



# Brookland Infant & Nursery School

Keystage 1 Curriculum Planning		Information for Parents & Carers
Year Group: 1	Classes: <b>Ash, Beech &amp; Magnolia</b>	Term: <b>Spring 2017</b>
Subject	Learning in school	Homework /How you can help
<b>English</b>	<ul style="list-style-type: none"> <li>To know a range of traditional stories and rhymes.</li> <li>To understand the term fiction and non-fiction.</li> <li>To say stories and rhymes with rhyming couplets.</li> <li>To build vocabulary.</li> <li>To read tricky words.</li> <li>To read with fluency and expression.</li> <li>To segment unfamiliar words to spell.</li> <li>To write simple sentences using punctuation - capital letter at the beginning, full stop/exclamation mark at the end and finger spaces.</li> <li>To write recounts using time words.</li> </ul>	<ul style="list-style-type: none"> <li>Reading regularly with your child, asking questions about the text and encouraging a range of reading strategies for working out unfamiliar words</li> <li>Look out for different punctuation marks and discuss their use</li> <li>Talk with your child about story characters and the order of main events</li> <li>Discuss the purposes of different types of texts and the features of fiction and non-fiction texts</li> <li>Encourage your child to re-tell familiar stories, sometimes taking on a character role</li> <li>Practise recognising and spelling tricky words</li> <li>Practise recounting events/day trips/holidays.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>To count on and back in ones, twos, fives and tens from different start numbers.</li> <li>To recall all pairs of numbers with a total of 20</li> <li>To recall doubles of number up to 10 + 10 and relating halves.</li> <li>To read, write and order all numbers to 100 in numerals</li> <li>To read and write numbers to twenty in words.</li> <li>To know the value of each digit in a number</li> <li>To recognise coins and notes to £5.00 and understand their equivalent value.</li> <li>To know the names and properties of 2D and 3D shapes.</li> <li>Reason about odd and even numbers and relate to doubling and halving</li> <li>To solve problems involving addition, subtraction, multiplication and division.</li> <li>To sort objects, numbers, money, and shapes using given rules and devising their own criterion.</li> </ul>	<ul style="list-style-type: none"> <li>Practise counting forwards and backwards in jumps of ones, twos, fives and tens and from different start numbers</li> <li>Quick fire questions so children know doubles, halves and pairs of numbers to make 20 as "quick as grease lightning"</li> <li>Discuss how many tens and how many ones in a given number</li> <li>Practise number formation and digits being the correct way around e.g. twelve is written 12 rather than 21 because it has one lot of ten and two ones.</li> <li>Practise sorting and adding coins of different values</li> <li>Look for shapes in the environment - discuss the properties, how many sides, corners, faces?</li> <li>Look for odd and even numbers on doors when walking to school.</li> <li>Practise writing numbers to 20 in words and include them in spelling quizzes.</li> </ul>

**Topic: To Infinity and Beyond.****Year 1**

The following areas of learning are taught through our Topic, 'To Infinity and Beyond'. Teachers may ask you for various resources or artefacts by putting a note on the window at the appropriate time. It would help if you could extend the children's own interest in current topics by using resources that you may have at home or can access in the local area (e.g. museums / library).

