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Dear Families of Year 1,

### 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 'Famous Faces' and is History based. Lessons will be linked to this theme wherever possible although some subjects and skills may need to be taught discretely. Some of the famous faces we will be learning about in Year 1 are Rosa Parks, Martin Luther King and Henri Matisse. In Literacy we will be looking at traditional stories such as 'Goldilocks and the three bears', 'The three little pigs' and 'Cinderella' and it will be useful if the children have a good knowledge of these stories beforehand so please read and retell these types of stories at home as often as you can. We will be writing our own versions of the stories as well as using the texts for non fiction writing such as letters, posters and postcards. In Maths we will start by focusing on problem solving and comparison using statistics and applying these skills in different contexts. We will also be working on days of the week, months of the year, measures and money. Lots of practise of understanding and using coins at home will really help in class. Mrs Stewart will be teaching Science on Fridays and Mrs Brown will be teaching Music and PSHE on Tuesday afternoons.

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

### PE KITS

Year 1 have outdoor P.E. on Monday (long sleeved top and trousers, trainers) and indoor P.E. on Friday (shorts and T-shirts). The children will need PE kits in school at all times, since days for PE may change and they will be going outside in all weather. 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 all P.E. kit is clearly named.

### HOMEWORK

Children's homework is put in their homework books in their blue bags, and consists of a maths game or task (Wednesday), handwriting, Literacy or topic based task (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 any comments made in the link book, in the front of the Homework books. Thank you to everyone who uses the Link Book in this way – it is really 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. 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. Please ensure that two books are sent back on a Friday to change. Also please remember that the choice books are the children's own free choice and should be used to promote pleasure and enjoyment in reading and that the children can read more widely at home and don't need to just stick to the books they bring from school. They could go to the library, read magazines or comics, read the instructions for a game, signs, maps etc. Children also have a reading challenge sheet in their Homework books to encourage book talk at home when they are reading to you. They should be completing one reading challenge after each book they read with 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 NOTICES**

Please could your child bring in a family photo for circle time next Tuesday with Mrs Brown.

Don't forget the new Show & Tell rota with one child per day. Please see the letter that came home at Christmas for your child's day. We have had some lovely things prepared and practised for Show & Tell so keep it up!

I am planning a class trip for the end of the half term - more information and details will be sent out nearer the time.

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 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 meetings on Wednesdays and Thursdays.

Parent Consultations are also coming up so I look forward to seeing you all then.

Many thanks

L.Gore

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

<b>Understanding English, Communication and languages</b> <i>(Speaking &amp; Listening, Reading, Writing, MfL)</i>	<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> <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>	<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 objects, pictorial representations and arrays with the support of the teacher</li> <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><b>Easter</b></p> <ul style="list-style-type: none"> <li>- Understanding Lent - 'Shrove Tuesday'</li> <li>- Understand Easter Story and why Easter matters to Christians - Time Lines</li> <li>- Mothers Day</li> <li>- Palm Sunday, letters welcoming Jesus. Palm Crowns</li> <li>- Good Friday, how do hot cross buns link to the Easter story?</li> </ul> <p>Revisit question why does Easter Matter to Christians</p> <ul style="list-style-type: none"> <li>- Festival of New Life - Easter Trees</li> </ul>
<p style="text-align: center;"><b>Scientific and Technological Understanding</b> <i>(Science, Design &amp; Technology)</i></p>	<p style="text-align: center;"><b>Historical, Geographical and Social Understanding</b> <i>(PSHE, History, Geography)</i></p>	<p style="text-align: center;"><b>ICT</b></p>
<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>- Making cards with moving parts</li> <li>- Book making</li> </ul>	<p><b>History</b></p> <p>Lives of significant historical figures, including comparison of those from different periods</p> <ul style="list-style-type: none"> <li>- Rosa Parks</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</li> </ul>

<p><b>Science – Animals</b></p> <ul style="list-style-type: none"> <li>- Identifying and naming animals</li> <li>- How do animals grow and change?</li> <li>- What do animals eat?</li> <li>- Animal body parts</li> </ul>	<ul style="list-style-type: none"> <li>- Martin Luther King</li> <li>- Galileo Galilei</li> <li>- Henri Matisse</li> </ul> <p>PSHE – Learning 4 Life/SEAL</p> <ul style="list-style-type: none"> <li>• Feeling proud of myself and my friends</li> <li>• I know who is in my family</li> <li>• I know who my friends are</li> <li>• Losing someone or something I care about</li> <li>• Making the people I love happy</li> <li>• I know I can make people sad</li> </ul>	<p>graphs can be simpler to understand than words and numbers. Share different graphs, using these to make general statements and answer simple questions</p> <ul style="list-style-type: none"> <li>- Understand how objects can be sorted according to a property</li> <li>- Understand the yes/no questions and provide useful information and can help us make decisions</li> <li>- Understand that branching databases can be used to organise objects and to identify then using yes/no questions</li> <li>- Understand that computers use repeated processes to sort objects and that this process in branching databases is yes/no questioning</li> </ul>
<p><b>Understanding physical Development, health and wellbeing.</b> <i>(Physical Education, Personal and Economic Wellbeing)</i></p>	<p style="text-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 'Jack and the Beanstalk' which links to our class text</p>	<p><b>Drama</b> - linked to Literacy texts and including hot seating, acting out, interviewing, conscience alley</p> <p><b>Art - focus on Henri Matisse</b></p> <ul style="list-style-type: none"> <li>- Learn about the work of artists, making links to their own work</li> <li>- Develop a range of art and design techniques in using colour, shape, form and space work linked to Literacy texts and ICT and taught through R.E., Geography and D&amp;T</li> <li>- Use a range of materials creatively to design and make products</li> <li>- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p><b>Music</b> - Music Express - 'Machines' - exploring Beat.</p>	