 Curriculum Newsletter 

Year 1 September - October 2020

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| Literacy:   * Syllables: use hands to tap name and body parts (heads, shoulders….) to sound out syllables in words, e.g. Sat-ur-day (3 syllables), Sun-day (2 syllables) * Recognise letter name and letter sounds: s, a, t, p (identifying objects beginning with the sounds listed, e.g. snake, apple) * Rhyming: thumbs up to identify rhyming words, e.g. bear, chair/ glue, shoe & thumbs down to identify words that don’t rhyme. * Choose the odd one out from a set of 3 objects and explain why they have chosen that object as the odd one out (as long as your child can justify their answer there is no right or wrong answer) * Recount of weekend news (see point 4 in Tips for Parents)   Tips for parents:   * Modelling working from left – right and point to each word when reading to your child. * Practice Show and Tell at home (see Show and Tell handout) * When reading a bedtime story, encourage your child to retell the story in their own words. * Questioning using When, Who, What, Where. Ask your child to recount an event using the vocabulary: First, Then and Finally |
| Numeracy:   * Sorting, e.g. blue/not blue, button/not button, regular shapes/irregular shapes * Patterns: copy and continue patterns e.g. spoon, fork, spoon, fork / red, green, yellow, red, green, yellow. * Formally teach formation of number 1 and making sets of 1 item, e.g. 1 spoon, 1 crayon. * Matching, e.g. pair socks and shoes. Compare equal and unequal sets * 1:1 correspondence when counting Order and count to 5   Tips for parents:   * Number rhymes: One, Two, Three, Four, Five, Once I caught a fish alive. * Mathematical language: less, more, equal, unequal, pattern, same, different, zero, one, two, three, four, five, sort, how many?, altogether, Carroll diagram. * When counting sets, encourage your child to touch count (touch item as they say each number aloud) * Recognise and create their own patterns at home. |
| World Around Us  **Themselves**:   * Similarities and differences between themselves and others. * Identify body parts * Discuss people who live in their home who love and care for them * Observe, record and discuss the daily weather * Discuss their home environment, e.g. colour of front door, how many bedrooms.   **Halloween**:   * Become aware of Halloween traditions, customs and Halloween games. * Understand the possible dangers of fireworks * ECO: become aware of litter in their environment and why to keep it clean. * Recognise and record signs of Autumn   Tips for parents:   * Give your child the opportunity to compare themselves to a sibling, cousin, friend etc. Discuss ways they are different and ways they are the same. * Each morning on the way to school, discuss the weather * Discuss Halloween safety and the possible dangers of fireworks   <http://www.welephant.co.uk/bonfirestory000.htm>  [http://webarchive.nationalarchives.gov.uk/+/http://www.berr.gov.uk/fireworks/games.htm](http://webarchive.nationalarchives.gov.uk/+/http:/www.berr.gov.uk/fireworks/games.htm) |
| ICT   * Listen to and watch Nursery rhymes on YouTube, e.g. King Cole, I am the music man, The dingle dangle scarecrow, Incy Wincy Spider, I hear thunder, Wheels on the bus, Twinkle Twinkle Little Star. * Listen to and watch the story of the Three Little Pigs, The Gingerbread Man and Jack and the Beanstalk. |

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| Religion   * My Family * Our World * RSE – Appreciate that I am a boy or a girl   **Learn and say Morning Prayer:**  Father in heaven you love me  You are with me night and day.  I want to love you always  In all I do and say.  I’ll try to please you, Father.  Bless me through this day. Amen | PDMU   * Chat about classroom and school rules and their importance * Appreciate that your child is a unique individual while respecting similarities and differences with their peers, e.g. culture, names. * Practise using good manners, e.g. Good Morning Miss\_\_\_\_\_, please, thank you. |
| PE   * Practise skipping, walking and running. * Practise throwing and catching a beanbag (school). Suggestion: throw and catch a ball at home. * Control a ball along the ground with hands/feet. | Dates for your diary:  PTA School Relay Marathon: 30th September  Maths Week: 12th – 16th October  Parent-teacher interviews: 16th November |
| The Arts  **Music** Follow teacher’s ‘stop/go’ actions and use instruments appropriately.  Develop an awareness of pulse/beat  Explore and investigate ways of making sounds, e.g. crunching paper, body parts, un-tuned instruments, e.g. maracas/tambourines  Develop an understanding of fast/slow tempo  Join in group singing - Halloween songs, ‘We’re the Witches of Halloween’/’Here’s a Flapping Ghost’/’Witches’ Cauldron’  **Art** Hold a paint brush – tripod grip (same as pencil)  Direct observational drawing of a leaf  Make marks using a variety of tools.  Be aware of our features using a mirror, e.g. nose, mouth, hair.  Introduction to printing using fingertips to create Halloween cards  Use ‘splatter’ technique to create a firework display. | |
| Focus  **School Rules**  To aid your child’s settling in, please discuss the school rules and the reasons they are needed.  1. We listen carefully and take turns to speak. 2. We always try our best. 3. We always show respect  4. We walk safely and quietly. 5. We play safely and include others  **Handwriting** – Encourage your child to hold their pencil using the tripod grip when making marks. As letter/number formation is introduced please ensure your child begins at the correct spot and forms these as taught in class (you will receive further information about this at the Curriculum Evening). Suggestion: form letter/number in the sand/use a paintbrush/cotton bud and water to paint on a wall.  **Libraries NI**  Libraries NI are offering free access to eBooks and audiobooks for children via the Libby and RB Digital apps.  To become a virtual library member and avail of a wide array of reading materials for your child please see the link.  <https://www.librariesni.org.uk/Pages/LNIeBooksandeMagazines.aspx> | |

**Estimated time to be spent on homework**

**Time spent on homework will vary from day to day and also from the beginning to the end of the school year. It is important to remember that it is the quality and not the quantity of homework that matters. The following are guidelines for time spent at homework, including reading homework. (This is the maximum time any child should spend on homework, which will be differentiated to take into account different abilities). Year 1 - 15-20 mins**