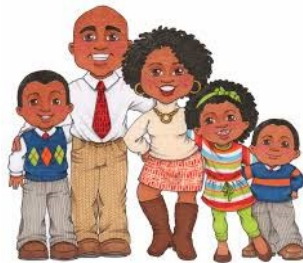


# Religious Education



In Religious Education lessons, the children will be studying 'Families and Celebrations'.

They will learn about Jesus' family and what it means to belong to the church's family. They will be studying the story of when Jesus was taken to the Temple.

Many lessons will focus on what we can learn from these stories and what Jesus was trying to teach us about Our Father. The children will be asked to consider how they themselves can spread the Good News!

Leading up to Easter, the children will learn about the religious season of Lent and will be encouraged to make and keep a Lenten Promise. Your support with this at home is key.

In the second half of the term, the topic is 'Following Jesus'.

The children will hear about how Jesus chose his Disciples and how he taught them to pray. They will hear the story of the Good Samaritan. They will also learn about the events of Good Friday and prepare for Easter Sunday.

## Art

The children will continue to develop their artistic skills with Mr Jerry Flynn and Ms Jackie Brown who are local artists. They will work with the children on Wednesday afternoons and support them with drawing, painting and designing. As previously mentioned, the children will be making a rubbish bin with revolting ingredients as part of our learning of the book 'Rascally Cake'. After this they will be making some beautiful winter art to support their learning about seasonal changes in



science/ geography. They will then spend several weeks constructing their own houses from a cereal packet, which will support our history topic of 'Houses and Homes'. For Easter, the children will be designing and making cards and artwork.

## History

The children will be studying 'Houses and Homes'. They will be looking at homes from the past and comparing and contrasting them with newer homes. They will be studying artefacts from homes in different times; discussing what these items were used for. *Houses* tell us something of the people who built them and of the *times* in which they lived.



## Homework

*The homework we set consolidates the learning we have been doing in class that week. Please support your child at home and feel free to ask questions if you do not understand anything. Weekly spellings are sent home on Fridays.*

## Physical Education

This term in outdoor PE, the children will be working on games, using sending and receiving skills. For indoor PE, they will be developing their core skills: balance, movement and agility. This will develop into gymnastics skills as they progress.



**Please note:**  
**The correct PE kit must be worn at all times.**

This consists of a plain white T-shirt and navy blue shorts or a tracksuit in colder weather. Please ensure that your child also wears trainers or plimsolls.

**Blue Class** Monday (indoor PE)  
Thursday (outdoor PE)  
**Yellow Class** Friday (outdoor PE)  
Monday (indoor PE)

## Music

This term, weekly music lessons will continue to be taught by Mr Wells. The children will be learning a variety of songs and simple rhythms.



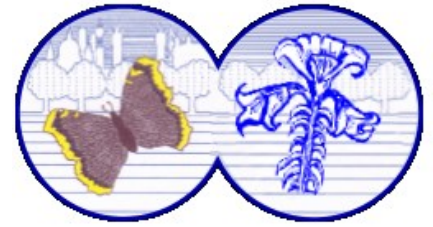
**Hymn Practice** takes place on Thursday mornings.

## Computing

In Computing lessons the children are using two Apps, Kodable and The Foos which are coding Apps. They have been chosen as a good introduction to the kind of logic and the concepts needed in computer programming.



# TERM *talk*



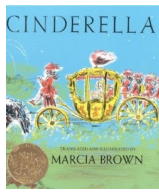
CURRICULUM NEWS  
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Issued Termly Spring 2018 Year One

## English



This term, in English we will be studying several stories. The first one is 'Rascally Cake'. We will be writing instructions on how to make a cake, and learning how to add adjectives and 'bossy' verbs (e.g. cut, whisk, stir). There will be links with art as children will be working with our art teachers to make a bin full of disgusting ingredients using mud and rocks.

The traditional tales we will be focusing on are Cinderella and Rumpelstiltskin. The children will be role-playing, making story maps and re-



writing the stories. We will be reading lots of different traditional tales to get them familiar with the recurring features of these books (i.e. story telling language 'Once upon a time', good and bad characters, settings, as well as problems and resolutions).

## Phonics

We continue with daily phonics lessons working through Phases 2—5. Most children are making good progress but some are finding Phases 3, 4 and 5 challenging. All need to be ready to take the Phonics Screening Check which Y1 pupils across England will be taking in June. There will be another phonics meeting for Year 1 parents/carers shortly to explain exactly what is involved. Date to follow. Every child will need at least one parent/carer to attend this meeting on their behalf.

## Reading

At school, your child reads twice weekly with an adult and their reading books are changed at least once a week. This supported reading along with their daily phonics lessons and shared reading sessions is supporting their development as readers. The children are all responding positively to this reading routine. All of this is complimented by the daily reading of their books at home. The children need to be reading everyday at home WITH YOU and it is vital that you discuss the story line with your child and ask them questions about it.



Please sign and date your child's reading diary every time you hear your child read. If you have any worries, please write them down in their reading diaries or arrange to meet your child's teacher after school.

## Science

We continue with our learning about the seasons—currently focusing on winter but soon moving on to spring. After this we will be learning about animals, their habitats and how to look after them. We will be classifying animals into different groups e.g. carnivores, omnivores and herbivores as well as mammals, fish, reptiles, birds, insects and amphibians.

Birds	Insects	Fish	Amphibians	Reptiles	Mammals

## Maths

This term the children are:

- Developing their addition and subtraction understanding by using more complex methods.
- Recognising place value in teen numbers using practical apparatus e.g. 10p and 1p coins and extending this to 50p/£1
- Saying the number that comes between 2 numbers up to 50 e.g. 43 \_\_ 45: What is the missing number? How do you know?
- Learning to solve missing number problems such as:  
 $14 = 10 + ?$
- Writing numbers to 20 in words.
- Adding two one-digit numbers together including zero.
- Recognising the properties of 2D and 3D shapes.
- Comparing the weight of 2 or 3 or more objects .
- Comparing the capacity of 2 or 3 or more containers again using direct comparison and comparative language.
- Solving problems in the context of money up to 20p. e.g. One apple costs 7p. Which coins could I use to pay for it? If one car costs 6p. How much would two cost?
- Beginning to recognise odd and even numbers to 20.
- Recognising half as one of two equal parts of an object or shape.
- Recognising, finding and naming a quarter as one of four equal parts of an object or shape.
- Naming and ordering the days of the week, months of the year and telling the time accurately to the hour and half past the hour.