






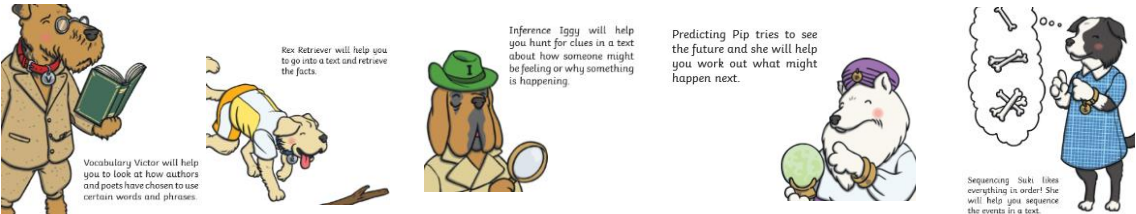






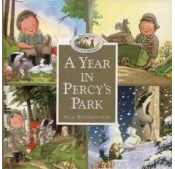

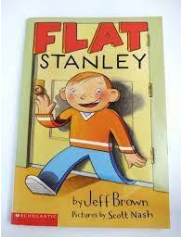

Year 1 Curriculum Information Spring Term 2024



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| Year group teachers: | Mrs Simmons – Class 1S and Year Group Lead Mrs Parker and Mrs Lewis - Class 1PL Miss Cruse – 1C |
| Year group support staff: | Mrs Spalding, Miss Smith, Miss Boulton, Miss Powell, Mrs Ward, Miss Linkute Mrs Hitchen, Mrs Smith, Miss Anderson |
| Dates for the diary:  | <p>PE: Indoor PE session Monday morning ~ please can children wear their PE kit to school (information below or on the website) but school shoes need to be worn and plimsols are to be stored in PE bags in school.</p> <p>Children will be working with the Premier Team on Friday mornings for free choice physical development activities. There will also be gym trail groups with invited children, with existing OT targets or for building perseverance and strength. Class 1PL are having the dance intervention in the Spring Term.</p> <p>PE bags can also be used for children to store their own outdoor clothing. We do have wet weather suits available for children to use during play and explore sessions in school.</p> <p>*****</p> <p>PPA (Teachers released for planning, preparation and assessment) Year One have alternate Tuesday and Thursday afternoons 1S – Mrs Spalding 1PL – Miss Anderson 1C – Mrs Hitchen *****</p> <p>We are hoping to organise local visits this year and will provide information nearer the time.</p> <p>March 2024 - Local visit to support recount writing – to be confirmed We are currently confirming arrangements for a local visit to support writing work, recounting a personal experience. A Parentmail will be sent asap.</p> <p>Thursday 7th March 2024 World Book Day</p> <p>March 2004 - Visit to the Library <i>Visiting the Library to support World Book Day. Date to be confirmed.</i></p> <p>Monday 11th March - Maths Learning Afternoon and Oxford Reading Buddy, supporting home learning and early reading comprehension in school. We will explore place value making representations of tens and ones.</p> <p>Please refer to diary dates on the website/newsletter https://www.fairfieldandcolneis.co.uk/</p> |

Year One Curriculum and Routine Information

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| Curriculum areas to be covered this term in: | |
| English  | <p>The children will be learning:</p> <ul style="list-style-type: none"> To build vocabulary, exploring definitions. To ask relevant questions to extend their knowledge and understanding. To build on their vocabulary and knowledge, giving well-structured descriptions and explanations. To form lower-case and capital letters correctly, starting and finishing in the right place. To write on the line, thinking about ascending and descending letters. To write sentences by orally rehearsing what they are going to write and to re-read in order to check that the written sentence makes sense. |

