![C:\Users\mquinn072\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2FEIK6Y9\numbers-123blocks[1].gif]() Curriculum Newsletter ![C:\Users\mquinn072\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2FEIK6Y9\abc[1].jpg]()

 Year 1 April – June Term 3 2020

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| Literacy:* Sounds/letters – y, z , sh, th, wh, ch, oo
* Reading – cloze procedure, jumbled sentences, matching answers to specific questions
* Stretch and squeeze unknown words using phonetic knowledge
* Sequencing stories
* Recount – new format (written). See point 2 in tips for parents.
* Report writing: Key Features – Classification (what it is), Appearance (what it looks like), Habitat (where it lives), Diet (what it eats), Behaviour (what it does)
* Procedural writing – ‘How to make a puppet’ (what you need and the steps to follow using bossy words e.g. put, cut)

Tips for parents**:*** Revise all sounds, letter formation and letter names to date.
* Questioning using When, Who, What, Where. Ask your child to recount an event using the vocabulary: First, Then and Finally
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| Numeracy:* Money – using 1p coins to pay for objects, e.g. making things 2p and 3p more
* Subtraction – consolidate the word take away, introduce take away symbol (-)
* Ordinal numbers – first, second, third, fourth etc.
* Time – reading o’clock times
* Number line – use of number line to complete addition sums
* Addition – introduce adding 3 numbers
* Carroll diagrams - consolidate

Tips for parents:* Subtraction sums, using practical objects, e.g. lego, spoons, socks
* Counting in 10s, e.g. 0, 10, 20, 30…….
* Encourage your child to ‘jump’ along the numbers on the number line
* Spot the o’clock time on your analogue clock at home. Notice the long hand is pointing at 12, e.g. going to bed at 7 o’clock
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| World Around Us Topic**Lifecycles:** Lifecycle of a butterfly and chick. Observe real caterpillars growing into butterflies in the classroom**Toys and Buildings:** Classify toys into old/new and discuss their properties. Become aware of the different materials used for producing old/new teddies. Observe pictures of buildings in their local environment. Discuss who works in these buildings and what they do to help us and the wider community. Discuss jobs in the family.**Farm in Summer:** Revise names of farm animals and sort using their own criteria. Become familiar with vocabulary associated with birds and mammals. Sort and record mammals and birds.Discuss the jobs the farmer does on the farm. Draw and label transport and buildings found on a farm.Discuss summer clothes and the things they can now do.Complete daily weather record for one week – morning and afternoonTips for parents:Google lifecycles of butterflies, frogs, chicks.( <https://www.rspb.org.uk/>) Discuss their local environment e.g. along the Lisburn road, what do you see? Do Mum, Dad, Granny, Grandad have any old toys? Discuss different types of jobs and transport on the farm. (<http://streamvale.com/> ) |
| ICT* Practise controlling a mouse
* You Tube: ABC Mouse letter songs
* Children will be exploring Bee Bots using the app
* Children will be consolidating a range of computer programs in school
* Handwriting website (not all letters are correct formation)

<http://www.literactive.com/download/live.asp?swf=story_files/letter_formation_us.swf> |

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| Religion* Water – We need water to live/ We are welcomed to God’s Family with water (Baptism)
* May is the month of Mary
* We give thanks
* Grow in Love

**Vocab**: Baptism, Holy Water, Baptismal Font, Mass, Parish  | PDMU* Discuss how our actions affect others.
* Begin to display appropriate behaviour when communicating with those who have a disability.
* Understand how to keep safer on the roads.
* Discuss some rules for keeping safe with medicines.
* Discuss and name the things which are necessary for us to grow and develop.
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| PE* Games/Athletics : Pace, knowing a finish line
* Preparation for Sports Day : Prepare skills of listening, running, balancing, jumping, walking, ball skills
* Visit the outdoor and nursery playground
* Fundamental lessons: continue to build their ball skills, e.g. aim, underarm throw, overarm throw, control ball and dribble.
 | Dates for your diary: |
| The Arts**Music –** Sing a cumulative action song, keep the beat on instruments while singing, play instruments with a song, perform a sound story, sing a song using our voices in different ways. **Art** - Direct observation drawing of a caterpillar, an old teddy, a still life of fruit (focusing on artist Cezanne) - Apply paint to create symmetrical butterflies  - Load a brush with the necessary amount of paint to create farm animals  - Create farm transport with junk art/ recycled materials |
| FocusBe creative!Draw, paint, make models of butterflies or caterpillarsDraw a picture and write a sentence about it.Get fit, ready for Sports Day – run around the garden or park for 1 minute each day! |

**Reminder: If you have a concern**

If you have a concern about your child’s progress, self-esteem or friendship issues, please make an appointment to discuss your concern with your child’s teacher. If you wish to discuss your concern further, please make an appointment to discuss your concerns with a Key Stage Coordinator, (Mrs O’ Prey FS/ KS1 (Years 1-4) or Mrs Granleese KS2 (Years 5-7)). At any point you may speak with Mrs Quinn by making an appointment through the Office.

**The Pastoral Care and Positive Behaviour Policy** is available to view on the school web site should you wish to consult it.

Concerns of a **Child Protection** nature should be brought to Miss Joyce, the Designated Teacher for Child Protection or Mrs Granleese, the Deputy Designated Teacher for Child Protection or in the case of the Nursery School, Ms Ward.