Corsham Primary School
Parent/Carer Curriculum Newsletter

Year: 1   Class Teachers: Miss White and Miss Pople

Summer Term 2022
(25/04/22 – 22/07/22)

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.

Being a Mathematician	
	Place Value (100) • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 100 in numerals • 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 **Fractions** • Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity **Measures- Money** • Recognise and know the value of different denominations of coins and notes **Measures- Time** • Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] • Measure and being to record time (hours, minutes, and seconds) • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] **Measure – Mass/weight and Capacity/volume** • Measure and begin to record mass/weight, capacity and volume • 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]
Being an Author – Writer	• Use some narrative language features e.g. adjectives /story language borrowed from the original text - genre specific language features • Use some non-fiction language features e.g. imperative verbs for instructions – genre specific language features • Use main narrative and non-fiction organisational features • Spell compound words and the Y1 common exception words • Spell verbs ending in suffixes -ing, -ed • Spell words containing the range of Y1 phonemes • Spell adjectives ending in suffixes -er and –est • Spell words using the prefix –un • Spell plural nouns by adding –s and –es

Being an Author – Reader	**Applying phonics**
	• Match all 40+ graphemes when reading
	• Read word that have an omitted letter and to know that an apostrophe represents the omitted letter
	• Find contractions in their reading
	• Read words with contractions
	• Read compound words e.g. football, playground, farmyard, bedroom
	Reading for pleasure
	• Agree or disagree with the opinion of others
	• Say why they agree or disagree with the opinion of others
	• Recognise patterned or repeated language in the poems and rhymes I know
	• Know some poems and rhymes off by heart
	Poetry
	• Recite or perform a poem making the meaning clear
	• Talk about favourite words and phrases
	Reading fluently with accuracy and understanding
	• Discuss the meaning of unfamiliar vocab with others
	• Know that stories can have similar patterns of events
	• Make links with other stories
	• Make links with characters from other stories
	• Answer retrieval questions about a book
	• Understand that an author can leave gaps for the reader to fill
Being a Scientist	**What grows near me?**
	What is my hat made from?
	• Ask simple questions and recognise that they can be answered in different ways
	• Observe closely, using simple equipment
	• Perform simple tests
	• Identify and classify
	• Use observations and ideas to suggest answers to questions
	• Gather and record data to help in answering questions
	Plants
	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
	• Identify and describe the basic structure of a variety of common flowering plants, including trees
	Everyday Materials
	• Distinguish between an object and the material from which it is made
	• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
	• Describe the simple physical properties of a variety of everyday materials
	• Compare and group together a variety of everyday materials based on their simple physical properties
Being an Engineer (Design and Technology)	**What grows near me?**
	What is my hat made of?
	What might I do in the future?
	• Understand where food comes from
	• Design purposeful, functional appealing products for themselves and other users based on design criteria
	• Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)
	• Evaluate and explore a range of existing products
	• Build structures, exploring how can they can be made stronger, stiffer and more stable
	• Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to characteristics
Being an Historian	**Who helps who?**
	• Know where people and events they study fit in a chronological framework
	• Wide vocabulary of historical terms
	• Ask and answer questions about the past
	• Understand how we find out about past

		• Significant historical events people and place in locality- Princess Campbell, Florence Nightingale and Mary Seacole
Being an Engineer (Computing)		**Curious Computing** **1A Consolidation of EYFS Computing** • Confidently talk about 'computers' and different components • Confidently receive and give clear instructions • Understand how to categorise and represent basic data
Being a Geographer		**What grows near me?** • Human and physical - use basic geographical vocabulary to refer to key physical features including: forest, soil, vegetation, garden, seasons and weather; - key human features including: city, town, farm, country.
Being an Artist		**How does my school change?** **What might I do in the future?** • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Being an Athlete		**Games** • Master basic movement skills and beginning to develop simple tactics for defending • Engage in competitive and co-operative activities • Work with a partner in a variety of co-operative games **Athletics** • Master basic movements including running, jumping and throwing as well as developing balance, agility and co-ordination
Being a Philosopher (Religious Education		**Discovery RE** Shabbat- Is Shabbat important to Jewish children? Rosh Hashanah and Yom Kippur- Are Rosh Hashanah and Yom Kippur important to Jewish children? • Use the right names for things that are special to Jewish people during Shabbat and explain why • Start to make a connection between being Jewish and decisions about behaviour • Know what Rosh Hashanah or Yom Kippur is about
Being a Philosopher (PSHE/Jigsaw)		**Relationships:** • I can tell you why I appreciate someone who is special to me and express how I feel about them **Changing me:** • Understand the life cycles of humans and animals • Understand how my body has changed since I was a baby
Being a Linguist		**Spanish** • Basic Spanish greetings • Use Spanish words for 'thank you' 'yes' 'no' good bye'

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 tracksuit bottoms for outdoor games.

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

Many thanks,

Miss White, Miss Pople

The Year 1 Team at PP