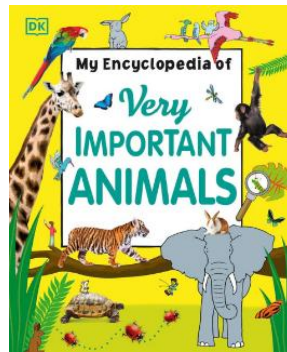
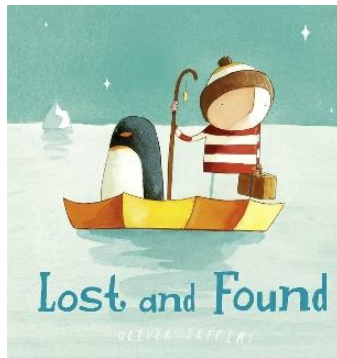


Year 1 Term 5 Curriculum Plan for Parents

The information below outlines the areas we will be working on this term in each of the curriculum subjects.

Writing:

This term our key texts are "Lost and Found" by Oliver Jeffers and "My Encyclopedia of Very Important Animals" by DK.



Using these texts, we will be focusing on:

- Using a question mark at the end of a question.
- Writing question words.
- Making a prediction based on what has been read so far.
- Using a comma to separate adjectives.
- Using adjectives to describe.
- Ordering key events from a story.
- Writing instructional sentences.
- Using time connectives.
- Creating a non-chronological report.
- Using headings and subheadings.
- Recognising the features of a non-fiction text.
- Listening to and discussing information books.
- Editing and improving our work.
- Writing our own non-fiction book.
- Writing words that contain the 40 phonemes already taught.
- Leaving spaces between words.
- Using capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Using capital letters for names of people and the personal pronoun 'I'.
- Saying out loud what we are going to write.
- Re-reading what we have written to check it makes sense.
- Discussing what we have written with a friend or the teacher.
- Reading aloud their writing clearly enough to be heard by their peers and the teacher.

Maths:

Multiplication and Division

The first block of teaching will focus on Multiplication and Division:

- Counting in 2's, 5's and 10's.
- Recognising equal groups.
- Adding equal groups.
- Making arrays.
- Making doubles.
- Making equal groups by grouping.
- Making equal groups by sharing.

Fractions

The second block of teaching will focus on Fractions:

- Recognising half of an object or shape.
- Finding half of an object or shape.
- Finding half of a quantity.
- Recognising a quarter of an object or shape.
- Finding a quarter of an object or shape.
- Finding a quarter of a quantity.

Science:

In Science we will be looking at '**Plants: Introduction to plants**' with a focus on:

- Identifying plants and their features.
- Naming the parts of a plant.
- Recalling some of the roles that flowering plant parts have.
- Discovering and naming wild and garden plants.
- Identifying and naming deciduous and evergreen trees.
- Identifying similarities and differences between deciduous and evergreen leaves.
- Recalling that seeds and bulbs come from plants.
- Recognising that seeds need water for growth.
- Raising questions about plants and responding to suggestions on how to set up an investigation to answer a question.
- Using a magnifying glass to observe the different parts of flowering plants.
- Drawing and labelling a diagram of a flowering plant.
- Sorting plants into groups based on specific criteria.
- Identifying which plant parts can be eaten.
- Recognising that scientific research into plants leads to important discoveries.

Design and Technology:

Our Design and Technology topic this term is called '**Cooking and nutrition: Smoothies**' and we will be:

- Describing fruits and vegetables and explaining how to identify fruits.
- Naming a range of places that fruits and vegetables grow.
- Describing basic characteristics of fruit and vegetables.
- Preparing fruits and vegetables to make a smoothie.

History:

Our History topic this term is called '**How explorers changed the world**' and we will be:

- Explaining what explorers do.
- Recognising the achievements of different explorers.
- Using photographs to find out about the past.
- Recognising changes and similarities (continuities) over time.
- Describing the significance of some people and events within history.
- Naming equipment or transport an explorer would need.
- Sequencing four photographs from different periods of time.
- Naming important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).
- Identifying where they travelled and writing a sentence about the achievements of one explorer.
- Selecting the most important events in a historical story.
- Sequencing events on a timeline and using this to retell the story.
- Making inferences about what a person in an image could be saying and asking questions to further their understanding.
- Recalling information about past and present exploration.
- Understanding events in relation to the present day and comparing how exploration has changed over time.

Religious Education

This term will be exploring the question: '**What does it mean to belong to a faith community?**' (Christianity Focus) and we will be:

- Recognising that some people belong to different religions and some people are not part of religious communities, but everyone has their own views on the world.
- Recognising that in Christianity there are symbols that show 'belonging' e.g. cross, candle, fish/ichthus.
- Discussing that Christians believe that infant baptism is a way of showing that everyone is valuable.
- Recognising that at a baptism Holy water is poured on a baby's head as a symbol of new life.
- Recognising that at a baptism oil is put on a baby's chest as a symbol of strength.
- Recognising that in a Christian wedding ceremony rings are exchanged to show that the couple belong to each other and promises are made.

Computing:

In Term 5 we will be looking at '**Creating media- digital writing**' and we will be:

- Exploring the functions of a keyboard.
- Using a keyboard to create text.
- Adding and removing text to add detail.
- Exploring the toolbar and its functions.
- Making changes to text by using the 'delete'/'backspace' key.
- Exploring different choices within a text program (bold, italics, size and colour)
- Comparing typing on a computer to writing on paper.

PSHE:

Our PSHE topic this term is called '**Difference and Diversity**' and we will be:

- Recognising ways we are the same as, and different to, other people.
- Identifying that everyone has different strengths.
- Recognising that there are different types of families.
- Identifying common features of family life.
- Exploring different families and different family members.
- We will be reading the books 'Family Book' by Todd Parr and 'Same, Same but Different' by Jenny Sue Kostecki-Shaw.
- Exploring our own families and who is in our family.
- Identifying the people who love and care for us.
- Discussing the strengths/interests someone might need to do different jobs.
- Exploring the different roles within our community (firefighter, police officer, ambulance service) and what skills and qualities the people need.
- Recognising how to treat themselves and others with respect.
- Recognising what makes them special.
- Celebrating the ways in which we are all unique.

In Music we will be:

- Listening and Appraising the song 'Your Imagination' by Joanna Mangona and Pete Readman, 'Supercalifragilisticexpialidocious' from Mary Poppins, 'Pure Imagination' from Willy Wonka & The Chocolate Factory soundtrack, 'Daydream Believer' by The Monkees, 'Rainbow Connection' from The Muppet Movie, and 'A Whole New World' from Aladdin.
- Finding the pulse.
- Listening to the rhythm and clapping back.
- Copying back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.
- Learning about voices, singing notes of different pitches (high and low).
- Learning that they can make different types of sounds with our voices - rapping or saying words in rhythm.
- Treating instruments carefully and with respect.
- Playing a tuned instrumental part with the song they perform.
- Performing as a class.
- Recording the performance and saying how we feel about it.

In PE our focus will be learning to:

Physical Skills: Control Movement

- Move confidently in different ways.
- Perform a single skill or movement with some control.
- Perform a small range of skills and link two movements together.
- Keep our eyes focused on the ball.
- Use footwork to move in line with the ball when receiving.
- Lean forward to help move quickly.

Fundamental Movement Skills:

Co-ordination: Sending and Receiving

- Send with good accuracy and weight.
- Adopt a good 'ready position' (weight on balls of feet, wide base) to receive.
- Collect the ball safely.

- Use backswing and follow through when receiving the ball.
- Keep our eyes focused on the ball.

Agility: Reaction and Response

- React and move quickly.
- Catch the ball consistently.
- Push off hard with our feet.
- Keep our head steady and watch the ball
- Move our feet to get to the ball (rather than stretching) when catching the ball.

In preparation for the Phonics Screening Check we will be sending home a practise phonics screening check as homework each week throughout the term. Please complete the screening check by marking whether your child has read the words correctly or incorrectly and return the homework to your child's class teacher. This will help identify any gaps in your child's phonics knowledge and allow additional support to be provided in the run up to the Phonics Screening Check.

We will begin to administer the Phonics Screening Check week commencing Monday 9th June. Please could you let your child's class teacher know if your child will be absent during this time. If your child is absent during the check week, we can administer the check to them until Friday 20th June.

We would like to say a huge **welcome** to Miss Gleniecki who is taking over from Mrs Burgon. We look forward to working with you throughout the Summer term!

If you have any queries or need support about the curriculum or anything relating to school, please come and have a chat with your child's class teacher and we will do our best to help.

Thank you for your continued support.

Kind regards,

Miss Alsop, Mrs Metterick and Miss Gliniecki