



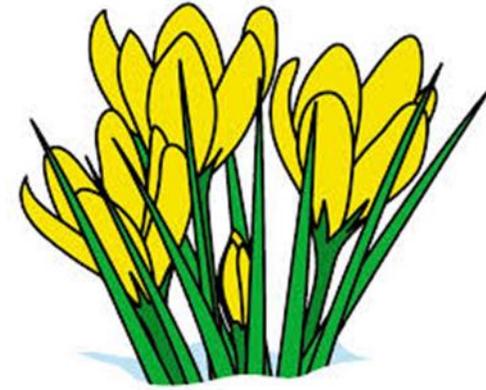
Lyonsdown School

Pride of Place

1Y curriculum synopsis – Spring Term 2021

Please note: lessons may be adapted to better suit online learning

Lyonsdown Learning: Perseverance and Curiosity



Message from Mrs Young

Happy New Year!

I hope that you have had a restful holiday. Thank you for our hampers. They have been demolished already!

I am delighted with how well the children have responded to online learning – they will be Teams experts before long. Please reassure your child if they have any anxieties about online learning. I am always happy to receive emails from you if they are having any issues and will do my best to support them, just as I would in school. I am staying online during lessons, so if your child needs extra support I can be asked. It is a good idea to have an activity for them if they finish early, such as Lego, books or colouring, so they do not need to disturb the other children by calling out that they have finished. There is a leeway of a week for all work to be returned and we will have regular finishing off sessions for any incomplete work to be completed. There will be no homework set while we are remote teaching and learning, although please continue to hear your child read every day.

We look forward to a busy and a successful term ahead and thank you for your continued support.

Mrs Young

ENGLISH – Mrs Young

The Curriculum:

The first half of the term, the children will be studying a modern classic. They will:

- Write a diary
- Write a letter
- Write a sequel to a modern classic
- Consider noun and verb choices
- Practise using connectives
- Continue to work on capital letters and full stops.

During the second half of the term, the children will work on a traditional tale and start a unit of work on 'Information Texts'. Most of the work covered in 'Information Texts' will be linked to the royal family and they will:

- Write letters
- Write stories
- Write non-fiction
- Write in the past tense
- Use question marks as well as full stops and capital letters
- Practise using simple conjunctions

Read Write Inc will take place daily.

How you can help at home:

- 1) Enjoy reading and exploring a variety of books. When reading fiction, discuss the story events, characters, settings and how the stories end. Talk about any similarities and differences that you notice between the tales you have read. Are there any repeated or rhyming words or phrases? Can you act out your favourite story? Can you make up your own story, perhaps using your favourite characters and story events?
- 2) Revise the alphabet by saying it and playing 'Which letter comes after d, m?' etc. Look at a children's dictionary and find simple words in it.
- 3) Continue revising all the sounds taught in Reception and so far in Year One. Revise the tricky words and how to spell them confidently.
- 4) Ensure your child uses the correct pencil grip when they write and colour in at home and support them in forming their letters correctly.

MATHS – Mrs Young

The Curriculum:

The children will develop their knowledge and understanding of mathematics through practical activities, exploration and discussions. Each maths lesson will begin with a mental and oral starter which will include: counting, number bonds and other skills that need constant and regular practice. Numeracy lessons this term will cover these areas:

Number and place value: Begin to recognise the place value of numbers beyond 20 (tens and ones). Identify one more/ less and 10 more/less from a given number and order numbers to 50.

Measurement – mass: Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than). Measure and begin to record mass/weight, using non-standard and then standard units (kg and g). Solve practical problems for masses/weights.

Measurement – length and height: Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).

Measurement – capacity: Compare and describe capacity.

Measurement – Time: Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time (quicker, slower, earlier, and later).

Shape: 2-D and 3-D shapes and their properties.

Counting: Count on and back in multiples of two, fives and tens.

Multiplication – problem solving: Children will be introduced to multiplication as repeated addition, using real life contexts and practical/pictorial representations of these. Children should realise that doubling is adding a number to itself, which is also multiplying by 2.

Division – problem solving: Children will be introduced to division as sharing and grouping (or repeated subtraction), using real life contexts and practical/pictorial representations. Pupils should realise that halving is dividing a number or quantity by 2.

Mental addition and subtraction facts in context of measurement: Use number bonds and related subtraction facts within 20.

