



## St Joan of Arc Year 1 Curriculum Newsletter Autumn Term Second Half.

### Topic: Toy Box

#### Religious Education:

##### **BELONGING – Baptism**

Children will learn that our lives are marked by many different experiences of being welcomed into new situations and groups. They will learn that Baptism enables people to belong to God's family in a special way. They will learn that everyone is invited to share in the life and work of God through Baptism.

##### **WAITING- Advent/ Christmas**

Children will begin to recognise that Advent is a time of waiting and describe things we see during this time e.g. the Advent wreath, calendar and the colour purple. We will focus on the story of Jesus' birth and be able to use religious words and phrases to describe some traditions and symbols associated with Advent and Christmas.



Each Friday we will be learning hymns in assembly to sing at school Masses and celebrations.

#### English:



##### **Poetry: Tell Me a Dragon:**

Using 'Tell Me a Dragon' by Jackie Morris as inspiration, the children will explore different poetic features such as descriptive language and imagery. They will begin to respond to the poem, stating what they like and dislike. The children will experiment with sound and movement as they recite and perform poems. As a class we will create poems based on a model.

##### **Non Fiction: Letter Writing**

In this unit, the children will learn about Santa's elf (The Elf on the Shelf). They will learn about the role of the elf and they too will become Santa's helpers in the weeks leading up to Christmas. The children will write a letter to Santa and then after the disappearance of the elf, the children will become Santa's eyes and ears corresponding with him via letter writing. The children will also create wanted posters as part of this unit.



- Grammar focuses:**
- Continue to focus on using capital letters and full stops correctly in sentences, with growing independence.
  - Recognise proper / personal nouns need capital letters (i.e. I, names of months, days, people, countries etc.)
  - Recognise when speech marks are needed and begin to use in our writing.
  - How to extend sentences using conjunctions (focus- and & because).
  - Continue to add wow words in our writing to add interest.

*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	
<b>Number: Place Value</b> Count to <b>ten</b> , forwards and backwards, beginning with 0 or 1, or from any given number.  Count, read and write numbers to <b>10</b> in numerals and words.  Given a number, identify one more or one less.  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.				<b>Number: Addition and Subtraction</b> Represent and use number bonds and related subtraction facts <b>within 10</b> .  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  Add and subtract one digit numbers <b>to 10</b> , including zero.  Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.				<b>Geometry: Shape</b> Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)  Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)		<b>Number: Place Value</b> Count to <b>twenty</b> , forwards and backwards, beginning with 0 or 1, from any given number.  Count, read and write numbers to <b>20</b> in numerals and words.  Given a number, identify one more or one less.  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.		<b>Consolidation</b>

## Science:

Forces and materials:

- Explore a range of toys to discuss forces- push, pull, twist etc.
- Opportunity to plan and write instructions to make our own toys and discuss what forces are needed.
- Discuss the variety of materials used to make toys, name their properties and why we think toys are made from different materials.

## Computing

Children will learn to:

- Access i-board (lgfl website) to explore a classroom museum.
- Continue our focus on how to safely use the computers- discuss Hector the protector.
- Log on to Espresso coding, where they use algorithms to make objects move.
- Programme bee-bots by entering a sequence of instructions into the floor turtles to make them move.
- E Safety: Children will learn that unkind behaviour online can affect other people, even though we can't see them.



## Topic: Toybox- A History and science unit based around toys and games

- **History:** Explore old and new toys and discuss how they have changed over the years. Discussions about electrical items.
- **Art:** Draw our favourite toys and label; opportunities to make simple toys i.e. bears with split pins and observational drawings of toys.
- **DT:** Designing own toys using an 'instructional manual' sheet, thinking about equipment needed, methods and sketching their ideas.
- **Geography:** Thinking about toys around the world, are they different from ours at home?

## PE

- **Gymnastics:** The children will explore ways of travelling, they will move around confidently, finding and using space and making up sequences. They will explore basic gymnastic actions and will be taught how to use apparatus; as well as how to safely set up/ put away mats and apparatus.



## PSHE (Personal, Social and Health Education)

Children will participate in:

- Reminding ourselves of rules and routines around the school.
- During the school's anti-bullying week we will design posters and have assemblies to deepen our understanding.
- Discussing ways to stay active around school and at home as well as the benefits of eating healthy food.
- Thinking about how we can keep safe inside and outside of school, as well as road safety.
- Suggesting ideas how we can support and help each other; as well as sharing any worries we may have.

## Music

- **Winter Celebrations:** The children will learn a range of winter celebration songs from different cultures. They will be aware of basic performance expectations and they will sing simple songs from memory.
- **Infant Singing Practice:** This will take place on a Friday afternoon. The children will learn new songs for Mass and for the Nativity.

### 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; which consists of a spelling pattern that the children need to learn words 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. Plimsolls need to be worn. P.E is on a Wednesday. Please try to avoid wearing tights on days that we have PE.
- ☺ It is very important that your child is able 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 advisable to label all items of uniform to ensure items can be returned if misplaced. Only school uniform is to be worn in school buildings. Encourage your child to dress and undress independently.
- ☺ 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 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.
- ☺ In any case of absenteeism, it is requested that caregivers provide an explanation on the day or the day after the absence. If an absence is known in advance, a letter of explanation would be appreciated.
- ☺ 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.
- ☺ Show and Tell is on Fridays, children are free to bring in items to share with the class. All items should be of a suitable size, to fit into your child's tray. Please do not bring in items that are valuable or fragile, e.g. electronic items.

### Other Information:

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

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