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| <p>Writing</p>  | <p>To understand when to use capital letters and full stops. To explore the use of question marks and exclamation marks.</p> <p>To understand different types of punctuation (full stops, question marks, commas and exclamation marks)</p> <p>To begin to understand different word types (adjectives, nouns and verbs) and to begin using these words in our writing.</p> <p>To use simple conjunctions (and, because) to extend sentence ideas.</p> <p><u>The Curious Quest</u></p> |
| <p>Reading</p>  | <p>Children receive weekly updates from Professor Klunk and his friends to inspire their writing. There are challenges and tasks to explore vocabulary, grammar, punctuation and presentation. Children are using story stimulus to support story writing, information writing and poetry. Children are continuing with elements of Drawing Club, practising sentence writing skills to write a code for their inventions.</p> <p>The children will be learning these skills through both individual and group reads:</p> <p>To apply their phonic knowledge to decoding words in their reading and spelling simple and complex words in their writing.</p> <p>To build on their recognition of Harder to Read and Spell words (HRSW) so they can apply them to their reading and writing.</p> <p>To develop pleasure in reading and a wider vocabulary by listening to a wide range of poems, stories and non-fiction.</p> |
| <p>Reading Dogs</p>  | <p>To develop accuracy and fluency in their reading by discussing the pictures, characters and events. We use our reading character dogs to help the children understand what type of question they are being asked and what skills they need to use to find the answer.</p> <p>Our reading dogs are:</p> <p>Inference Iggy- to help the children search for clues in the text/picture about how someone is feeling or why something is happening.</p> <p>Vocab Victor- to help the children understand new vocabulary and look at how authors have chosen to use certain words and phrases.</p> <p>Retrieval Rex- to help the children go into the text and retrieve the facts and information.</p> <p>Sequencing Suki- to help the children put events in order and understand the sequence.</p> <p>Predicting Pip- to help the children think about what will happen next and why.</p>  |
| <p>Maths</p>  | <p>We follow White Rose mathematics and children will be learning to:</p> <p><u>Place Value (within 20)</u></p> <ul style="list-style-type: none"> - sort, count, recognise and represent objects - count, read and write forwards and backwards from any number from 1-20 - count one more and one less - Compare groups using language of greater than, less than, greater, more and equal to - Use the symbols < > and = to compare numbers - Order objects and numbers by size - The number line 1-20 <p><u>Addition and subtraction within 20</u></p> <ul style="list-style-type: none"> - Use the part, part whole model - Tens and ones - Use addition symbols and find fact families - Find number bonds within 10 then 20 and systematic number bonds (recalled in order 1+9, 2+8 etc) to |

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| | <p>10 then 20</p> <ul style="list-style-type: none"> - Add together and add more - Solve subtraction problems by taking away (crossing out, the symbol, number sentences and counting back on a number line) - Doubles and near doubles <p>Shape</p> <ul style="list-style-type: none"> - Name and recognise 2D shapes - Sort 2D shapes by properties - Name and recognise 3D shapes - Sort 3D shapes by properties - Find patterns within 2D and 3D shapes |
| <p>Science</p>   | <p>Weather</p> <p>Children will explore weather first hand and learn about the current weather.</p> <p>Seasons – Signs of Winter and Spring</p> <p>The children will be exploring seasonal changes throughout the year, studying the weather and observing the changing trees in our outdoor learning areas. As spring approaches, we will start our cycle of planting seeds. We will watch the bulbs appear, planted last term.</p>  <p>Materials</p> <p>Children will explore materials and their properties. They will sort and group materials. Children will select appropriate materials e.g., strength, waterproof etc.</p>  |
| <p>Topic (this includes all Foundation subjects)</p>  | <p>The topics for this term include:</p> <p>Children will develop their knowledge and understanding of the School Charter and the Zones of Regulations, focusing on feelings and their emotional well-being.</p> <p>Flat Stanley project</p> <p>Children will develop their understanding of their country and the wider world by participating in the Flat Stanley Project. More information will follow as we will be seeking participants who will provide their address so we can post letters around the UK and across continents.</p> <p>Polar Regions – Arctic</p> <p>Children will be comparing life in Felixstowe with an Inuit community. Children will explore cold climates and how transport, homes, clothing and diets differ.</p> <p>Sleighs</p> <p>Children will design, make and evaluate an Inuit sleigh. They will use their knowledge of materials to select resources for their sleigh models.</p> <p>Easter</p> <p>Children will explore the traditional symbols for Easter, including the cross and new life (chicks, lambs etc.)</p>  |
| <p>PE</p>  | <p>The children will be developing skills in:</p> <p>Games – mastering basic movements including running, jumping, throwing and catching which they can begin to apply to team games.</p> <p>Gymnastics – developing skills and coordination required to travel and balance.</p> |

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| | <p>PE days: We will have an indoor PE session on a Monday morning, led by the Premier Team. Children will also participate in enrichment activities such as dance workshops and exploring athletics. Please come to school in your PE kit, ensuring colours are as stated in the policy (below). Please wear school shoes and change into PE footwear in school. Plimsolls can be stored in PE bags in school or sent in to wear on Mondays.</p> <p>Fairfield Uniform (Reception, Year 1 and Year 2) Plain blue or black shorts, a white t-shirt and trainers/plimsolls for PE. In colder months, blue or black leggings/tracksuit bottoms and the school jumper or a plain blue/black sweatshirt may also be worn.</p> <p>Children will have a weekly Rainbow Challenge supporting their physical development, stamina and hand-eye co-ordination.</p> <p><i>Earrings should not be worn, covering with tape is no longer within our school policy. Long hair must be tied back at all times to avoid any injuries.</i></p> |
| <p>RE</p>  | <p>The children will be learning about: Christian beliefs and celebrations. Pentecost and bible stories. What is important to Christian families as we approach Easter.</p> |
| <p>Music</p>  | <p>The children will be learning: To explore sounds, learning to listen carefully and showing respect to others. To copy the pulse and rhythm. To explore instruments and the sounds they make. To further develop their vocabulary so they can describe sounds, recreate them and sequence them.</p> <p>Children will learn and perform songs in class.</p> |
| <p>Computing</p> | <p>The children will be learning to: Independently login and logout using personal passwords. Develop simple word-processing skills e.g. changing the size, style and colour of font Use the Internet safely to search and answer simple questions with support. Understand the meaning of an algorithm and how they are implemented as programs on digital devices. Create pictures using a variety of different tools. Use recording equipment for both sounds and images.</p> |
| <p>Reading at Home</p> | <p>Our reading target continues to be a minimum of 4 times a week, which can include the books sent home by the class teacher, a library books newspapers, posters and magazines. Please make sure you sign your child's home/school diary so that we can change their books. If there is nothing in the diary, we will assume the books have not been read and will not change their books. <i>Please refer to the keyring words for Harder to Read and Spell words to read and spell.</i></p> |