Position and direction and time: Describe position, directions and movements, including half, quarter and three-quarter turns.

Fractions: halves and quarters.

How parents can support at home:

Here are some suggestions of games that you can play together:

Counting up and down: Ask your child to count up e.g. from zero to twenty. Then count down from twenty to zero. Try asking your son or daughter to count from a different number e.g. count up from 8 or count down from 14.

Number Spotting: Often during the day, ask your child what numbers they can see. There are often many numbers at home which they can read. Whilst out, ask your child to read house numbers, telephone numbers on shop signs, bus numbers etc. How many tens and ones are there in the numbers? Is it an odd or even number?

Doubling and halving numbers: Give your child numbers to double or half. How many can s/he get correct in one minute?

Number Bonds: Ask your child to say two numbers that add up to 10 or 20. Can they remember all the pairs of numbers off by heart?

Counting in 2s, 5s and 10s: Chant with your child counting upwards and downwards. For example, 2 4 6 8 10 12 14 16 18 20 and so on.

Online Games: If you have online access, there are many good interactive maths games available. Please remember to support your child and ensure that s/he stays safe online.

SCIENCE – Mrs Young

This will be taught using large discussion books, videos and by carrying out investigations and experiments.

Identifying Materials:

In this unit children will describe the physical properties of a variety of everyday materials. They will compare and group together a variety of everyday materials on the basis of their simple properties. They will describe the properties of different materials, for example wood, metal, plastic, rubber, fur, towelling, nylon, wool, sponge, cotton wool, paper, card, brick, ceramics and rock.

Working Scientifically: children will ask questions related to the properties of materials. They will make close observations of the properties of these materials and group them according to similarities and differences. When carrying out simple comparative tests, children will take simple measurements in uniform, non-standard units and record these.

Types of Animals:

In this unit, children will observe and recognise some simple characteristics of animals. They will learn that animals are similar to each other in some ways and different in other ways. They will begin to start grouping animals by the key features of their appearance.

Working scientifically, children will have the opportunity of observing and classifying animals in the local environment and beyond. They will classify animals that are mammals, birds, reptiles, amphibians or fish, using simple observable features. They will record data, with help, in charts and tables and use these to answer questions.

How Parents can Support at Home:

Encourage reading science topic books or have discussions relating to our topics.

TOPIC – Mrs Young

Our topics this term are **'Where in the World is Barnaby Bear** and **'Castles'**

The children will be exploring different countries and capital cities from around the world by following a jet setting bear called Barnaby. They will learn what a castle is, how they were made, why castles were built, the inside and outside features of a castle and who would live in castles. The unit of work will conclude with learning about some famous castles such as Windsor Castle and Mountfitchit Castle.

How Parents can Support at Home:

Encourage reading books or have discussions relating to our topics.

RE – Mrs Young

This term the children will be looking at four faith families, Sikhism, Buddhism, Hinduism and Islam. They will explore places of worship, special books, artefacts, leaders, festivals and celebrations as well as signs and symbols. They will also cover work on the Easter story and why this is an important time for Christians.

ART & DT – Mrs Cowie & Mrs Young

YEAR 1

With links to the children's learning in literacy, pupils will firstly complete a unit of artwork based on the book 'The Queen's Knickers' by Nicholas Allan. They will learn how to draw portraits and how to look at the different proportions and features of the face. They will also investigate paintings of the Queen by different artists, and then create their own portrait of the Queen. Next, the children will design a new pair of knickers for the Queen to wear, using mixed media to decorate them. They will then design a special stamp to celebrate a Royal occasion.

After half term, we shall learn about primary and secondary colours, colour mixing, and the importance of colour in art. Pupils will learn about the work of Wassily Kandinsky and Claude Monet and create a series of colourful artwork related to both of these artists.

How parents can help at home

ART MATERIALS: In order to help your child create exciting artwork over the next few weeks at home, it would be helpful if you could save small quantities of colourful paper, magazines, wrapping paper, old greeting cards, clean packaging, other decorative materials for your child to recycle and use in art projects. Please make sure your child has the following materials/equipment: A4 white paper, colouring pencils, felt tip pens, water based paints (helpful but not essential), a glue stick or PVA glue, Sellotape, scissors.

