

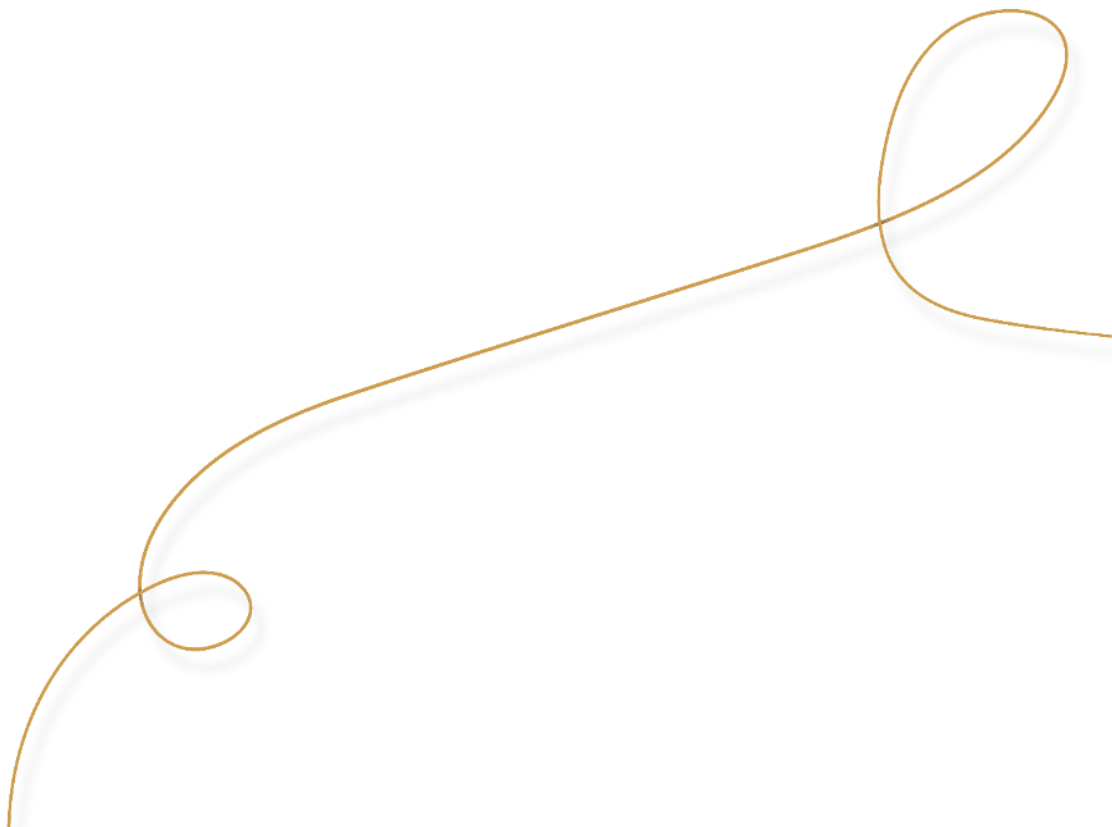


# **Sherborne House**

*Enquiring Minds, Extraordinary Stories.*

## **Year 1 Curriculum**

### **Spring 2024**



# Welcome

Dear Parents,

We are delighted to have welcomed the children back after Christmas and the beginning of 2024! Please find below details of the Year 1 curriculum for the Spring Term. Our Spring 1 topic is '5,4,3,2,1' and our Spring 2 topic is 'I packed my suitcase.'

This term, we will be carrying out standardised testing for reading (NGRT) and spelling (SWST). Results for these tests will be shared at the end of the Spring term..

English and maths homework will continue to be set weekly in homework books. Spelling tests will be every Monday. Humanities, MFL or Science homework will be set, where appropriate, on a Thursday and details of this will be shared on Seesaw. Seesaw will be updated regularly to share your child's learning with you. Please do take the time to discuss and share this with your child at home.

Daily routines remain important and we would be grateful if you could ensure that your child is at school by 8.30am each morning for registration, ready to begin learning at 8.40am.

The Forest School sessions at Sherborne House will be starting during the Spring term. A letter will be sent out with further information and you will be sent an email with your child's session days and times.

Please feel free to contact us with any concerns or celebrations that you or your child may have - as always, it is an open door policy! Should you wish to discuss any academic or pastoral matters at any other time, please contact the relevant staff or form tutor by email in the first instance, in order to arrange a mutually convenient time for a call.

