

# St Joan of Arc Year 1 Curriculum Newsletter

## Spring First Half

### Topic: From Farm to Plate



### Religious Education:

#### **SPECIAL PEOPLE** – Local Church/ Community

In this topic children will be asked to discuss the special people in their lives and what makes them special. We will discuss the school and parish community and recognise how everyone helps each other because they belong to a special community. We will read a wide range of stories about Jesus' life and think about Jesus being the special person for the parish community.

#### **MEALS**- Eucharist

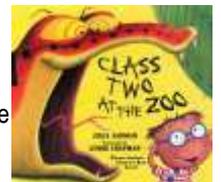
We will begin discussing why we go to Mass and recap on the special people topic; how the parish gathers together at Mass. We will read stories reflecting the importance of attending Mass weekly and start to think about the preparation of the gifts of bread and wine. We will relate this to experiences of witnessing people taking up the gifts and special meals they have at home.

Each Wednesday we will be learning hymns in assembly.



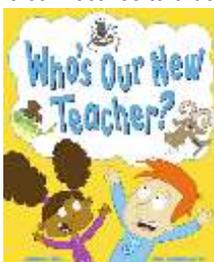
### English:

**Fiction: Guess What:** The children will begin to predict how different stories will end (focus stories are Class Two at the Zoo by Julia Jarman, Who's our New Teacher? By Jeanne Willis and Aaaaargghh Spider! By Lydia Monks), and then retell them in their own words. They will focus on characters and ask questions about them, and then link the characters' experiences to their own using drama and role-play. They will have opportunities to discuss what they liked/ disliked about the stories and give reasons for their choices. The children will compose sentences and try to include correct punctuation, they will then go on to plan a story map, orally re-tell and write their own short story, finally they will review and evaluate it with their peers.



**Non-Fiction: Who lives here?** In this unit we will read a text called 'Who Lives Here?' and we will begin to make links to our own experiences. The children will use story maps to sequence and ask questions about events in the book. They will research facts about animals and their habitats and start to compose factual sentences about them. They will also write a nature diary following a model.

**Instructions:** Children will be growing their own cress in class and writing instructions to show each step. We will be focusing on using time connectives to order our instructions.



#### **Grammar focuses:**

- Adding an ending –ing, -ed, -er
- Recognise and use verbs
- Identify spelling patterns and spelling 'rules.'
- Recognise different tenses- past/ present



*Handwriting, spelling, phonics and guided reading will be ongoing all year.*

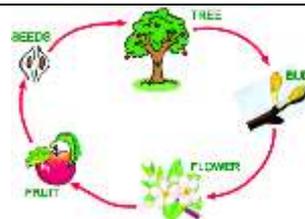
## Mathematics:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p><b>Number: Addition and Subtraction</b> Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p>				<p><b>Place Value</b> Count to <b>50</b> forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers to <b>50</b> in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>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.</p> <p><b>Count in multiples of twos, fives</b> and tens.</p>			<p><b>Measurement: Length and Height</b> Measure and begin to record lengths and heights.</p> <p><b>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</b></p>		<p><b>Measurement: Weight and Volume</b> Measure and begin to record mass/weight, capacity and volume.</p> <p><b>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)</b></p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Consolidation</p>	

## Science

### Where our food comes, living things and growing plants:

- Introduce life cycles of a flower and make our own
- Draw and label the parts of a plant.
- Know and use a range of scientific vocabulary i.e. habitat, pollination, germination etc.
- Discuss where our food comes from and the importance of farming, as well as matching food products to the animal.
- Opportunity to cook using food products brought to us through farming.



## Computing

Children will learn to:

- Use Google Earth and Street View as a class to locate farms.
- Access the Igfl website to explore the 'busy things' area- focusing on Maths and English games.
- Log on to Espresso coding and use algorithms to make objects move.
- Use different programmes i.e. 2Simple to practise their typing skills and create captions for pictures/ diagrams.

### Topic: From Farm to Plate

- As part of this topic the children will be going on a trip to London zoo.
- **History:** Discuss how farming has changed through the years i.e. farming equipment and the countries of production.
- **Art:** Drawing pictures of their favourite parts of their trip. Create collages using a range of materials to make a farming scene.
- **DT:** Cooking and nutrition- opportunities to cook using food produced from farms.
- **Geography:** Locating farms around our country. Look at and compare farms around the world. Discuss habitats and why animals live there.

## PE

- **Dance:** The children will learn to compose and link movement phrases to make simple dances based on a life cycle. We will focus on including clear beginnings, middles and ends to our dances.  
Lessons will take place on a Wednesday led by our PE specialist Mr Donald.

## PSHE (Personal, Social and Health Education)

Children will participate in:

- Whole school E-safety week.
- Discussing our own and others feelings.
- Thinking about how our actions may affect others and how we can make them feel better.
- Reminding ourselves how we can work and play effectively with each other.

## Music

- **High and Low:** The children will recognise high, low and medium steps in pitch or when pitch remains the same. The children will show pitch with hand, body and vocal movements.
- **Infant Singing Practice:** This will take place on a Friday afternoon. The children will learn new songs for Mass.

## Ways you can help at Home:

- ☺ Homework is distributed on Monday and collected in on a Friday (it is very important children bring in their homework book every week). Please support your child with their spelling homework; this consists of a spelling pattern, the children need to learn words containing the pattern and three high frequency words. Maths mastery activities will continue as normal.
- ☺ Full PE gear is required on PE days. This includes the school t shirt, and dark blue or black shorts or track suit bottoms. Trainers or plimsolls need to be worn. P.E is on a Wednesday.
- ☺ Encourage your child to dress independently – teach them how to do up their buttons, zips, buckles, put on/take off their jumper and coat.
- ☺ Please ensure that your child has a rain coat with them on days when the weather is changeable. You may want to encourage them to check the weather forecast in preparation for the next day.
- ☺ Uniform is to be clean and worn in an acceptable manner. It is highly advised to label all items of uniform to ensure items can be returned if misplaced. Only school uniform is to be worn in school buildings.
- ☺ Should you wish to discuss a matter concerning your child, please feel free to make an appointment to discuss any concerns. Appointments should be agreed beforehand and can be arranged via the school office.
- ☺ Children are expected to read every night for at least ten to twenty minutes. Reading logs are to be filled in by the caregiver. Reading records are checked daily in year one. The Teacher or Teaching Assistant will hear your child read at least once a week. Please help your child to practise the high frequency words they bring home either as word walls or word tubs. Encourage your child to read a large variety of books and not just their school reading book. It is important that they have practice retelling stories and talking about what they read in order to develop their comprehension skills.
- ☺ Children in year one should confidently know their number bonds to 10 and extend to bonds for 20 and 100.
- ☺ By the end of year one, children should be confident in their two, five and ten time tables. Please begin with counting in tens, then twos, then fives.
- ☺ Prayers- The children need to learn the prayers said at school. These include the 'Our Father', 'Hail Mary' and the 'Glory be'. We will be encouraging the children to make the sign of the cross correctly and to be reverent when saying prayers.

## Other Information:

**Can you help?** If you think you can help in any way with the topic we are doing this half term (From Farm to plate), please talk to the class teacher, as we would love to invite you in to our classes!

Thank you for your continued support,  
Miss Kelly and Miss Tibbs