



# The Abbey CE VA Primary School

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## TERMLY CURRICULUM LETTER SPRING TERM 2022

Dear Parents,

The children have continued to make super progress. We hope this letter answers any questions you might have.

### 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 contemporary fiction**, we will be reading *The Last Noo-Noo* by Jill Murphy. We will engage in shared reading sessions to develop reading strategies, fluency, expression, intonation and to build our vocabulary. We will use drama to retell the story and explore characters' feelings. We will retrieve and order key information and use story language to retell the story both orally and in writing. We will ask and answer questions and explore question marks and contractions. We will write descriptions of a 'Noo-Noo Catcher' and write a story of a magic tree.

**As explorers of poetry**, we will be reading, responding and reciting free verse poems. We will build our vocabulary by brainstorming synonyms around a theme. We will write our own free verse poems.

**As explorers of instructions**, we will be looking at the features of instruction texts. We will be following a variety of instructions and writing a set of instructions of how to make a jam sandwich.

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

**As explorers of contemporary fiction**, we will be reading *Here Comes Mr Postmouse* by Marianne Dubuc. We will use shared reading to develop reading strategies, fluency, expression and intonation to build our vocabulary. We will use drama to retell the story and explore characters' feelings. We will retrieve and order key information and use story language to retell the story both orally and in writing. We will write noun phrases to label the homes of the characters. We will write a letter to a character from the story. We will edit our writing and make improvements.

**As explorers of poetry**, we will be reading *Monkey Puzzle* by Julia Donaldson. We will explore rhyming words, create rhyming strings, perform poems aloud and write our own poems.

**As explorers of simple non-chronological reports**, we will be reading *Bats* by Megan Cullis. We will be looking at the features of non-chronological reports and retrieving and summarising information. We will be writing our own non-chronological reports.





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## Mathematics

**An overview of the Spring term in Maths includes:**

**Number: Addition and subtraction within 20 (weeks 1-4)**

- Add by counting on
- Add ones using number bonds
- Find and make number bonds
- Add by making 10
- Subtraction – not crossing 10

**Number: Place Value (within 50) (weeks 5-7)**

- Counting to 50 by making 10s
- Numbers to 50
- Counting forwards and backwards within 50
- Tens and ones
- Represent numbers to 50
- One more One less
- Compare objects within 50

**Measurement: Length and Height (weeks 8-9)**

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

**Measurement: Weight and Volume (weeks 10-11)**

- Introduce weight and mass
- Measure mass
- Compare mass
- Weight and mass problems
- Capacity and volume

**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. We will retell the story of Pesach (Passover) and find out about the items on the seder plate and their meaning.

**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.



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**As Scientists**, the children will explore the following topics:

## **Changing Seasons (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.

**Identifying and Comparing Materials:** Within these two modules the children will describe the simple physical properties of a variety of everyday materials and will compare and group together these everyday materials based on their simple physical properties. They will distinguish between an object and the material from which it is made and identify and name a variety of everyday materials, including: wood, plastic, glass, metal, water, and rock.

Throughout our science topics, the children will be encouraged to observe changes, compare similarities and differences, investigate new things. They will apply their own knowledge and understanding through discussion, predictions, recording and reporting. The children will have regular opportunities to ask simple questions and recognise that they can be answered in diverse ways.

The children continue to be invited to bring science related 'show and tell' items to share with the class.

**Please bring any related items in on a Monday, Tuesday or Wednesday.**

**As Artists and Designers**, the children will learn formal elements of art unit focussing on the explicit development of colour, form, line, shape, texture, tone and pattern. Through the Art and design skills unit, **Formal Elements of Art**, they will focus specifically on art, craft and design skills. They will explore shape, line and colour. This will include mixing and painting with secondary colours, using circles to create abstract compositions and working collaboratively to create a class piece of art inspired by water. They will use the works of a number of artists, including Beatriz Mihazes, Bridget Riley, Henri Matisse, Zaria Foreman and Jasper Johns, using examples of their work as stimulus. 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. They will also design and make a wooden spoon puppet model of their favourite History Maker.