<b>Topic / Subject</b>	<b>Learning in school</b>	<b>Homework / How you can help</b>
<b>Science</b>	<ul style="list-style-type: none"> <li>• To distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials.</li> <li>• To sort materials into groups on the basis of simple properties</li> <li>• To observe changes across the four seasons and describe weather associated with the seasons and how day length varies</li> <li>• To identify and describe the basic structure of a variety of common flowering plants including trees.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at everyday household items and discuss what material they are made from and why.</li> <li>• Compare the materials of different toys and sort into groups according to their properties (e.g. hard, soft, shiny, dull, rough, smooth)</li> <li>• Talk about the weather and how it changes. Talk about night and day and when the clock changes.</li> <li>• Talk about different flowers and trees when visiting parks or gardening.</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>• To save and retrieve work.</li> <li>• To be able to find and open a programme.</li> <li>• To understand that information exists in many forms i.e. still and moving images, words, sounds, lights &amp; movement.</li> <li>• To use graphing software to present various sets of information as pictograms and bar charts.</li> <li>• To understand how objects can be sorted according to a property.</li> <li>• To understand that yes/no questions can provide useful information and help us make decisions and understand that they can be used to organise and identify the information.</li> <li>• To use technology safely and respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise keyboard skills.</li> <li>• Show your child how to save and retrieve work</li> <li>• Discuss use of ICT in the home and in the world around us and how it can tell us things i.e. traffic lights, fire alarm, TV's, radio's.</li> <li>• Sorting household objects in simple graphs i.e. make a bar chart of the tinned food in the cupboard.</li> <li>• Play 'guess who' or ask your child to figure out what TV character you are by asking yes/no questions.</li> <li>• Talk to your child about being safe when using the computer and the use of a password.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• To name and locate the world's seven continents and five oceans.</li> <li>• To talk about people and places</li> <li>• To begin to discuss where places are located and human and physical features of the environment.</li> <li>• To identify features in the local area and use geographical language.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about holiday destinations, ways of travel and differing weather.</li> <li>• Look at a world map and talk about the continents and oceans</li> <li>• Go for a walk and talk about different features in the local area and whether they were man made or not.</li> <li>• Talk about the things you like and dislike about where you live.</li> <li>• Observe the weather and discuss how it changes.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• To place objects in chronological order</li> <li>• To recount episodes from the past and the lives of significant individuals. (Neil Armstrong and the first moon landing)</li> <li>• To use words relating to the passing of time i.e. past, present, now, then.</li> <li>• To recall changes within living memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the toys you and grandparents played with as children, discuss how they were the same or different to today's toys.</li> <li>• Use language associated with the passing of time.</li> </ul>

<b>Art</b>	<ul style="list-style-type: none"> <li>• To respond to a stimuli using colour, texture and shape.</li> <li>• To use a variety of materials and techniques (e.g. collage, marbling, painting)</li> <li>• To learn about the work of a range of artists, craft makers and designers describing differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to draw at home and support their observation skills</li> <li>• Explore colour mixing at home.</li> <li>• Visit an Art Gallery or explore different Artists' work and discuss what you like and dislike.</li> </ul>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>• To develop skills for cutting, folding and joining paper, card and other materials</li> <li>• To plan what to make and follow it through using suitable tools and materials</li> <li>• To use tools safely</li> <li>• To evaluate and improve their work</li> <li>• To understand where food comes from</li> <li>• To use the basic principles of a healthy and varied diet to prepare a dish.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise using scissors.</li> <li>• Encourage your child to help prepare food at home and talk about a healthy diet.</li> <li>• Discuss safety when using tools.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• To make simple choices to improve health and wellbeing</li> <li>• To develop positive relationships through work and play.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about healthy choices for meal times and snacks and encourage your child to exercise regularly</li> <li>• Talk about problem solving with your child. What could you do if there was a problem in school/on the playground?</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• To know what is meant by 'belonging' and how people belong to different religions</li> <li>• To know what is important to you - relating to the Easter story.</li> <li>• To use a range of religious words</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the groups/clubs that your child belongs to and how it makes them feel to belong.</li> <li>• Discuss religion and people from different faiths using religious words.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• To begin to explore pulse and rhythm</li> <li>• To begin to understand pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Sing high and low songs and discuss the pitch</li> <li>• Clap the beat when listening to music</li> </ul>
<b>PE</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To move in response to musical stimulus</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To move in a safe and controlled way on and off apparatus.</li> <li>• To perform basic stretches with control</li> </ul>	<ul style="list-style-type: none"> <li>• Act out, through dance, a well-known story.</li> <li>• Listen and move to music.</li> <li>• To use their bodies to express their feelings.</li> <li>• Talk about how their body feels when it is tense and relaxed.</li> <li>• Discuss the benefits of exercise</li> <li>• Talk about how it is important to 'warm up'</li> </ul> <p><b>Please ensure your child has their PE kit in school every day.</b></p>