



King's Academy Binfield

# Opal Class curriculum letter!

January 2023

What a busy and fun start to the term we have had! I have been so proud of how the children have come back into school along with all of the changes in our routine at the moment. In order for you to support your child at home, here is an outline of the different subject areas taught and the topics we will be covering within each area over the Spring Term.



## **English**

### *Phonics and reading*

The children will continue to have a daily phonics lesson which will include reading and spelling words with a new sound as well as revising sounds already taught. This is followed by a reading lesson that is focused on comprehension as well as decoding words with sounds they have learned (green words) and words that they have to learn because they are not decodable (red words).

### *Handwriting*

Correct letter formation is a key focus in Year 1 and this term, we are starting to look at the size and position of each letter. The Read, Write Inc. scheme that we use gives each letter a mnemonic device to help children remember how to form them. This link will take you to a page with all the mnemonics: <https://www.youtube.com/channel/UCZhrFZlv6caOglgflHW-Ug/videos?app=desktop> or search: Upton Infant School Letter Formation youtube

### *Writing*

The children will have a range of contexts through which to practise writing, using a wide range of both familiar and new high-quality picture books. We will continue practising how to write sentences with capital letters, finger spaces and full stops. The children will be using sound mats to help them apply their phonic knowledge and continue to learn the Year 1 common exception words by heart. Over the term, the children will be reading and taking inspiration from different books by Emily Gravett, information texts, a range of poems, as well as stories with twists on traditional tales such as 'The Three Little Pigs and the Big Bad Book'.

## **Mathematics**

This term the children will learn about:

### Addition and Subtraction with 20:

- Find and make number bonds
- Add by making 10
- Subtraction
- Related number facts
- Comparing number sentences

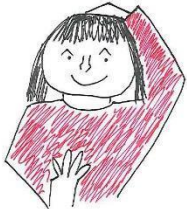
#### Addition

##### Using Place Value

Add 10 to any given 2-digit number *e.g. knowing  $45+1$  or  $45+10$  without counting on in ones*

Add by putting the larger number first

$$23+10$$



##### Counting on

Count on in ones from a given 2-digit number

Count on in tens from any given 2-digit number

Add two single-digit numbers

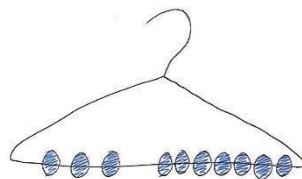
##### Using number facts

'story of' 5, 6, 7, 8, and 9, *e.g.  $7=7+0$  or  $6+1$  or  $5+2$*

Number bonds to 10, *e.g.  $5+5$ ,  $6+4$ ,  $7+3$ ,  $8+2$ ,  $9+1$ ,*

Add three single-digit numbers spotting doubles or

Use patterns in number facts to add single-digit numbers to two-digit numbers, *e.g.  $4+3$  to work out  $24+3$*



*or  $4+3$*

*$10+0$*

*pairs to 10*

#### Subtraction

##### Using Place Value

Subtract 10 from any given 2-digit number *e.g. knowing  $33-1$  or  $33-10$  without counting back*

Subtract one single-digit number from another

##### Taking away

Count back in ones from a given 2-digit number, *e.g.  $11-3=$  or  $15-4=$*

Count back in tens from any given 2-digit number, *e.g.  $53-20$  as  $53$ ,  $43$ , .*

$$33-10$$

|    |    |    |    |    |
|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |
| 11 | 12 | 13 | 14 | 15 |
| 21 | 22 | 23 | 24 | 25 |
| 31 | 32 | 33 | 34 | 35 |
| 41 | 42 | 43 | 44 | 45 |

##### Using number facts

'story of' 5, 6, 7, 8, and 9

Number bonds to 10

Use number facts to subtract single-digit numbers from two-digit numbers, *e.g.  $7-2$  to work out  $27-2$*

### Place value (within 50)

- Counting forwards and backwards to 50
- Tens and ones
- One more and one less
- Counting in 2s and 5s and 10s
- Comparing objects and numbers
- Ordering numbers

### Measurement – length, height, weight and volume

- Measure and compare length and height
- Length problems
- Measure and compare mass
- Measure and compare capacity

## **Science**



The Science topic covered this half term is Animals, including Humans. We will be focussing on identifying common animals including fish, amphibians, reptiles, birds and mammals. We will also be identifying animals that are carnivores, herbivores and omnivores.

The second half term of teaching will focus on the weather and seasons. We will focus on Spring for the first half and Summer for the second half.

## **Humanities**

The first topic this term is a geography based topic on the continents of the world. The children will be looking at globes and atlases to identify the continents. The children will also be learning about aspects of the continents such as human and natural landmarks.

After half term, the children will be learning about Kings and Queens. We will be using a timeline to order significant British monarchs from William the Conqueror to King Charles III. We will explore some notable monarchs in greater detail as well as some aspects of their daily life.



## **PSHE**

This term in PSHE, we will be thinking about our self-identity, celebrating similarities and differences. After half term we will be looking at healthy choices. We will be learning about a healthy balanced diet, physical activity, sleep and healthy friendships.