Kind regards

Miss Loat and Miss Williams

Natalie Loat

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## English

The children will be learning a range of skills during English this term in both reading and writing. They will be exposed to high quality texts throughout the term and will use these to produce a variety of written outcomes. focusing on different skills.

Through independent and guided reading sessions, the children will read a variety of text types and will build on a range of different skills to develop their fluency and understanding. Reading VIPERS will be used as a way of questioning the children.

### **Phonics/spelling:**

The children have been assessed and grouped accordingly. The weekly spellings will continue to link to the sounds covered in the weekly phonics lessons. During daily phonics lessons, the children will continue to develop their knowledge of the different phonemes and will apply them to their spellings and reading. Spelling tests will continue to be on Mondays.

### **Handwriting**

The children will be taught cursive script through regular practice. During weekly focused handwriting sessions, the children will learn to form and position the letters of the alphabet correctly and be taught to join in the correct places.

### **Library**

The children will continue to visit the school library on Fridays. Please ensure that their library book has been packed in their bag on Fridays so that it can be changed.

### **Spring 1 - Reading and Writing: Chronological Reports**

In the first half of the term, we will be completing our learning journey '5, 4, 3, 2, 1'. We will begin by using a range of space related information texts and newspaper articles as a stimulus for learning about the features of chronological reports. We will use these as a base to create our own simple newspaper articles about a space related event.

### **Spring 2 - Reading and Writing: Letter Writing**

In Spring 2 the children will be looking at letter writing. We will be looking at a range of different letters written for a variety of purposes and will aim to identify common features. These will be used as a stimulus for the children to write their own persuasive letters.

Throughout the Spring Term, we will continue to learn how to punctuate sentences accurately, use adjectives to make our writing interesting and develop our grammatical knowledge about prefixes and suffixes.

### **The key objectives we will be covering are:**

- Composing sentences orally before writing them
- Re-reading writing to check it makes sense
- Writing in different ways such as non-chronological reports and letters
- Joins words and clauses using 'and' and other conjunctions
- Use the spelling rule for adding -s and -es as plural markers for nouns
- Shows understanding of suffixes where no spelling change is needed for the root word- particularly 'ed' for the past tense

# Maths

The children will be learning a range of skills during mathematics lessons this term. The children will be encouraged to continue to take pride in their work by presenting their work correctly and neatly in their maths books ensuring they use one digit per square. We will be developing mental maths skills such as counting in 2s 5s and 10s..

## **We will be focusing on the following objectives:**

- Solves one-step problems involving multiplication and division, by calculating the answer using concrete objects etc with the support of the teacher.
- Recalls and uses doubling and halving facts for numbers up to double 10 and other significant doubles.
- Recognises odd and even numbers to 20.
- Compares, describes and solves practical problems for time
- Recognises, finds and names a half as one of two equal parts of an object, shape or quantity.
- Recognises, finds and names a quarter as one of four equal parts of an object, shape or quantity.
- Recognises and knows the value of different denominations of coins and notes.
- Describes position, direction and movement, including whole, half, quarter and three-quarter turns.

Key vocabulary: Double, Halve, Odd, O’Clock, Half-Past, Hands, Half, Whole, Quarter, Equal, Part, Coins, Notes, Money, Value, More, Less, Amount, Turn, Clockwise, Counter Clockwise

# Science

## **Spring 1 - Seasons**

Linked to our theme ‘5, 4, 3, 2, 1’, the children will be learning about and comparing the features of different seasons. We will be observing change over time by describing what happens to our environment as we move through the four seasons. As part of this learning, a particular focus will be cast on what deciduous and evergreen trees are and what transformations these take as the seasons change.

## **Key Objectives covered:**

- Draws on their everyday experiences to help answer questions
- Identifies and names a variety of common wild and garden plants, including deciduous and evergreen trees

- Names the four seasons and understands that they have differences.
- Begins to describe the different seasons.
- Observes and compares changes across the 4 seasons and identifies what time of year they fall.
- Observes and describes weather associated with the seasons and how day length varies

## **Spring 2 - The Human Body**

During the second half of term, we will be focussing on the human body. The children will develop their vocabulary and will be able to use the correct terms for simple parts of our anatomy and describe what the job of some basic body parts are. We will discuss what the five senses are and draw on our own experiences to describe what body part is associated with each sense.