ART: Try to visit a gallery online together. The Tate for Kids website has an array of online art content for children- art quizzes, hands on art prompts, opportunities for creating art online and art history. <https://www.tate.org.uk/kids/games-quizzes/tate-paint>

The National Portrait Gallery website is also well worth a visit- there are wonderful photographs and paintings of the Royal family to see which would be inspiring for your child to see, as well as other fantastic portraits and sculptures. <https://www.npg.org.uk/collections/>

MUSIC – Mrs Roberts

We will be looking at the musical elements through the topics of 'Weather', 'Machines' and 'Seasons', reinforcing learning about pitch and rhythm, focusing on high and low sounds and graphic representations of this.

We will explore pitch through a variety of activities both aural and practical as well as reinforcing counting numbers through song.

Pupils will begin to understand the concepts of musical notation in a basic form through singing and basic written exercises using mini whiteboards with musical staves.

We will be singing a variety of songs including:

- * Mister Beethoven's Storm
- * Robot Beats
- * Down go the seeds
- * Cuckoo in the tree

In addition to this, songs for the Spring production will be part of our learning this term.

How parents can support at home:

At home, you can support what your child is learning at school by singing these songs with them and having fun doing the actions, which your child can teach you! You can tune into Classic FM, and when you hear a piece of music, you can ask your son or daughter if the sounds s/he can hear are high or low and even ask what instruments s/he can hear playing. Ask your child to march or clap the beat of the music and talk about whether the music is fast or slow, whether it stays the same speed all the time and whether the music is loud or soft.

COMPUTING – Miss Arlow

This term work will include:

- Extending mouse skills including using double click to open a program.
- Selecting appropriate pictures from a resource bank. Drag and drop activities.
- Forming simple sentences on the screen making use of a word bank if needed. Extending knowledge of the layout of the keyboard including correct use of the space bar and using Capital Letters.
- Understanding instructions and making things happen – using directional language and control. Working on computer science, creating algorithms and using code to create and debug simple programs. Learning to predict what will happen from a short sequence of instructions.
- Listening to and following instructions to use programmes linked with class projects and basic curriculum, including representing information graphically.
- Developing our use of the Clevertouch interactive touchscreens.
- Using technology safely, respectfully and purposefully to create and manipulate digital content.

How parents can support at home:

- Keep monitoring your child's safety when using digital devices and discuss what is good and bad about using them and the Internet. Continue to encourage all users to model good behaviour when using digital devices. There are many websites aimed at helping parents such as <https://parentzone.org.uk/advice/parent-guides>
- With more time spent at home using devices with touch screens, please continue to extend the use of keyboard and mouse at home rather than always using games involving tapping or swiping the screen. Learning to hold and to control the mouse accurately needs regular practice and finding the letters on the keyboard is a skill that also requires much repetition to master. Simple games which use the computer keyboard to find letters can be linked with phonics, spelling and reading work.
- Try the most simple games using "Block coding," on websites such as <https://code.org/learn>

PE – Miss Doyle

Online Learning

In their remote PE lessons the children will be participating in different types of fitness workouts which will develop their coordination, balance, concentration and listening skills.

Please can all pupils have the following items available for every PE and Sport lesson:

- A space to exercise safely in
- A mat (or make sure that you are somewhere where you can lie on the floor comfortably)
- 2 hand weights (this can also be 2 x tin cans or 2 x filled water bottles)
- A ball (ideally netball/football sized that is suitable for throwing and catching)
- 4 cones/markers (you can use any items such as small cuddly toys or plastic cups etc)
- Water

School Based

School PE lessons will focus on Invasion Games with children learning to play adapted versions of Hockey and Netball.

Examples of skills that they will be developing are:

- To explore different ways of using a ball.
- To develop their passing and receiving skills with increased control.
- To retrieve and stop a ball under control.
- To play a variety of running and avoiding games to understand the importance of space.

- To understand the importance of practising skills in order to improve.
- To develop simple attacking and defending techniques.
- To talk about what our bodies do during exercise.

FRENCH & SPANISH – Madame Walker

During the first half of the Spring term, pupils will study French, covering the following:

French

- Greetings
- Introducing yourself
- Numbers up to thirty
- Hobbies
- Toys
- Transport

During the second half of the Spring term, pupils will study Spanish, covering the following:

Spanish

- Greetings
- Introducing yourself
- Numbers up to 10
- Colours
- Animals

Pupils will develop and strengthen their knowledge and confidence in speaking modern foreign languages through a wide variety of ways including: singing, role play and written exercises.