



Dear Parent(s)/Carer(s),

A huge welcome back and happy new year to you all, I hope that 2020 brings happiness, health and laughter for you all. Thank you all so much for all the lovely gifts and beautiful cards over Christmas, they were very much appreciated. As we begin the spring term it is a great opportunity to look back at how far the children have come and all of their successes in the first term of Year One. For all of the children the Autumn term brought harder work, higher expectations and an increase in independence; I am very proud of every single one of them as they all stepped up and started the year off brilliantly. They all took their new learning experiences in their stride and took huge leaps in confidence together with the ability to try and try again, even when things got a little tough. I hope this continues this term, with even more success for every child. A very exciting term lies ahead of us, with lots of new learning opportunities to be excited about.

### Year 1 Expectations

- We expect children to arrive at school on time, ready to learn with everything needed for the day.
- We expect their work and behaviour to be of the highest standard.
- We expect every child to respect the Catholic ethos of the school.
- We ask children to bring in a labelled water bottle. This **MUST** only contain water, no squash.
- We expect all children to have the **correct school uniform**, including the correct footwear, which is labelled. They are to wear their uniform properly and treat their uniform with respect.
- They are to have an **indoor and outdoor PE kit**, which should be brought in on the correct days, or left at school on their peg. Both uniform and PE kit should be clearly labelled with your child's name to avoid any items being lost. **We do expect the children to take responsibility for their uniform.**

### Spring Term Curriculum

The table below gives an overview of the different units/themes that will be covered in Year 1 this term, with the best intentions some plans are subject to change due to other factors, so this may be changed and updated when necessary:

	<u>Spring 1</u>		<u>Spring 2</u>		
<b><u>Maths</u></b>	<b>Number skill</b> -represent and use number bonds and related subtraction facts within 20 -solve one-step problems that involve addition and subtraction -read, write and interpret mathematical statements	<b>Basic Number</b> - count, read and write numbers to 100 in numerals; -count in multiples of twos, fives and tens -read and write numbers from 1 to 20 in numerals and words	<b>Measure</b> -recognise and use language relating to dates -sequence events in chronological order using language -measure and begin to record; lengths and heights; mass / weight ; capacity and volume; time	<b>Basic number</b> -identify and represent numbers using objects and pictorial representations -read and write numbers from 1 to 20 in numerals and words -count, read and write numbers to 100 in numerals	
<b><u>Literacy</u></b>	<b>Description</b> -Using adjectives and expanded noun phrases to describe a character and setting. -Using a range of vocabulary ready to begin story writing.	<b>Biography</b> -Real life writing using a famous person within living memory. -Sequential language and fact finding skills. -Independent research	<b>Informational</b> -Focused on animals -Use of research and non-fiction information. -Changes to layout and using different language techniques	<b>Newspaper</b> -Focused on real life events. -Comparison of fact and fiction, using sources to discover facts. -Sequential language	<b>Explanation</b> -Use of instructions and guidance on how to care for something. -Research and building specific vocabulary to write an explanation text.
<b><u>Science</u></b>	<b>Animals Including Humans</b>		<b>Seasonal Changes (Spring)</b>		

	<ul style="list-style-type: none"> <li>- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>- identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>			<ul style="list-style-type: none"> <li>- observe changes across the four seasons</li> <li>- observe and describe weather associated with the seasons and how day length varies.</li> </ul>		
<b>RE</b>	<b>Christmas</b>	<b>Jesus - Teacher and Healer</b>	<b>Forgiveness</b>	<b>Prayer</b>	<b>Lent</b>	<b>Holy Week</b>
<b>History</b>	<b>Coventry</b> <ul style="list-style-type: none"> <li>- To know how and when did Coventry got its name</li> <li>- To know the story of Lady Godiva</li> <li>- To know jobs that people had in early Coventry</li> <li>- To understand the difference between those and the jobs now</li> <li>- To have an understanding of how Coventry has changed and why this may be.</li> </ul>					
<b>Geography</b>	<b>Weather and Seasons</b> <ul style="list-style-type: none"> <li>- Know and name the four seasons</li> <li>- Identify and describe the main characteristics of these seasons</li> <li>- Identify hot and cold regions of the world in relation to the equator</li> </ul>					
<b>PE</b>	Monday - Basketball Wednesday - Gymnastics			Monday - Football Wednesday - Gymnastics		
<b>Art</b>	<b>Drawing and sketching</b> <ul style="list-style-type: none"> <li>- Still life drawing</li> <li>- To develop drawing skills thinking about shape, size and composition</li> <li>- To explore the work of Paul Cezanne</li> <li>- Using a range of tools to think about light and dark regions</li> </ul>			<b>Clay Animals</b> <ul style="list-style-type: none"> <li>- Work to develop clay modelling skills</li> <li>- Start by creating a simple thump pot</li> <li>- Design and make a clay animals aiming to shape the clay as opposed to joining separate pieces.</li> </ul>		