### **Key Objectives covered:**

- Identifies, names, draws and labels the basic parts of the human body and says which part of the body is associated with each sense
- Draws on their everyday experiences to help answer questions
- Uses their senses and simple equipment to make observations

# **Computing**

## **Spring 1 - Programming Moving a Robot**

In Computing this term the children will be introduced to early programming concepts. Children will explore using individual commands, both with other children and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and builds knowledge in a structured manner. Children are also introduced to the early stages of program design through the introduction of algorithms.

## **Spring 2 - Data and Information**

In Spring 2, children will be introduced to data and information. It will introduce the children to the concept of labelling and grouping objects based on their properties. We will develop our understanding that objects can be given labels, which is the first step in understanding databases and spreadsheets. In addition, children will begin to improve their ability to use dragging and dropping skills on a device.

# Humanities

## Spring 1 - Space

This half term we will be exploring the topic of space, with a particular focus on the famous moon landings in the past, linked to our theme of '5, 4, 3, 2, 1'. We will be using the children's interests and curiosities about space as a basis for our learning and will learn how to use a range of sources to find out the answers to our questions.

### Key objectives covered:

- Children will begin to ask who? Where? When? questions when investigating a topic and they will begin to ask why events happened.
- Children will understand some ways we find out about the past.
- Children will use sources which will include people, photographs, personal opinions and facts.
- Children will use common words and phrases relating to the passing of time.

## Spring 2 - Directions and coordinates

Linked to our theme of 'I packed a suitcase' we will be exploring how to use compass directions to plan and follow a simple route. The children will be taught, and will be encouraged to use, the proper directional language (North, South, East and West) to describe the path they would like to take. We will explore maps and discuss how and why they are used including the use of coordinates.

### Key objectives covered:

- To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.
- To use a compass to give directions.
- To understand how to use coordinates.

# Creative Arts

## Spring 1

During the first half term we will be focusing on painting skills inspired by the work of Jackson Pollock. We will begin by experimenting with different techniques of paint application, including using water colour paints outside. They will be encouraged to think carefully about colour choices for dramatic effect.

## **Key Objectives covered:**

- To explore all materials presented with enthusiasm
- To use drawing to record thoughts and ideas
- To explore the use different types of painting
- To use materials purposefully to achieve particular characteristics or qualities
- To name tools and techniques used

## **Spring 2**

In Spring 2 we will be completing a DT project which will lead to us creating our bridges and houses based on the story ‘the billy goat gruff’.

## **Key Objectives covered:**

- To measure, mark out, cut and shape materials and components
- To assemble, join and combine materials and components
- To generate, develop, model and communicate ideas
- To use materials purposefully to achieve particular characteristics or qualities

# **Languages**

In French this term, children will start by learning body parts, and using them with numbers to describe aliens. They will then learn vocabulary linked to food, which will lead to them to practise word order. They will continue to work on their listening, reading and speaking skills, through songs, games, and role plays.

Year 1 will continue with their introductory Spanish lessons in Spring term. This term, children will be taught numbers to 20, colours, shapes and days of the week. Songs, role plays and basic written tasks are used to support their understanding.

Children should be encouraged to use [Linguascope.com](https://www.linguascope.com) at home, to consolidate what they have worked on at school, and revisit previously learnt topics. The username is ‘Sherhouse’, and the password is ‘chouette24’.

# **Performing Arts**

In Performing Arts this term the children will continue to learn the recorder, introducing further notes and rhythms and playing both solo and as part of an ensemble.

During the term the children will explore a wide range of music both by listening and singing. They will choose songs that allow them to develop both their confidence and performance skills.

## **PSHE and Relationships Education**

Planning follows a spiral curriculum for PSHE (Personal, Social, Health and Economics Education) and RHSE (Relationships and Health Education) which includes mental health and wellbeing. There are cross-curricular links with many other subjects e.g. games, religious education, science, Maths and computing.

In Spring 1 discussions will be based around 'Keeping Safe'. We will also cover topics such as internet safety. In Spring 2, we will be focussing on rights and responsibilities.

Lessons will also be adapted depending on current needs of the children, in response to topical world events and special events such as Children's Mental Health Week and Internet Safety Day. The detailed objectives for each year group and statements of progression are in the curriculum area of our school's website.

## **P.E./Games**

During our P.E. lessons this term, the children will be developing their gymnastics skills and creating short sequences on the floor and apparatus. In dance, the children will create sequences based on the theme '5,4,3,2,1'.

The pupils will continue to work on their football skills this term; the focus will be on dribbling, passing and stopping the ball using the correct part of the foot and with control. On Fridays, the children will have ball skills with the emphasis on using a variety of equipment in small games activities.