**As Historians**, the children will revisit the question: **Who is the Greatest History Maker?** Here, the children will continue to focus on ordering key historical people chronologically, on simple timelines. Having already learnt about the British Royal family, Guy Fawkes and Mary Seacole, the children will explore five more key historical figures and compare and contrast the achievements of these individuals. They will produce a rank order of historical importance explaining and justifying their decision. They will also identify, describe and explain how significant people made history during their lifetime and reflect upon what these history makers might achieve during the remainder of this century and what they might wish to be remembered for in the future – the mark they would wish to leave on history



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After half term, the children will be presented with the question: ***How do our favourite toys and games compare with those of children since Victorian times?*** The children will begin this topic by identifying and describing some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this. With the use of a simple timeline of British history, and a personal timeline of their life to date, the children will be introduced to some of the most memorable events in history, starting with the Victorians. The children will identify and describe some of the most popular toys and games since that time period. They will compare and contrast toys and games with those of today, identifying and describing similarities (*continuity*) and differences they observe (*change*). The children will describe and explain the cause of the major change to toys and games over the past 190 years. They will be given the opportunity to describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this change affected toys and games and other aspects of life since then. They will be able to recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely and describe, compare and contrast the memories of adults they know through the gathering of primary evidence through interviews (oral histories). We hope to visit the St Albans Museum, for a 1960's Toy Box workshop.

**As Geographers**, the children will revisit 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 be given the opportunity to present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement. They will identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings. 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. They will be able to understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result.

**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
- reflect on their work and act on feedback received.

**As Musicians**, the children will continue to follow **Charanga Musical School**. Topics will include:

*The Groove* by Joanna Mangona – an easy-to-learn song that demonstrates different styles of music. This is a song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. The children will have the opportunity to listen and learn a different style of In The Groove.

*Round And Round*, a Bossa Nova Latin style. The material for this topic presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.



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*I Wanna Play In A Band* by Joanna Mangona is a Rock song for children. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock.

A Reggae Song for Children by Joanna Mangona. All the learning is focused around one song: *Zootime*. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

## **PE**

Mr Morgan, our sports coach, will lead PE sessions on Tuesdays and Mrs Hare will lead sessions on Thursdays. With Mr Morgan the children will be developing basketball skills and with Mrs Hare they will be taking part in multi-skill activities. As it is a statutory requirement that all children participate in PE sessions, children who do not have their PE kit in school will have to participate in the session in their school uniform and school shoes. If your child has a genuine medical reason why they cannot take part in a PE session, then a note must be provided. If your child wears earrings, you may choose to take them out on PE days. However, if you would prefer, we could cover the earrings for the duration of the lesson. If your daughter wears tights to school, please ensure she has a pair of socks in her sports kit to wear for PE lessons.

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

- Regularly check your child's reading diary.
- Listen to your child read each evening (or as often as possible)
- Learn spellings
- Count with your child – ideas could include: counting to 100 (pick a number – can your child carry on counting from that number?), count in steps of 2s (to 20 or above), count in steps of 5s (to 50 or above), count in steps of 10s (to 100 or above).

Reading books will continue to be changed every Monday, Wednesday and Friday. Please ensure that you sign your child's reading record so that we know that the book is ready to be changed. Your child will soon be given a phonics book which will be changed every Monday.

## **Spellings**

The children will soon be bringing home spellings every **Wednesday**. These will be presented on a sheet to encourage the children to learn new spellings using the 'look, cover, write, check' strategy. Please keep these check lists, at home – there is no need to return them to school. It is important that your child continues to re-visit and learn their spellings throughout the week – not just as a one off. The children will be tested for these spellings each **Wednesday**.

## **Who will be working with your children this term?**

Mrs Gifford will be teaching in Year 1 Monday, Tuesday and Wednesday and Mrs Hare will teach Thursday and Friday. Ms Childs will be working with the class as a teaching assistant. P.E. coach, Mr Morgan, will be working with the children on a Tuesday.



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Below is a table outlining lessons that take place regularly this term, all other subjects and times are subject to change.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Reading books changed		Reading books changed	Abbey Service 9:15 – 9:40	Reading books changed
	PE 11-12	Spelling tests, new spelling to go home		
Assembly 2.30 – 2.50	Assembly 1:10 – 1:30	Assembly 1:10 – 1:30	PE 1.30-2.30	Assembly 1:10 – 1:30

If, at any stage, you have questions or require further clarification relating to any aspect of your child's school activities, in the first instance please come into school and speak with the teachers. We have appreciated your support and assistance so far in 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 Gifford and Mrs Hare

Year 1 Class Teachers