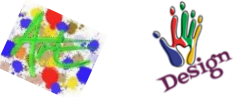
Transition Day





The Value that we are focusing on this term is:

Ambition

Key Learning

Subject and Topic	Overview	Key knowledge
English 	Reading 	To draw on knowledge of vocabulary to understand texts (VOCABULARY) To identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (EXPLAIN) To identify and explain the sequence of events in texts (SEQUENCE)
	Writing 	Poetry To write a poem about fruit using senses vocabulary in a shape and join with others to make a 'fruit salad' poetry sequence. writing 'Goldilocks and just one bear' To write a new version of the story with a new character or new setting

	<p>Phonics</p>	<p>Continuing with alternative pronunciations of phase 5 sounds</p> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p>												
<p>Mathematics</p> 	<p>Place value within 100</p> <p>Money</p> <p>Time</p>	<p><u>Key Knowledge</u></p> <p>To count to 100</p> <p>To partition numbers into 10's and 1's</p> <p>To understand the number line to 100</p> <p>To understand 1 more/1 less</p> <p>To compare numbers with the same number of 10's</p> <p>To compare any two numbers</p> <p>To recognise coins</p> <p>To recognise notes</p> <p>To count coins</p> <p>To know days of the week</p> <p>To know months of the year</p> <p>To know hours, minutes, seconds</p> <p>To tell the time to the hour</p> <p>To tell the time to half hour</p> <p><u>Key Vocabulary</u></p> <p>Minutes hours seconds clock face hand week months coins notes tens ones greater than less than</p> <p>Equal more less</p>												
<p>Science</p> 	<p>Plants</p> <p>In this unit we will look carefully at lots of different plants in our local environment, naming, labelling and making observations.</p>	<p><u>Key Knowledge</u></p> <p>To explain what a plant is.</p> <p>To identify and name a range of common wild and garden plants.</p> <p>To name the petals, fruit, flower stem, leaf, bulb, , seed, and root of a plant and branch trunk and roots of a tree.</p> <p>To explain the difference between deciduous and evergreen trees.</p> <p>To name the trunk, branches and root of a tree.</p> <p>To represent parts of different plants in diagrams.</p> <p><u>Key Vocabulary</u></p> <table border="0"> <tr> <td>Deciduous</td> <td>Evergreen</td> <td>Plant</td> <td>Tree</td> </tr> <tr> <td>Petal</td> <td>Flower</td> <td>Stem</td> <td>Root</td> </tr> <tr> <td>Fruit</td> <td>Leaves</td> <td>Trunk</td> <td>Branch</td> </tr> </table>	Deciduous	Evergreen	Plant	Tree	Petal	Flower	Stem	Root	Fruit	Leaves	Trunk	Branch
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<p>Art and Design</p> 	<p>Moving Pictures</p>	<p><u>Key Knowledge</u></p> <p>To be able to create a sliding mechanism</p> <p>To be able to sue levers to create a moving mechanism</p> <p>To investigate and create wheel mechanisms</p> <p>To design a picture with a moving mechanism</p> <p>To make a moving picture based on design</p> <p>To be able to evaluate design</p> <p><u>Key Vocabulary</u></p> <p>Mechanism design evaluate sliding levers</p>												

<p>Computing</p> 	<p>Privacy and security Programming toys</p>	<p><u>Key Knowledge</u> To say what an algorithm To why it is important to be precise when writing an algorithm To say why it is important to precise when writing an algorithm To check their work for mistakes To program a Bee-Bot using the arrow buttons To start their programming sequence again if they need to To check their work for mistakes to debug a program. To plan and check an algorithm</p> <p><u>Key Vocabulary</u> Algorithm debug arrow forwards backwards Sequence programming</p>
<p>History</p> 	<p>Inspirational people</p>	<p><u>Key Knowledge</u> To know the key events of Sir Walter Tull To recount some important facts about that time period To understand why his life was significant</p> <p><u>Key vocabulary</u> Dates Now Past Present Then War Officer World War II</p>
<p>Music</p> 	<p>Unit 6 reflect, rewind and play</p>	<p><u>Key knowledge</u> To recognise the pulse, pitch and rhythm of a song. To be able to appraise a piece of music To begin to be able to read simple musical notations</p> <p><u>Key vocabulary</u> Appraise, melody, rhythm, pulse, pitch, compose, perform</p>
<p>Personal Social Health and Relationship Education</p> 	<p>Road Safety Steeping Stones to Road Safety Be Bright Be seen</p>	<p><u>Key Knowledge</u> Stop, Look, Listen and Think Pedestrians walk on the pavement and vehicles travel on the road Walk safely with a grown up Hold hands walking near the road Be bright and seen How to help others see me in the dark Ride safely</p> <p><u>Key vocabulary</u> Pedestrian pavement vehicles bright reflective Safe unsafe</p>
<p>Physical Education</p>	<p>Real PE unit 5 Sending and receiving equipment</p>	<p><u>Key Knowledge</u> To know that I will be out of breath when I take part in some physical activities. To know that physical exercise is good for my health. To know that I can improve by fitness through practice</p>



Key Vocabulary

Personal best, tactic, control, co-ordination, speed, agility, send, receive, catch

Religious Education



Family and Family celebrations

Key Knowledge

To know where I belong
To know where I belong
To know what people do when they belong to different faith communities
To know how ideas of family and communities reflected in our own lives

Key vocabulary

Faith community belonging