



The Abbey CE VA Primary School

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YEAR 1 TERMLY CURRICULUM LETTER SPRING TERM 2024

Dear Parents,

The children have continued to make super progress. I hope this letter answers any questions you might have for the coming term.

Who will be working with your children this term?

Mrs Pannaman (Mon, Tues and Wed) and Mrs Fraser (Thurs and Fri) will be teaching in Year 1. Mrs Cairns and Mrs Beckley will be working with the class as Teaching Assistants.

Year 1 - SUMMARY OF LEARNING INTENTIONS

For your information, we have outlined below some of the topics that will be covered this Spring term in Year 1. The children are all working hard, and we feel sure that you will continue to make every effort to assist and encourage your child as this term progresses. The following is a summary of the curriculum we will be covering:

English

Before half-term, we will be exploring the following topics:

As explorers of fiction, we will be reading *Wombat goes walkabout* by Michael Morpurgo. We will engage in shared reading sessions to develop reading strategies, fluency, expression, intonation and to build our vocabulary. We will identify word meanings and rhyming words. We will describe settings and characters, exploring those characters' feelings. Finally, we will write a fictional story using adjectives, conjunctions and adverbs of time (E.g., first, next, after that, finally).

After half-term, we will be exploring the following topics:

As explorers of fiction, we will be reading *The Way Back Home* by Oliver Jeffers. We will engage in shared reading sessions to develop reading strategies, fluency, expression, intonation and to build our vocabulary. We will identify word meanings and rhyming words. We will describe settings and characters, exploring those characters' feelings. Finally, we will write a fictional story using adjectives, conjunctions and adverbs of time (E.g., first, next, after that, finally).



As explorers of persuasive leaflets, we will be creating a leaflet based on the *Ice Planet*. We will be looking at the features of persuasive writing and learning how to use appropriate language to persuade our reader.

Mathematics

An overview of the Spring term in Maths includes:

Number: Place Value (within 20)

- Counting to 20
- Tens and ones
- One more One less
- Use a number line to 20 and estimate numbers on the number line
- Compare objects within 20

Number: Addition and subtraction within 20

- Add by counting on
- Add ones using number bonds
- Find and make number bonds to 20
- Doubles and near doubles
- Subtraction – not crossing 10

Measurement: Length and Height

- Compare lengths and heights
- Measuring lengths (non-standard units)
- Introducing the ruler
- Measure length in cms

Measurement: Weight and Volume

- Introduce weight and mass using the terms heavier and lighter
- Measure mass
- Compare mass
- Weight and mass problems
- Capacity and volume

Number: Place Value (within 50)

- Counting to 50
- Count by making groups of 10
- Groups of and partitioning Tens and ones
- One more One less
- Use a number line to 50 and estimate numbers on the number line

Consolidation/Assessment of topics

As explorers of Religious Understanding, the children will investigate the following topics of study:

Who is Jewish? What do they believe and how do they live?

We will learn about how Jewish artefacts are used and their meanings (mezuzah, menorah, challah bread, the Star of David, prayer books, kippah, wine goblet). We will talk about how Shabbat is a special day of the week for Jewish people and how Jewish people celebrate Shabbat.

Why does Easter matter to Christians? (Salvation)

We will retell stories connected with Easter and say why these are important to Christians. We will think about ways Christians celebrate Easter and look at symbols and artefacts used in the celebration of Easter.

As Scientists, the children will explore the following topics:

Changing Seasons 2 (Winter and Spring)

The children will be taught to observe changes across the four seasons (this term, focusing on winter and spring). They will also observe and describe weather associated with the seasons and how day length increases as winter turns to spring.

Plants (Winter and Spring)

The children will be taught to identify and name a variety of winter and spring common wild and garden plants, including deciduous and evergreen trees. They will also learn to identify and describe the basic structure of a variety of common flowering plants (including bulbs) and trees. They will do this whilst observing changes from winter to spring. The children will also have the opportunity to plant flowers and bulbs and will observe changes throughout the year.

Animals 2

The children will learn about mammals, birds, fish, amphibians and reptiles. They will compare and group animals according to their features as well as understand what carnivore, herbivores and omnivores are.