### Home-based study project:

Children will receive a home-based study project per half term. The way in which the children complete this is completely up to them however the focus area will be 'My Favourite Animal'. Children could produce a poster of their favourite animal, a model of it, video, a piece of artwork showing their favourite animal or any other means of their choice. This list is of some possible ideas but is not exhaustive. It is your child's chance to show their creativity and imagination to then be brought in to celebrate their achievement. A separate guidance sheet has been given to the children to bring home.

### Spelling:

The children will also be sent home with 5 spellings a week; these will go out on a Friday and will be checked in school on a Wednesday. This is to meet guidelines that state children should be able spell a set list of words by the end of Year One (Year One Common Exception Words). The children should practise them at least three times and build up a habit of covering over them to try and spell them without looking.

### Reading:

It is the school's requirement that your child is spending 10-15mins (minimum) reading at least 4 times a week at home. Reading is vital to developing children's imagination and creativity. It is also vital to help with the development of phonics; the children will continue to access phonics every day and will be checked every few weeks to see how they're getting on. However, by hearing them read as much as possible at home, they get constant practise of the skills needed to make progress in phonics. It is an imperative element of being able to access all parts of the curriculum and learning within the classroom. For this reason it is given a very high focus and priority. All reading should be recorded in your child's reading record. The adults at school will change the books for you on a Wednesday

and Friday, in order for the children to read the correct sequence of books. If your child requires a new reading book, please ask them to place their book and reading record in the box to be changed on these days - however we will check this when we hear them read. Please make sure that their reading book and reading record are in school **every day.**

**Key dates for your diary:**

**Thursday 30<sup>th</sup> January 2020 (all day) - Year One to the Sea Life Centre**

**Thursday 13<sup>th</sup> February 2020 - Valentine Disco**

**Wednesday 19<sup>th</sup> February 2020 (Morning) - Birdman Visit**

**Friday 21<sup>st</sup> February 2020 - Half term**

**Monday 2<sup>nd</sup> March 2020 - Back to school (Spring 2)**

**Thursday 5<sup>th</sup> March 2020 - World Book Day**

**Friday 6<sup>th</sup> March 2020- Family Fast Day (Lent)**

**Monday 9<sup>th</sup> - Friday 13<sup>th</sup> March 2020 - Science Week**

**Tuesday 10<sup>th</sup> March 2020 (3.30 - 7.00pm) - Opening Evening**

**Wednesday 11<sup>th</sup> March 2020 (3.30 - 7.00pm) - Opening Evening**

**Tuesday 17<sup>th</sup> March 2020 (9.15am) - Saint Patrick's Coffee Morning**

- Y1 Mother's Day Lunch

**Friday 20<sup>th</sup> March 2020 (9.15am) - Year One Assembly**

**Thursday 9<sup>th</sup> April 2020 - Easter Half term**

**Monday 27<sup>th</sup> April 2020 - Back to school (Summer 1)**

As this New Year begins, I want to take the opportunity to thank you all for your support the last term and hope that this continues this year. Hopefully this spring term will be even more successful than last term and the children will continue to progress, grow and develop as the year goes on, I am very much looking forward to sharing this next term with them, full of fun, laughter and learning. I will continue to create every opportunity possible at school for the children to achieve and I am sure you will work to support me with this, to ensure the children are happy, healthy and confident individuals in the year ahead. As always, if there are any concerns do not hesitate to contact me.

**Kind regards,**

**Miss R. Corkerry**  
Year One Class Teacher

**Mrs N. Atwal**  
Year One Teaching Assistant

