



























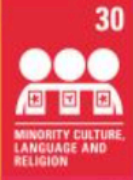


Spring Term 2026 Curriculum Plan for Parents – Y1S & Y1K

<p>Religious Education</p> 	<p>Pupils will study:</p> <p>Christmas: Children will develop their understanding of the story of the Annunciation, Joseph's dream, the journey to Bethlehem, Jesus' birth in the stable and the visit of the wise Men.</p> <p>Jesus Teacher and Healer: Through this topic child will understand that Jesus taught people about God and how they should live through stories called parables, and that he performed miracles that healed people.</p> <p>Forgiveness: Children will learn that there are times when forgiveness needs to be given and received. They will be able to describe some of the parables and explain what they teach us about God's forgiveness and the chances he gives us to change.</p> <p>Lent: In this topic children will develop their understanding of Lent being a special season in the Church's year when we try to change and grow to be more like Jesus by following his example.</p> <p>Holy Week: Through this topic, children will develop their understanding and knowledge of the names and sequence of the important events of Holy Week and be able to describe most of what happened on each occasion.</p>
<p>Maths Skills</p> 	<ul style="list-style-type: none"> • To add by counting on. • To identify and recall number bonds to 20. • Subtracting numbers crossing 10. • To compare number sentences, using greater than, less than and equal to. • To recognise count and represent numbers to 50. • Partitioning numbers into tens and ones. • To find one more and one less than numbers to 50. • To order numbers to 50. • To count in 2's and 5's. • To compare lengths and height • To measure length • To add and subtract length problems. • To measure and compare mass. • To measure and compare capacity.
<p>English Skill</p> 	<p><u>The topics we will cover are stories with repeating patterns & counting stories, traditional tales, non-fiction instructions, information texts and poetry.</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Continue with daily phonics lessons to aid reading and recognition of the sounds. • Re-read books, sounding out unfamiliar words to build up their fluency and confidence in word reading and re-tell some familiar stories. • Predict what might happen next in a text and answer questions about what has already happened. • To read common exception words • Read words with contractions, and understand that the apostrophe represents the omitted letter(s) <p><u>Writing</u></p> <ul style="list-style-type: none"> • Leave finger spaces between words. • Correct formation of all the letters, finishing and starting in the correct place. • To use the prefix un– • To write from memory simple sentences dictated by the teacher <p><u>Spelling, Punctuation and Grammar</u></p>

	<ul style="list-style-type: none"> • To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • To join words and joining clauses using "and" • To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Take part in drama, role-play and poetry • Listen to and discuss a range of traditional tales and poetry. • Take turns to talk and listen carefully to others.
<p>Homework</p>  	<p>Your child will be given a set of spellings on a Friday to practise at home, to then be tested on the following Friday in their phonics groups. It will be spellings focused on the sounds they have learnt/reviewed that week in their phonics groups, and some Year 1 Common Exception Words. Please ensure that spellings are practised regularly, ready to be tested and only practise the spellings for the phonics group your child is in.</p> <p><u>Reading book (to be returned on Mondays. New books will be sent out on Fridays)</u></p> <p>Please be aware that the children's reading books may not be changed each time; this is due to curriculum guidelines that children should re-read texts to aid fluency and expression and re-read for understanding and comprehension.</p> <p>A selection of questions and tasks to enable the children to build comprehension and word reading skills are listed below:</p> <p>What is the story about? Can your child retell the story in their own words?</p> <p>Play detective games with your child. i.e. Can you find any words with ____ sound? (e.g. words with the <u>ay</u> sound)</p> <p>Do you see a word within a word?</p> <p>Where and when did the story take place?</p> <p>Who are the main characters in the story? What do you think the character is thinking and feeling?</p> <p>Which text did you enjoy the most? Why do you prefer it?</p> <p>Can you find the headings and sub-headings?</p> <p>How many different types of punctuation can you see on the page? Why have they been used?</p> <p>Why did the author choose this title for the text? Can you think of an alternative one?</p> <p><u>Maths Homework</u></p> <p>Every Monday maths homework will be given; this will be focusing on practising the skills that they have been taught that week. It should be returned on the following Monday.</p>
<p>Topic Work</p>	<ul style="list-style-type: none"> • Science – Everyday Materials • ICT – To Communicate and To Connect • Online Safety • Geography – Our school grounds & Our local park • DT – Cooking and nutrition (smoothies) • Art – Craft & Design (woven wonders) • History – Local History- Cadbury's • PE – Dance, Tennis & Cricket •     

<p>PSHE</p>	<ul style="list-style-type: none"> For the teaching and learning of PSHE, we use a Question-Based Model. The Programme of Study sets out learning opportunities in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. Through these themes we explore teaching children about a range of the 54 UNICEF articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights of a child. This term we focus on the themes Health and Wellbeing and Living in the Wider World. <div> <div> <p>PSHE</p>  <p>28 ACCESS TO EDUCATION</p>  <p>42 EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>  <p>43-54 HOW THE CONVENTION WORKS</p> </div> <div> <p>Relationships</p>  <p>2 NO DISCRIMINATION</p>  <p>5 FAMILY GUIDANCE AS CHILDREN DEVELOP</p>  <p>8 IDENTITY</p>  <p>9 KEEPING FAMILIES TOGETHER</p>  <p>10 CONTACT WITH PARENTS ACROSS COUNTRIES</p> </div> <div> <p>Health and well-being Living in the wider world</p>  <p>6 LIFE, SURVIVAL AND DEVELOPMENT</p>  <p>12 RESPECT FOR CHILDREN'S VIEWS</p>  <p>13 SHARING THOUGHTS FREELY</p>  <p>14 FREEDOM OF THOUGHT AND RELIGION</p>  <p>24 HEALTH, WATER, FOOD, ENVIRONMENT</p>  <p>27 FOOD, CLOTHING, A SAFE HOME</p>  <p>20 CHILDREN WITHOUT FAMILIES</p>  <p>21 CHILDREN WHO ARE ADOPTED</p>  <p>22 REFUGEE CHILDREN</p>  <p>23 CHILDREN WITH DISABILITIES</p>  <p>30 MINORITY CULTURE, LANGUAGE AND RELIGION</p> </div> </div>
<p>How you can help your child</p>	<ul style="list-style-type: none"> Continue to read regularly with your child and listen to her/him read to you. Your comments in the reading record book are most welcome. Please return reading books on a Monday to ensure that we can change them and send out new books where appropriate on a Thursday. Please note, we will be listening to your child read in class regularly too. Phonics links are sent weekly via Parent Mail with videos for your child to watch revising reading and spellings with words containing the sounds your child has learnt in their phonics groups that week. Indoor PE is on Monday for 1K and Tuesday for 1S and both classes have outdoor P.E on a Thursday (this is subject to change.) PE Kit is encouraged to stay in school and will be returned at the end of each half term. If you would like to take it to be washed before this, please let us know and we will send it back for you. It must be returned the following day/start of a new week. Please ensure that water bottles are labelled with a sports cap. <p>Thank you.</p>

	<p>Please make sure that all belongings are labelled to avoid any confusion.</p> <p>Thank you for your support. The Year One Team, Mrs Shiels-Etheridge & Mrs Korimbocus</p>
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