As Artists and Designers, the children investigate the following topics:

Sculpture and 3D: Paper Play

Inspired by sculpture artists Samantha Stephenson and Marco Balich, the children will create simple three-dimensional shapes and structures using familiar materials. Children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.

In DT the children will be focusing on structures. Inspired by the song, 'Mouse in a windmill', they will design and construct a windmill for a client (mouse) to live in. They will explore various types of windmills, how they work and their key features.

As Historians, the children will consider the question: ***Why is the story of my locality significant?*** They will be taught about significant historical events, people and places in St Albans. They will interpret both 'locality' and 'significant'

As Geographers, the children consider the question ***How does the weather affect our lives?*** The children will identify and describe the basic atmospheric elements of the weather. They will observe, measure and record the elements of daily weather by using a variety of simple instruments and devices. They will have the opportunity to present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement. The children will observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur. They will recognise and describe how Vivaldi in his concerto *The Four Seasons* is able to create an evocative picture of changes in the weather from one season to another. The children will observe and offer reasons for the distribution of hot and cold places in the world. They will explain, in simple terms, why

the temperature of places decreases with distance from the Equator towards the north and south poles. They will compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences.

As Computer Scientists- The children will be completing the unit ***We Are Painters***. This unit will enable the children to:

- use the web safely to find ideas for an illustration,
- select and use appropriate painting tools to create and change images on the computer,
- understand how this use of ICT differs from using paint and paper,
- create an illustration for a particular purpose,
- know how to save, retrieve and change their work

As Musicians, the children will continue to be taught Music by Mr Mosely on **Mondays**.

PE

We have PE every Tuesday (indoor PE) and Friday (outdoor PE) by our qualified sports coaches. We ask children to wear their PE kits into school on those days. Please ensure they have appropriate footwear (trainers) and wears shorts on hotter days. No tights, please. It is a statutory requirement that all children must participate in games sessions. If your child does not have their kit on a game's day, then they will have to participate in their school uniform and school shoes. **If your child has a genuine medical reason why they cannot take part in a game's session, then a note must be provided** (please pass this to the adult at the door in the morning so that we do not forget!). Please can trainers have Velcro type fastenings (unless your child is able to tie his/her own laces). If your child wears earrings, you may choose to take them out on PE days. However, if you would prefer, we ask you to cover the earrings before your child comes to school. If your child wears tights to school, please ensure he/she has a pair of socks in his/her sports kit to wear for PE lessons.

Reading books will continue to be changed every Friday. Please ensure that you sign your child's reading record so that we know that the decodable book has been read 4 times and your child has read it with no sounding out. Shared reading books will be changed weekly unless you specifically request you would like to keep them.

Spellings

The children have been sent home with a list of those HRSW that you could focus on when reading with your child. They have also been sent home with a booklet for you to practise reading and spelling the first 100 high frequency words. Please take these at your child's own pace. The expectation is that they know most of these by the end of the year, together with some further common exception words that will be sent home in Spring 2. We will continue to focus on handwriting and spelling when writing in class.

What do we expect of you, the parents? You can help and support us by continuing to:

- Listen to your child read each evening (or as often as possible). The decodable book should be read at least 4 times a week so that they read fluently (no sounding out) and with expression. You only need to write when they have read the decodable reader, as the sharing books are

additional reading for you to do together. A further letter regarding reading and how to help your child at home, will be sent home during Spring 1.

- Count with your child – ideas could include: counting to 20 and back to 0 (pick a number – can your child carry on counting from that number?). Once secure they can move beyond 20 up to 100. practice mental recall of all number pairs to make 3,4,5,6,7,8,9 and 10 (e.g. $4+1=5$, $3+2=5$, $5+0=5$). Use these practically where possible (E.g. Can you get me 3 apples, how many oranges will you need to have 5 altogether.)
- Practice the children's reading and spelling of the Harder to Read and Spell Words (HRSW) and the high frequency words.
- Ensure that all items of clothing are clearly labelled, including gloves where possible!

If, at any stage, you have questions or require further clarification relating to any aspect of your child's school activities, please make an appointment via the office to come into school and speak with the teacher. We have appreciated your support and assistance so far this year and we are confident that you will continue to work with us to ensure that your child has a happy and successful term.

Kind regards,

Mrs Fraser and Mrs Pannaman
Year 1 Class Teachers