## **Art and Design Technology**

In Art, we will be exploring the work of artist and author Jeannie Baker and learning about how she creates her collages. We will be developing our skills in collaging, using techniques such as tearing, scrunching and layering to create our own landscape collages. After half term, in Design Technology we will have a Food Technology focus. The children will be designing and making their own healthy smoothies, linked to our PSHE learning in this term.



## **RE**

This half term, we will be looking at what makes some places sacred. To do this, we will be learning about Christianity and Judaism by exploring churches and synagogues. Later in the term, we will be learning about Christianity and the significance of the Easter story to Christian beliefs.

## **Computing**



The children will begin the term by continuing to practise logging in and out of a device and then using the devices to create a digital painting. We will be looking at the different tools that we can use. Later in the term, we will be learning how to type as well as create and manipulate text.

## **Music**

Music will be taught each week, exploring the importance of music around the world as well as learning the key musical skills of listening, responding and performing. Throughout the term we will be learning how to play the recorder. The children will also be learning about different composers through our 'Composer of the Fortnight' series and their place in history.

## **Spanish**

Spanish will be taught once a week over the term. The children will be building their cultural awareness of Spain and beginning to learn more about the country. Children will carry out a variety of interactive and fun activities to learn the different colours in Spanish.

## **Physical Education**

Over the term, the children will have two P.E. lessons a week; once by a specialist teacher. The lessons this term will be on throwing and catching skills, gymnastics and dance.

## **Home Learning**

This half term we will begin to give the children home learning each week. The home learning will consist of a list of spellings to practise as well as a piece of English, Maths or another curriculum subject.

Each week the children will bring home 3 types of books:

1. Every Friday your child will bring the book they have read in school that week home over the weekend to show off how well they can read it. **These books must be returned to school on Monday morning.**
2. Your child will also bring home a reading book which can be changed each day in school or as often as needed. At this stage re-reading books can be helpful for developing fluency and comprehension.
3. Finally, your child will have the opportunity to borrow a library book each week.

## **Star of the Week**

Each week, I will be choosing one child to be the star of the week. This is based on our school's DARE values:

- **Determination**
- **Aspiration**
- **Respect**
- **Enthusiasm**

The children will also be able to collect dojo points for demonstrating these values during the school day – these count individually as well as for their house.

I am so excited to see how far the children will progress this term and can't wait for all of the learning opportunities we have for them!

Please do not hesitate to come and ask me any questions, the door is always open.

Kind regards,

Miss Wetherell

Year 1 Class Teacher

### Year 1 Common Exception Words



























These are the words that children are taught to read and spell by the end of Year 1, they have been organised into manageable groups on the table below.

|     |     |      |     |    |      |
|-----|-----|------|-----|----|------|
| a   | is  | said | be  | no | put  |
| ask | his | says | he  | go | push |
|     | has | the  | me  | so | pull |
| are |     | they | she |    | full |

|       |       |       |    |      |        |
|-------|-------|-------|----|------|--------|
| our   |       | there | we | of   | one    |
|       | was   | here  |    | love | once   |
| do    | were  | I     | by | come | school |
| to    | where | you   | my | some | friend |
| today | want  | your  |    |      | house  |



## Letter formation mnemonics

|   |   |  |   |   |  |
|---|---|--|---|---|--|
| <p>a</p>  <p>Around the apple and down the leaf.</p>                       | <p>b</p>  <p>Down the laces to the heel and around the toe.</p>  | <p>c</p>  <p>Curl around the caterpillar.</p>                         | <p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p> | <p>e</p>  <p>Lift off the top and scoop out the egg.</p>                         | <p>f</p>  <p>Down the stem and draw the leaves.</p>             |
| <p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p> | <p>h</p>  <p>Down the head, to his hooves and over his back.</p> | <p>i</p>  <p>Down the body and dot for the head.</p>                  | <p>j</p>  <p>Down his body, curl, dot for his head.</p>                                | <p>k</p>  <p>Down the kangaroo's body tail and leg.</p>                          | <p>l</p>  <p>Down the long leg.</p>                             |
| <p>m</p>  <p>Down Maisie, mountain, mountain.</p>                          | <p>n</p>  <p>Down Nobby and over his net.</p>                    | <p>o</p>  <p>All around the orange.</p>                               | <p>p</p>  <p>Down the pirates plait and around his face.</p>                           | <p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p> | <p>r</p>  <p>Down the robots back and curl over his arm.</p>    |
| <p>s</p>  <p>Slither down the snake.</p>                                 | <p>t</p>  <p>Down the tower, across the tower.</p>             | <p>u</p>  <p>Down and under, up to the top and draw the puddle.</p> | <p>v</p>  <p>Down a wing, up a wing.</p>   | <p>w</p>  <p>Down, up, down, up.</p>   | <p>x</p>  <p>Down the arm and leg, repeat the other side.</p> |
| <p>y</p>  <p>Down a horn, up a horn and under head.</p>                  | <p>z</p>  <p>Zig-zag-zig.</p>                                  |  |   |   |  |