

# Curriculum Newsletter

Year 1 – Summer 2024

Our Key Text

### Key Texts – ‘Please, Please the Bees’ by Gerald Kelley

The children will become plant and mini-beast experts during our summer journey. They meet a bear called Benedict who needs their help when the bees stop delivering him his delicious, golden honey. How will he ever gain the bees trust again after he has taken the bees for granted? Our journey will help Benedict learn all about bees, mini-beasts, flowering plants and the environment that creates the most suitable ‘bee-friendly’ habitat so that they can become friends and life will be ‘as sweet as honey’ again.



Our learning journey this term is called ‘Honey, Honey!’

#### We are geographers

##### Geography knowledge and skills will include:

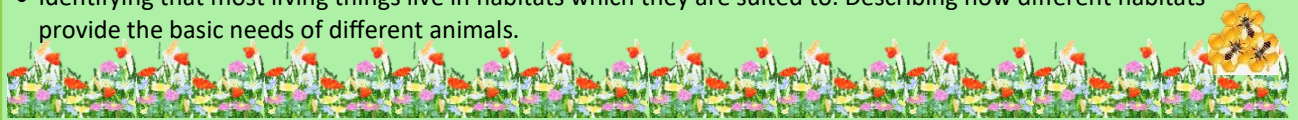
- Exploring the locality of our school.
- Using vocabulary of human features, for example: town, village, office and shop.
- Using vocabulary of physical features, for example: vegetation, soil, season and weather.
- Using simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



#### We are scientists

##### Science knowledge and skills will include:

- Identifying and naming common wild and garden plants.
- Identifying the basic structure of flowering plants and trees including roots, stem, leaves and flowers.
- Identifying and describing that plants need water, light and a suitable temperature to grow.
- Observing how seeds and bulbs grow into mature plants.
- Finding out about and describing the basic needs of animals, including humans for survival.
- Exploring and comparing the differences between things that are living and dead, and things that have never been alive.
- Identifying that most living things live in habitats which they are suited to. Describing how different habitats provide the basic needs of different animals.



## English

### Grammar

- Use sentence punctuation correctly such as capital letters, full stops, finger spaces and question marks.
- To add suffixes to root words where the root word spelling remains unchanged for example: -ing, -ed, -es and -s.
- To understand how adding the ‘un’ prefix changes the meaning of the word.
- Spell words correctly using their phonics and make phonetically plausible attempts at unknown words.
- Begin to make some correct alternative spelling choices.

Children will focus on spellings linked to the sounds and spelling choices they have covered in their phonics sessions.

### Writing

- Continue to say a sentence out loud before writing it and count the number of words in the sentence.
- Form capital letters correctly, match them to their lower-case letters and know each letter of the alphabet’s name.
- Develop speaking and listening skills in performance poetry about honey and bees.
- Use labels and sub-headings to create a simple non-fiction leaflet about land minibeasts and the roles and types of bees
- Sequence sentences to form a narrative based on our key text.
- To write a character description and also describe a garden.

## Maths

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Recognise place value in numbers beyond 20 by reading, writing, counting and comparing using greater than, less than and equal to symbols.
- Count in multiples of 2s, 5s and 10s.
- Understand  $+$   $-$   $=$  symbols and record number sentence using these.
- Add and subtract 1-digit and 2-digit numbers to 20, using equipment where needed.
- Use inverses to establish link between addition and subtraction and investigate number bonds within 20.
- Solve one step problems including addition, subtraction, multiplication as arrays and division as grouping.
- Measure capacity and mass using non-standard units of measure before learning to measure in millilitres and grams.
- Recognise and know the value of different coins and notes.
- To describe movements: forwards, backwards, left and right.
- To describe position: next to, above and below.

Use objects at home to practically count, order, add and subtract numbers to 10 and 20 and count in intervals of 2, 5 and 10.



# Glynnne Primary School

## PSHE/RSE

We will be discussing ways in which we respect each other and appreciate ourselves for who we are. We will understand how to listen to different points of view and respect the views of others.

## Music – Knowledge and Skills

We will continue to explore instruments whilst creating different sounds to match the movements of bees. Following this, we will write, create and perform our own honey song. We will also listen to and respond to Flight of the Bumblebee.

## Art – Knowledge and skills

We will develop our decoupage, painting and drawing skills. We will increase our understanding of colour mixing – primary and secondary colours. We will be combining different artistic mediums to paint a flowery garden in the style of Yvonne Coomber.

## Rights Respecting Schools

Article 12 – You have the right to your own opinion.  
Article 24 – I have the right to food and clean water.  
Article 27 – The right to be safe.  
Article 36 – You have the right to be protected.

## Computing – Knowledge and Skills

We will use 'Kiddle' independently to research on iPads and chrome books. We will continue to build programming skills using Beebots and computer programs.

## Physical Education – Knowledge and skills

Team games – We will apply skills learnt throughout the year in game situations, where we will work on our communication when working as part of a team.  
Dance – we will learn a 'bee waggle dance'.  
Athletics – we will be developing our running, aiming, throwing and jumping skills.

**PE days – Monday and Thursday**

## DT – Knowledge and skills

We will be making honey on toast for Benedict the bear and following his Honey Cake recipe. Using our designing skills, we will be creating a sculpture of a bee to show how pollination occurs.

## RE – Knowledge and skills

We will continue to explore Christianity and learn about the church as a place. We will look at the parts of a church and know how at least one of these features may be used and explore why it is religiously important.

## Supporting learning at home

Your child will be set phonics and maths homework on Wednesday, this should be returned by Monday morning. Your child may also be given small additional tasks to target specific areas of learning.



### Reading

Children are strongly encouraged to read some of their home reading book **every night** and change on the set days. They have the opportunity to change their reading book on a **Monday and Thursday**. This should be recorded in their reading record book as should any additional reading undertaken at home. It is important to take time to discuss the book and ensure that your child has a good understanding of the text as well as being able to decode the words and read with increasing fluency. Re-reading sections of the book or the whole book again will allow them to increase their fluency and confidence. It is also imperative that **you read to your child** and share other stories and books at home to develop their love of reading and extend their vocabulary knowledge. To support your child, as they progress in our Supersonic Phonics programme, they will receive newsletters outlining the sounds they have been learning and the next group of sounds they will be focusing on. Please reinforce your child's understanding of these sounds by practising reading and writing the words shown. Any practising may be brought into school and celebrated with their class.

### Statutory Phonics Screening

The children in Year 1 will be completing the statutory phonics screening during the week beginning 10<sup>th</sup> June 2024. There are many opportunities for the children to consolidate and embed their reading skills on a daily basis such as: daily half an hour phonics lessons, shared reading and independent reading time. Please support your child at home to practise their phonics skills by reading words in the environment, reading their home reading book regularly as well as sharing other stories, magazines and texts. It will make a difference to their reading progression in school if they are engaging in regular reading at home just for 15 minutes a day. Please support us in completing any activities sent home to secure gaps in your child's phonic knowledge this half term.

### Year 1 Key Dates

- Monday 20<sup>th</sup> May – Our Marvellous middle celebrating World Bee Day (KS1 wear black and yellow)
- Week beginning 10<sup>th</sup> June – Phonics Screening week
- Thursday 13<sup>th</sup> June - Father's day Celebration - Share a story
- Friday 28<sup>th</sup> June - Year 1 Assembly
- During the 2<sup>nd</sup> half of the summer term, we plan to go on a trip to supplement our plant and land minibeast learning and will be providing more information on this soon.
- Fantastic Finish will happen week beginning 8<sup>th</sup> July – information to follow.