



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy</p>	<p><u>Writing</u> Children will learn to;</p> <ul style="list-style-type: none"> • Use a range of story language in their own writing. • Write a simple, short narrative, structured into 3 parts. • Describe a noun using appropriate adjectives. • Begin to use simple planning tools to support structure. • Begin to experiment with word choice and sentence openers. • Discuss what has been written with a teacher. • Write in sequence using words to signal time (e.g. first, next, after that, finally) • Maintain past tense in writing. <p><u>Grammar & Punctuation</u> Children will learn to;</p> <ul style="list-style-type: none"> • Use the joining word 'and' • Use capital letters for names and 'I' • Use plurals • Use question marks • Recognise different word endings <p><u>Spelling & Handwriting</u> Children will learn to;</p> <ul style="list-style-type: none"> • Form most lower case letters at the correct size and formation, distinguishing between ascenders and descenders. • Knows which letters to form in similar ways. • Write from memory simple dictated sentences, including words using the GPCs and common exception words taught so far. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics</p> <p>In Maths, children will learn to;</p> <p><u>Number: Place Value</u> * Count to one hundred, forwards and backwards, beginning with 0 or 1, or from any given number. * Count, read and write numbers to 100 in numerals. * Identifying a number 1 more, 1 less and between. * Write numbers from 1-20 in words.</p> <p><u>Number: Addition and Subtraction</u> * Represent and use number bonds and related subtraction facts within 20. * Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. * Add and subtract one digit numbers to 20, including zero. * Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p><u>Measurement: Length and Height</u> * Weight and Volume: Measure and begin to record mass/weight</p> <p><u>Time</u> - Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p><u>Geometry: Shape</u> * Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p> <p><u>Number: Multiplication and Division</u> * Count in multiples of twos, fives and tens.</p> <p><u>Number: Fractions</u> * Recognise, find and name a half as one of two equal parts of a shape. * Recognise, find and name a quarter as one of four equal parts of a shape.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	

<p style="text-align: center;">Computing</p>	<p><u>Programming: Moving a Robot</u> This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program.</p> <p><u>Creating Media: Digital Writing</u> This unit look at various aspects of using a computer to create and change text.</p>	<p style="text-align: center;">Geography</p>	<p><u>Wonderful Weather</u> (continued) Children will gain understanding of how the weather and seasons impacts upon us in terms of the clothes we wear, the places we travel to, where we can live in the world and how the weather affects us.</p>
<p style="text-align: center;">Music</p>	<p>Children will be taught to;</p> <p><u>Pulse</u> - Keep a steady pulse in a group and be able to pick out two different tempos in music</p> <p><u>Rhythm</u> - 1 bar repetition using crotchets and quavers and minims.</p> <p><u>Melody</u> - Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids</p> <p><u>Listening</u>- Identify features of a range of high quality and recorded music, replicate basic rhythms heard.</p> <p><u>Performing</u> - Play basic rhythms on untuned percussion instruments and using body percussion. Begin to use repetition.</p> <p><u>Singing</u> - Sing simple folk tunes in unison both with and without accompaniment or backing tracks</p> <p>Composition - Improvise Simple rhythms based on given stimuli (e.g. rhythm grids)</p>	<p style="text-align: center;">Physical Education</p>	<p><u>Dance</u> Children will begin to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p> <p><u>Gymnastics</u> The children will develop the ability to apply ‘champion gymnastics’ as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.</p> <p><u>Hands</u> Children will consolidate their previous learning on accurately rolling a ball towards a target. They will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.</p> <p><u>Jumping</u> The children will explore jumping, in different directions, at different speeds, different levels, heights and distances. They will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.</p>
<p style="text-align: center;">Art</p>	<p><u>Painting</u> The children will develop their painting skills by exploring use of colours. They will develop the skills of colour mixing and extend their knowledge and understanding of colour theory. They will develop techniques and paintbrush skills and paint application.</p>	<p style="text-align: center;">Design Technology</p>	<p><u>Cooking & Nutrition – Fruit Smoothie (continued)</u> Children will build on their knowledge of fruit from EYFS in D&T and their knowledge of the world in geography by the seasonality of fruits in the UK and make choices after tasting some fruits and seasoning. They learn to conduct some simple market research and make a packaging based on brand influencers.</p>
<p style="text-align: center;">Events</p>	<p>January</p> <p>25th – Mass in St. Bede’s Church</p> <p>February</p> <p>5th – 9th – Children’s Mental Health Week</p> <p>12th – 16th – Half Term</p>	<p style="text-align: center;">Key Information</p>	<p><u>Things we will need to support teaching & learning:</u></p> <ul style="list-style-type: none"> Each week your child will bring home a reading book. Please try and hear them read daily and discuss what they have read (talk about the plot, characters and what they like / dislike about the book). Please ensure the book is returned to school on your child’s reading day.

26th -1st – Test Week

March

7th – Y1 Class Liturgy

19th – Parents’ Meetings

20th – Parents’ Meetings

26th – Mass in Church

28th - Break up for Easter

March

29th – 12th April – Easter Holidays

15th April – School reopens for summer term

This can be found in their ‘Reading Record’ book.

- Children will begin to receive weekly spelling to learn. Please practice these as often as possible and have their spelling book in school on a Friday morning.
- As often as possible support your child using online games such as My Maths, Spelling Shed, etc. These are linked to their weekly Spelling or Mental Maths test. Login details can be found on their login card.
- Please bring your child to school dressed in their PE kit on Mondays and Fridays.

Remember to check the school website to see what the children have been up to.

Thank you

Mrs K. McVittie