## **Ways in which you can support your child further at home**

- Continue to encourage your child to dress and undress independently from their school uniform
- Ensure all belongings that come to school are clearly named
- Take time to talk to your child about what they have done in school, what has made them wonder and what they would like to find out more about
- Set aside time each day for your child to read independently, share books with them and encourage them to read widely
- Discuss stories together
- Retell familiar stories orally
- Encourage your child to create and tell their own stories
- Develop vocabulary by using the scientific, mathematical or topic vocabulary learnt at school
- Practise and revisit taught sounds in Phonics using the flash cards which come home
- Encourage letter formation using the cursive style of writing
- Practise number formation



Please let us know if you could offer your expertise in any of the curriculum areas, either by coming into school or via a Google Meet.

### 1NL Class Timetable 2023-24

1NL	Monday	Tuesday	Wednesday	Thursday	Friday return library books
8.30am - 8.40am	Registration				
8.40am - 9.00am	Form - spelling test	Assembly	Form	Form	Form
9.00am - 9.20am	Maths	Guided Reading	Maths	Maths	Library
9.20am - 9.40am					Phonics
9.40am - 10.00am					
10.00am - 10.20am	Break	Break	Break	Break	Break
10.20am - 10.40am	Phonics	Games PW	PE PW/SP	Phonics	English
10.40am - 11.00am	English			English	
11.00am - 11.20am					
11.20 am - 11.40am	Computing	English	English	Singing NL/GW	Phonics
11.40am - 12.00pm					Spanish LC
12.00pm - 12.20pm				Growth Mindset JC	
12.20pm – 1.20pm	Lunch Time				
1.20pm - 1.40pm	Assembly	Form Time	Form Time	Assembly	Golden Thread
1.40pm - 2.00pm	Creative Arts	Maths	PSHE PH	Science	

2.00pm - 2.20pm					
2.20pm - 2.40pm				PLAY	
2.40pm - 3.00pm	<b>Play Time</b>		Music SL		
3.00pm - 3.20pm	Continuous Provision AD	Science	Play Time	Humanities	Games CM/MBL
3.20pm - 3.40pm			French MH		
3.40pm - 4.00pm				Story	

### 1GW Class Timetable 2023 - 2024

1GW	Monday English homework	Tuesday New spellings	Wednesday Maths homework	Thursday	Friday return library books	
8.30am - 8.40am	Registration					
8.40am - 9.00am	Form - spelling test	Assembly	Form	Form	Form	
9.00am - 9.20am	Maths	Computing	Maths	Maths	Library	
9.20am - 9.40am						
9.40am - 10.00am		Phonics	Phonics		Maths	
10.00am - 10.20am	Break	Break	Break	Break	Break	
10.20am - 10.40am	Phonics	Games PW	PE PW/SP	Phonics	English	
10.40am - 11.00am	English					English
11.00am - 11.20am						
11.20 am - 11.40am					Phonics	
11.40am - 12.00pm	PSHE PH	English	English	Singing NL/GW	Spanish LC	
12.00pm - 12.20pm						Growth Mindset JC
12.20pm – 1.20pm	<b>Lunch Time</b>					
1.20pm - 1.40pm	Assembly	Form Time	Form Time	Assembly	Golden Thread	
1.40pm - 2.00pm	Creative Arts	Maths	Guided Reading	Music SL		
2.00pm - 2.20pm						

2.20pm - 2.40pm			French MH	PLAY	
2.40pm - 3.00pm	<b>Play Time</b>				
3.00pm - 3.20pm	Continuous Provision AD	Science	Play Time	Humanities	Games CM/MBL
3.20pm - 3.40pm			Science		
3.40pm - 4.00pm				Story	

## Assessment

Please see the parent letter for more information regarding the assessment cycle.

	Assessment & Reporting	Meetings
<b>September</b>	NGRT Score (Reading) SWST Score (Spelling)	
<b>October</b>	PTE (progress test in English) PTM (progress test in Maths)  Test data report	Meet the Form Tutor
<b>November</b>		Pupil-Led conferences
<b>December</b>	Attendance data report	
<b>January</b>	NGRT (reading) SWST (spelling)	Parents evening
<b>March</b>	Attendance data report	Pupil-Led conferences
<b>May</b>	PTM (Progress test in maths) PTE (Progress test in English)	
<b>June</b>	NGRT Score (Reading) SWST Score (Spelling)	
<b>July</b>	Full written report	

	Attendance data report	Meet the New Teacher
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