Transition

The children have established routines for learning including Play and Explore sessions. As the year progresses, timetabling and curriculum demands on the children are increasing to prepare them for Year 2. Children are supported by staff to develop into independent learners using skills in thinking, perseverance and being reflective.

Outdoor Learning

The children will be able to access the outdoor learning environment to pursue their own learning projects, complete Rainbow Challenges and for weekly PE activities. Outdoor clothing is available, children are invited to bring their own wellies and waterproof clothing (named and stored in PE drawstring bags).



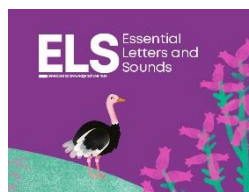
Reading in Year One

In Year One our focus for reading is:

- Phonic recognition (sounds and graphemes) and building decoding skills with a focus on blending.
- Recognising the Harder to Read and Spell words (he, she, little etc.)
- Building fluency and expression.
- Demonstrating comprehension and understanding of the text through answering questions and retrieving answers from a piece of text.

Our school aim for reading is to read **4 times a week** and we ask that you comment and sign the home school diary. Children are rewarded with an entry for the Golden Ticket prize draw with a weekly Year 1 winner receiving a book to take home. We change books on a **Tuesday** but please ensure your child has their book in their bags everyday as we read with the children at various times throughout the week.

For further guidance on how to support your child's English skills at home (reading, writing and spelling) please see the Parent Guidance KS1 Literacy document on the school website:



Harder to Read and Spell words

Your child will come home with a set of words organised on a keyring. These words are chosen based on the assessments in phonic sessions (Essential Letters and Sounds scheme). Please ensure keyring words are available in bookbags so they can be updated.

Children are asked to master the reading of words and then to spell the word. Teachers will share the assessment with one punched hole for reading and a second for accurately spelling the word. This will guide you to selecting words to practise at home.

Oxford Ready Buddy

Your child has an individual login for **Oxford Ready Buddy**, you will find this in the front of their home school diary. This can be entered as one of your child's weekly reading sessions. Reading Buddy provides the children with an opportunity to choose the book they want to read and develop comprehension skills when taking the quiz at the end of the book.



Oxford Owls login

You have access to further books online through the Oxford Owl website. This is a whole class login.

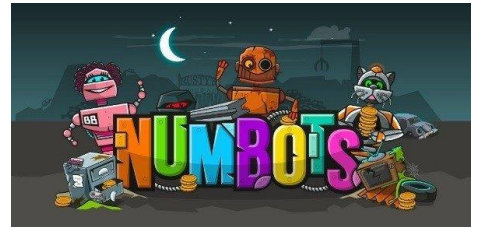
Current class logins

These are the details of your current class login(s):

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| 1S | Username: 1S2324 | Password: 1S2023 |
| 1PL | Username: 1PL2324 | Password: 1PL2023 |
| 1C | Username: 1C2324 | Password: 1C2023 |

Maths

Numbot logins have been issued to children.



Additional information about ways in which you can help your child at home:

- Encourage your child to organise their own belongings ready for school and to take care of them belongings.
- Encourage your child to talk about what they have learnt in school that day.
- Encourage your child to read, practise their HRSW (keyring) or practise counting on a daily basis. Little and often is the key!
- Join the Library.

<https://www.suffolklibraries.co.uk/visit/locations-and-times/felixstowe-library>

Felixstowe Library have a Lego Club every Saturday 10am – 3pm (Children must be accompanied by an adult.) Summer Reading challenges run annually and there are special events throughout the year such as visiting authors and themed workshops or story telling events.

- *Teach your child to tie their shoe laces and fasten their coat.*
- *Visit the park to develop their muscles and core strength, supporting handwriting skills in class.*
- *Encourage your child to share their work, sporting achievements or special family events with the class. This can be done via Tapestry or in person. We will regularly have Tapestry Time with the class.*

Please explore the useful guidance on the website

Curriculum resources:

