

*Excellence Together, Learning through Faith.*



**ST.MARY'S C of E PRIMARY SCHOOL**  
**NORTHCHURCH**  
**BERKHAMSTED**  
**HERTS**  
**HP4 3QZ**

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Dear Families of Year 1,

11<sup>th</sup> January 2019

### STAFFING

Day	Morning	Afternoon
Monday	Ms Gore	Ms Gore
Tuesday	Ms Gore	Mrs Brown
Wednesday	Ms Gore	Ms Gore
Thursday	Ms Gore	Ms Gore
Friday	Mrs Stewart	Mrs Stewart

Our whole school theme for this half term is 'The World Around Us' and is Geography based. Lessons will be linked to this theme wherever possible although some subjects and skills may need to be taught discretely. Our Literacy texts will be *The Snail and the Whale* and *The Owl and the Pussy Cat*. We will be discovering these texts together so would ask that you do not read them at home until we have finished them at school. In Maths we will be focusing on calculating using addition and subtraction, as well as length, height and mass, days of the week and months of the year. Mrs Stewart will be teaching Science on Fridays, linked to our whole school theme, and Mrs Brown will be teaching Music and PSHE on Tuesdays.

Please see below for a guide to all the learning we plan to cover this term.

### PE KITS

Year 1 have outdoor Games on Monday (shorts, T-shirts and trainers, possibly long sleeved tops and trousers for cold weather) and indoor P.E. on Friday (shorts and T-shirts). The children will need both indoor and outdoor PE kits in school at all times, since days for PE may change. If they do not have a P.E. kit they will not be able to take an active part in P.E. lessons. Please make sure children have an appropriate PE kit and that all P.E. kit is clearly named.

### HOMEWORK

Homework will be put in children's homework books in their blue bags, and will be a maths game or task (Wednesday), a Literacy/topic based task or handwriting to practise (Friday). The homework should not be a chore for the children and should not take more than 15 mins so I hope that they will enjoy what they are doing and you will enjoy seeing what they have been learning in class. Homework should be looked at by you and the link book, in the front of the Homework books, should be signed. Please feel free to make any comments about the homework in the link books – it is always useful to know how they get on at home. Ideally homework should be done the night it is set but will be looked at whenever it is done and stickers and stamps will be awarded. The children also bring choice books home on a Friday to share with you and will keep these until the following Friday when they will choose new ones. Please ensure that children bring back 2 books as we have had a number of books go missing, meaning less choice in the boxes! Mrs Watson supervises the children

choosing their new books but if you think they need to change them then please come in at the end of the day and choose new books with your child. Can I reinforce that reading at home is for pleasure and the books should be 'easy' for the children to read. If they choose a difficult text then please read the book with them/to them and enjoy the story together. Children will also have a reading challenge sheet in their Homework books to encourage book talk at home when they are reading to you. All this is in their blue bags so could they please bring them to school every day so we can look at the homework and check the link books for any notes.

**CLASS NOTICE**

The children are still going on the field at lunch times so it may be a good idea to send in some wellies for them to change into to prevent school shoes getting muddy. Please send named wellies in a named carrier bag. If your child is going home with anyone other than yourself please let me know as I cannot let them go without your permission. A note on a post-it is ideal as I can stick it on the door or a note in the link book please. If it is a permanent pick up one note is fine and I can add it to the 'Hometime' list.

**A REMINDER THAT YOU CAN COME AND SEE US ANY TIME...**

If there is something worrying you about your child's education then I am keen to help. Please *do* come and see me if you have any questions or worries or write a note in the link book. I am generally available after school although I do have clubs/meetings on Tuesdays and Wednesdays.

Many thanks

Ms L.Gore

**An overview of learning for this half term in Year 1**

<b>Understanding English, Communication and languages</b> <small>(Speaking &amp; Listening, Reading, Writing, MfL)</small>	<b>Mathematical Understanding</b>	<b>Religious Education</b>
<ul style="list-style-type: none"> <li>- apply phonic knowledge and skills as the route to decode words</li> <li>- read accurately by blending sounds and reading common exception words</li> <li>- read aloud accurately books that are consistent with their developing phonic knowledge</li> <li>- re-read these books to build up their fluency and confidence in word reading</li> <li>- develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>- understand both the books they can read accurately and fluently and those they listen to</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them</li> <li>- spell words containing phonemes already taught and common exception words</li> <li>- <b>name letters of the alphabet in and out of order (please practice this at home!)</b></li> </ul>	<ul style="list-style-type: none"> <li>- count, read and write numbers to 100 in numerals</li> <li>- count in multiples of twos, fives and tens</li> <li>- given a number, identify one more and one less</li> <li>- identify and represent numbers using objects and pictorial representation including the number line</li> <li>- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>- represent and use number bonds and related subtraction facts within 20</li> <li>- add and subtract one-digit and two-digit numbers to 20, including 0</li> <li>- solve one step problems that involve addition and subtraction using concrete objects and pictorial representations</li> <li>- solve one step problems that involve multiplication and division by calculating the answer using concrete</li> </ul>	<p><b>'Fresh start, new life'</b></p> <ul style="list-style-type: none"> <li>- New Life; understand how people celebrate a baby's birth.</li> <li>- Discuss experiences, memories. Link to Spring time and babies in the animal world.</li> <li>- What would children give to a new baby? - not just material gifts.</li> <li>- Make a card to welcome a new baby</li> <li>- Arrange visit; New baby, opportunity for questions.</li> <li>- Use own baby photographs to describe what they were like as a baby</li> <li>- How do children belong in Christianity?</li> <li>- Explore and discuss Baptism</li> <li>- Act out a Baptism with the children.</li> <li>- Design a Baptism card using relevant Christian symbols.</li> <li>- New Life/Beginnings found in the stories about Jesus.</li> <li>- Read story of Zaccheus, why did he change; when do we have a fresh</li> </ul>



<ul style="list-style-type: none"> <li>- sit correctly at a table, holding a pencil comfortably and correctly</li> <li>- <b>begin to form lower-case letters in the correct direction, starting and finishing in the right place</b></li> <li>- write sentences by saying out loud what they are going to write</li> <li>- use finger spaces, capital letters and full stops</li> <li>- sequencing sentences to form short narratives</li> <li>- re read what they have written to check it makes sense</li> <li>- discuss what they have written with the teacher or other pupils</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p>objects, pictorial representations and arrays with the support of the teacher</p> <ul style="list-style-type: none"> <li>- recognise, find and name halves and quarters of shapes and quantities</li> <li>- compare, describe and solve problems for capacity and mass/weight</li> <li>- measure and record capacity and mass/weight</li> <li>- ask and answer simple questions about pictograms, block and bar graphs</li> <li>- with support construct pictograms, block and bar graphs</li> <li>- describe positions, directions and movements including half, quarter and three quarter turns</li> </ul>	<p>start?</p> <ul style="list-style-type: none"> <li>- Make Zaccheus in the tree.</li> <li>- Finding New Life in Nature; class walk looking for signs of New Life, buds, bulbs, shoots.</li> <li>- Talk about new life in animals.</li> <li>- Use 'Hungry Caterpillar' story to learn New Life of Butterfly.</li> <li>- Make Mobile showing Life Cycle. Label.</li> <li>- Draw and label example of New Life/life cycle.</li> </ul>
<p align="center"><b>Scientific and Technological Understanding</b> <i>(Science, Design &amp; Technology)</i></p>	<p align="center"><b>Historical, Geographical and Social Understanding</b> <i>(PSHE, History, Geography)</i></p>	<p align="center"><b>Computing</b></p>
<p><b>D&amp;T</b> Making books – links to Literacy and topic work Evaluating finished work</p> <p><b>Science – Materials</b></p> <ul style="list-style-type: none"> <li>- Sorting Materials</li> <li>- Sorting materials according to their properties.</li> <li>- Transparent or Opaque</li> <li>- Magnets and Metal</li> <li>- Three Little Pigs investigation</li> <li>- Ice investigation</li> </ul>	<p><b>Geography</b> British Isles</p> <ul style="list-style-type: none"> <li>- Name four countries and capital cities of the United Kingdom and the surrounding seas (also other significant landmarks - where we live, River Thames, surrounding seas etc)</li> <li>- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p><b>PSHE - 'Going for Goals'</b></p> <ul style="list-style-type: none"> <li>- Knowing myself</li> <li>- Learning in different ways</li> <li>- Setting goals</li> <li>- Persistence</li> <li>- Problem solving</li> <li>- Learning from successes</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that information exists in many forms. Share and compare different ways that ICT can "tell us things" or convey information</li> <li>- Understand that information in graphs can be simpler to understand than words and numbers. Share different graphs, using these to make general statements and answer simple questions</li> <li>- Develop understanding of graphing software. Present various sets of information as pictograms and bar charts, beginning to include titles, labels on scales etc.</li> <li>- Understand that mistakes are easy to make when gathering and recording information. Check information in their graphs for mistakes. Think about advantages and disadvantages of using ICT for graphing.</li> </ul>
<p align="center"><b>Understanding physical Development, health and wellbeing.</b> <i>(Physical Education, Personal and Economic Wellbeing)</i></p>	<p align="center"><b>Understanding the Arts</b> <i>(Art and Design, Music, Drama, Dance)</i></p>	
<p><b>Games</b> will be taught every Monday afternoon by Game On and will include outdoor games skills and small team games</p> <p><b>Dance</b> will take place every Friday and this half the unit is called 'Wide, narrowed, curled'</p>	<p><b>Drama</b> - linked to Literacy texts and including hot seating, acting out, interviewing, conscience alley</p> <p><b>Art</b> - work linked to Literacy texts and ICT and taught through R.E.</p> <ul style="list-style-type: none"> <li>- Use a range of materials</li> <li>- Develop techniques of colour, pattern, shape texture, line, form and space</li> </ul> <p><b>Music</b> - Music Express - 'Rain, rain' - Exploring timbre, tempo and dynamics'</p>	