



# Corsham Primary School

## Parent/Carer Curriculum Newsletter



Year: 1    Class Teachers: Mrs Alexander and Ms Pople








### Spring Term 2024 (04/01/24 – 28/03/24)

The following information will provide you with an overview of the objectives the children will be focusing on this term. We hope you will find it useful.

<p><b>Being a Mathematician</b></p> 	<p><b>Number and place value (20)</b></p> <ul style="list-style-type: none"> <li>Count to and across twenty, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count, read and write numbers to 20 in numerals</li> <li>Given a number, identify one more and one less</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul> <p><b>Number and place value (50)</b></p> <ul style="list-style-type: none"> <li>Count to and across fifty, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count, read and write numbers to 50 in numerals</li> <li>Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>Count in multiples of twos, fives and tens</li> </ul> <p><b>Measure – Length and Height</b></p> <ul style="list-style-type: none"> <li>Measure and begin to record lengths and heights</li> <li>Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short]</li> </ul> <p><b>Measure – Mass/weight and Capacity/volume</b></p> <ul style="list-style-type: none"> <li>Measure and begin to record mass/weight, capacity and volume</li> <li>Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> </ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"> <li>Demarcate sentences using capital letters and full stops</li> <li>Form lower-case letters, capital letters and digits correctly</li> <li>Use the conjunction 'and' to join simple sentences</li> <li>Begin to use question marks and exclamation marks</li> <li>Use capital letters for names of people, places, days of the week and I</li> <li>Describe character and setting using: noun, adjectives, verbs, story language from known stories</li> </ul>
<p><b>Being an Author – Reader</b></p>	<p><b>Applying phonics</b></p> <ul style="list-style-type: none"> <li>Know which parts of words can be decoded using phonics</li> </ul>



	<ul style="list-style-type: none"> <li>• Blend sounds in unfamiliar words based on known GPCs</li> <li>• Read words with familiar endings – s, es, ing, ed, est</li> <li>• Read words that have the prefix -un added</li> <li>• Read phonically decodable texts, with confidence</li> <li>• Break words into syllables to support decoding eg pocket, rabbit, thunder</li> </ul> <p><b>Reading for pleasure</b></p> <ul style="list-style-type: none"> <li>• Say what they like or dislike about a book</li> <li>• Say if a story reminds them of another story or something that they have experienced</li> <li>• Listen to other ideas' about a book</li> <li>• Find familiar story language in stories read aloud to them or those they have read independently</li> <li>• Retell key stories orally using narrative language</li> <li>• Recognise rhyming language</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Learn a poem by heart</li> <li>• Find patterned or recurring literary language in poems and stories</li> <li>• Find favourite words and phrases</li> </ul> <p><b>Reading fluently with accuracy and understanding</b></p> <ul style="list-style-type: none"> <li>• Use prior knowledge to understand texts</li> <li>• Identify unfamiliar words and ask about meaning</li> <li>• Use the context to make informed guesses about the meaning of unfamiliar words</li> <li>• Make predictions based on the events in a story</li> <li>• Give an opinion about a character</li> <li>• Know that stories can have similar characters</li> </ul>
<p><b>Being a Scientist</b></p> 	<p><b>What am I?</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>What changes around me?</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the 4 seasons</li> <li>• Observe and describe weather associated with the 4 seasons and how the length of day varies.</li> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help in answering questions</li> </ul>
<p><b>Being an Engineer (Computing)</b></p> 	<p><b>Curious Computing</b></p> <p><b>1A Consolidation of EYFS Computing</b></p> <ul style="list-style-type: none"> <li>• Confidently talk about 'computers' and different components</li> <li>• Confidently receive and give clear instructions</li> <li>• Know how to categorise and represent basic data</li> </ul> <p><b>Curious Computing</b></p> <p><b>1B What is programming?</b></p> <ul style="list-style-type: none"> <li>• Know that devices can be programmed</li> <li>• Know that the devices will carry out a given program unambiguously.</li> <li>• Know how to program a device to achieve a specific outcome</li> <li>• Know how to debug a program</li> </ul>

<p><b>Being a Musician</b></p> 	<p><b>Where do I live?</b></p> <ul style="list-style-type: none"> <li>• Use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Join in with call and response songs from Africa</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> <li>• Play tuned and untuned instruments</li> <li>• Begin to show an awareness of pulse, performing simple rhythmical patterns</li> <li>• Listen with concentration and understanding to a range of high quality live and recorded music</li> </ul>
<p><b>Being a Geographer</b></p> 	<p><b>Where do I live?</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge about world, UK and locality</li> <li>• Understand geographical similarities &amp; differences through studying human and physical geography of a small area of the UK and a contrasting area in a non-European country- Kenya</li> <li>• Use fieldwork and observation skills</li> <li>• Use aerial photos and plans to recognise landmarks</li> <li>• Devise a simple map; use basic symbols in a key</li> </ul>
<p><b>Being an Engineer (Design and Technology)</b></p> 	<p><b>What is my hat made of?</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional appealing products for themselves and other users based on design criteria</li> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)</li> <li>• Evaluate and explore a range of existing products</li> <li>• Build structures, exploring how can they can be made stronger, stiffer and more stable</li> <li>• Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to characteristics</li> </ul>
<p><b>Being an Athlete</b></p> 	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Master catching skills with a variety of balls and beanbags.</li> <li>• Master catching skills for fielding and striking skills</li> <li>• Use catching skills to field as a team.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running and jumping, as well as developing balance, agility and co-ordination,</li> <li>• Perform dances using simple movement patterns.</li> </ul>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<p><b>Discovery RE</b></p> <p>Christianity- Was it always easy for Jesus to show friendship? Christianity- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <ul style="list-style-type: none"> <li>• I can remember a story about Jesus showing friendship and talk about it.</li> <li>• I can tell a story about Jesus and his friends and say how he showed friendship in that story.</li> <li>• I can recall parts of the Easter story. I can recognise some symbols in the story.</li> <li>• I can recall what happened on Palm Sunday.</li> </ul>
<p><b>Being a Philosopher (PSHE)</b></p> 	<p><b>Dreams and Goals:</b></p> <ul style="list-style-type: none"> <li>• I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</li> <li>• I know how to store the feelings of success in my internal treasure chest</li> <li>• I can tell you about my goals for the future</li> </ul> <p><b>Healthy me:</b></p> <ul style="list-style-type: none"> <li>• I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</li> <li>• I can recognise how being healthy helps me to feel happy.</li> </ul>
<p><b>Being a Linguist</b></p> 	<p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>• Numbers and colours</li> </ul>

**Other Information:**

Home Learning will continue to be uploaded onto Seesaw every other Friday.

We greatly appreciate the continued support you provide when reading with your child. Please continue to add a short comment or sign the reading log to indicate the book has been read.

Please ensure your child brings a full water bottle into school every day.

There will be two PE sessions a week, one inside and one outside. Please ensure your child has a complete labelled PE kit, including some track suit bottoms for outdoor games.

We are looking forward to the term ahead. If you have any questions then please do ask.

Many Thanks,

*Mrs Alexander and Ms Pople*

The Year 1 Team at Pound Pill