



## Year 1 Curriculum Report Spring Term A 2020

This half term, our topic is 'Can we build it'. There are three main themes to our learning:



1. Exploring materials
2. The story of the Three Little Pigs
3. Designing and making instruments and performing in the style of the musical 'Stomp'

**Literacy:** The children are becoming more confident with their sentence writing although we are still checking carefully for capital letters and full stops. As children learn more sounds in phonics, we are beginning to think about which spelling is needed (e.g. oy or oi for the word boil). A key feature of our grammar learning is to spell the suffixes (word ending) –ed and -ing correctly. You can support your child with this by spotting them when you read together or challenging them to change verbs into the past tense (e.g. jump → jumped).

We are using the story of the Three Little Pigs to describe characters, change the story to write a new version and advertise new homes for the pigs to stay safe from the wolf. This will also link to our science learning.

The children are continuing to develop their reading, spelling and handwriting through daily phonics sessions. They are taking part in Guided Reading sessions each week, working with a teacher in a small group to read and discuss a variety of texts. When you read with your child at home, remember to ask them questions such as 'Why do you think that happened' or 'How does that make the character feel?'.

### How to help at home:

- Listen to your child read their reading book daily, and fill in their reading message book to complete the reading challenge. They can change their reading books as often as they need.
- Help your child to learn the spellings that are sent home on a Thursday. Little and often practice is the best approach. The children will be tested weekly.

**Mathematics:** Learning to recall number bonds quickly and confidently is a real focus this half term. Playing games at home that use these skills will support your child to consolidate this learning quickly. We are also learning to double numbers up to 10. Children find the doubles for 7, 8 and 9 really tricky to remember, so again practice at home is appreciated. Attached are two games you can play using a pack of ordinary playing cards to help with mental addition and subtraction.

Most children are confident to read and write numbers to 20. We are now learning to read and write numbers to at least 50, beginning to break the numbers into 10s and units (e.g. 43 is 4 tens or 40 and 3 ones).

We are also learning to estimate, compare and measure lengths and weights, linking to the building sites that have appeared in our class role play area. Talking about when people use these skills in real life helps give a purpose to the children's learning.

### How to help at home

- The children need to be confident and fluent with counting forwards and backwards to 100. The children are having particular difficulty when the tens number changes (e.g. 59 → 60). Counting your steps, taking it in turns to say the number names or saying which number comes next are vital skills which can be practised anywhere and make a real difference to your child's progress.
- Cook together, and ask your child to help with weighing the ingredients – talking about why we use grams.
- Name pairs of numbers that add up to any number up to 10 (e.g. 4 and 3 equals 7, 4 and 6 is 10)
- Give your child the opportunity to pay for things in at the shop, helping to find the 50p coin etc.

**Science:** The focus for science this half term is materials. The children will learn to identify the materials that objects are made from (rock, wood, metal, ceramics etc.). We will investigate their properties, using a variety of testing skills. Once we have gathered all the information we need, we are going to design the safest possible house for the Three Little Pigs to protect from the Big Bad Wolf who seems to be sneaking around Purbrook.

**Physical Education, Music and Design Technology:** The hit musical 'Stomp' is the inspiration for learning across these three areas. We are exploring, describing and making different sounds in music using both our bodies and percussion instruments. Our PE dance focus is using videos of Stomp to create and perform simple dances using the Samba rhythm. In DT, we are finding out how we can reuse materials to design and make our own instruments to accompany our Stomp performance.

In order that we can create instruments, could you collect 'junk' materials – especially small or interesting shaped boxes; tubes, metal cans (we will discuss safety with the children before using) and plastic tubs or pots. We prefer smaller objects rather than larger as the completed instruments will take lots of storage room at school! **We need the junk to be sent into school on Monday 20 January so we can begin making our instruments.**

**Personal, Social and Health Education:** Our PSHE learning focuses on 'Caring for Myself'. We have been very impressed with the children's knowledge of how to have a healthy lifestyle. Talking about choices will help the children to reflect on how they can make good and not so good choices about both their physical and emotional health. We will also learn about what can go inside our bodies, and that some substances can harm our bodies. The children will learn that all medicines are drugs, and how we stay safe with drugs.

**Computing:** The children are learning about algorithms in computing this half term. An algorithm is a set of instructions, and using Purple Mash, the children will be able to write simple programs to make bubbles move in different directions, cars drive and characters appear and disappear!

**Religious Education:** This half term, RE is exploring the idea of changes, and how we respond to changes. The children will learn about how the people Jesus met changed and consider why change is important in many stories.

Please do not hesitate to contact us if you would like further information or have expertise to support our curriculum and the children's learning in any way. We are always very grateful for willing volunteers to support reading and other areas of the curriculum in school.

***Home learning challenge:***

Can you design and/or build a house for a fairy tale character (not the 3 little pigs!)? Think about what you know about the character, and what kind of features they would like.

You can use anything to make your house – lego, playdough, junk modelling...

Bring in your finished homes so we can celebrate your learning in school too!

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## Memory Pairs - doubles

I am learning to quickly remember doubles up to 10+10.

### You will need:

- 2 sets of 1-5 playing cards
- (2 sets of 6-10 playing cards)
- 2 players

### How to play:

- Shuffle the cards.
- Place all the cards face down in 2 lines on the table.
- Player 1 turns up 2 cards.
- If you have 2 cards the same, say for example, "what is double...?"
- If you get it right you keep the cards.
- If the cards are not the same, turn them over for the other person to try and find a double.
- Player 2 turns up 2 cards and tries to get a double.
- You have to remember where the cards are to help you find the doubles.
- Keep playing until all the doubles are found.
- Now try with the number 6-10 numbers.

## Memory Pairs – number bonds for 10

I am learning the number bonds for 10

### You will need:

- 1 each of the following playing cards: ace (for 1), 2,3,4,6,7,8,9 and two 5s.
- 2 players

### How to play:

- Shuffle the cards.
  - Place all the cards face down in 2 lines on the table.
  - Player 1 turns up one card eg 6
  - Player 1 has to say what number card he needs to go with this to make a total of 10.
  - Player 1 turns over another card. If the total makes 10, say eg  $6+4=10$  and keep the cards.
  - If the cards do not total 10, turn both cards back over and Player 2 has his/her turn.
  - Continue playing until all the pairs of cards totalling 10 are found.
  - You have to remember where the cards are to help you find the pairs that make 10.
  - Keep playing until all the cards are found.
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