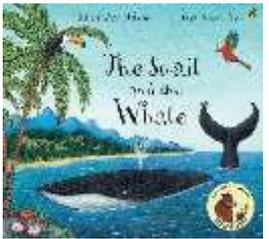


# Hurworth Primary School

## Curriculum Information for Parents

### Spring Term 2021-22

<b>YEAR GROUP: 1</b>		<b>TERM: Spring</b>
<b>SUBJECT</b>	<b>OVERVIEW OF LEARNING</b>	<b>IDEAS FOR LEARNING AT HOME</b>
<b>MATHS</b> 	<p><b>Geometry (shape):</b> recognise and name 2-D shapes; recognise and name 3-D shapes; sort 2-D and 3-D shapes; make patterns with 2-D and 3-D shapes.</p> <p><b>Place Value within 20:</b> count forwards and backwards and write numbers to 20 in numerals and words; partitioning numbers into tens and ones; count one more and one less; compare and order groups of objects and numbers.</p> <p><b>Addition and Subtraction within 20:</b> add by counting on; add ones using number bonds; find and make number bonds; add by making 10; subtraction by counting back; subtraction – crossing 10; related facts; number sentences.</p>	<p>Can your child practise counting up to and across 20, forwards and backwards? Can they start from different numbers? (e.g. count forwards from 7 to 18; count backwards from 15 to 5).</p> <p>Can your child recognise numbers up to 20 in their environment? You could help your child to practise writing numbers up to 20 – could they use Lego or other toys to count, add and subtract quantities?</p>
<b>ENGLISH</b> 	<p>For the first part of this half term, the children's learning in English will be based on the story of <i>The Snail and the Whale</i> by Julia Donaldson. We will initially focus on the character of the snail, using role play to help us articulate the character's feelings using adjectives and other descriptive language. The children will then use this experience to get into character as the snail, enabling them to write entries for a 'travel journal' as the snail explores the world with the whale. The children will then imagine a new place that the snail could visit, and create their own story about this with a beginning, middle and end. This will be a great opportunity for the children to show off the skills they have learnt in using adjectives, conjunctions 'and' and 'because', as well as their improving accuracy in the use of capital letters, full stops and exclamation marks.</p> <p>The children will continually consolidate and extend their phonic knowledge as we progress through <b>Phase 5</b> of the <b>Little Wandle Letters and Sounds Revised</b> accredited phonics programme.</p>	<p>Please ensure that your child practises their reading regularly at home. Please encourage your child to read and enjoy sharing their own books from home as well as their school reading book. Sharing stories together is a very important part of your child's journey of learning to read.</p> <p>Perhaps your child could practise their letter formation (both lower case and capital letters) starting and finishing in the correct place. Can your child recognise letters and graphemes in everyday life? They might also like to write sentences, remembering finger spaces, capital letters and full stops. Can they improve their sentence using adjectives?</p>
<b>SCIENCE</b> 	<p><b>Seasonal Changes:</b> Throughout the year the children will be observing, recording and asking and answering questions about the changing seasons. They will learn the names of the seasons, know when they change and the differences in weather, temperature and daylight length. They will create a weather chart and recognise that we need different clothes for the different seasons.</p> <p><b>Spring 2- Amazing Animals:</b> The children will be learning all about some of our most common birds, fish, amphibians, reptiles, mammals and invertebrates. They will learn names and compare the similarities and differences between animals by labelling them, finding out about their diets and grouping them into carnivores, herbivores and omnivores.</p>	<p>As we go through the year, perhaps you could take photos of your child which record the different clothing and activities associated with different seasons, as well as the changes in the weather and environment. It would be a lovely record to share these in class.</p> <p>What animals are there in your family? Can your child talk confidently about them and how to care for them? Could they do some animal spotting in the garden or on a walk? Perhaps they could keep a record of all of the different animals they see and group them by their characteristics.</p>
<b>HISTORY</b> 	<p>Our history topic this term keeps us very close to home – we will be learning about the history of Hurworth. Our main focus is on the changes that have taken place within living memory but we will also be finding out some facts from earlier in the village's history. We will start with a walk through the village, comparing old and new buildings. The children will ask questions about Hurworth past and present and use their own observations and research to help them find the answers.</p>	<p>Do you have any photographs or news articles at home that show how Hurworth has changed in the last 80 or so years? If your family is from the village, perhaps grandparents or older family friends could talk to your child about what is different now from when they were a child. If you are on Facebook, there is a group called Hurworth Photos and they have some great pictures of the village as it was in years gone by.</p>

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<b>GEOGRAPHY</b> 	<p>Our geography this term ties in with our history topic about Hurworth. Through our fieldwork we will take a closer look at what Hurworth looks like, what geographical features and landmarks there are, how it is similar or different to other places, and why someone might want to settle here. We will find out about maps and how things are represented on a map using symbols. We will learn where Hurworth is located in the UK and make a map of Hurworth using our own symbols.</p>	<p>Can your child make their own map of a place they have visited? Can they spot geographical features and landmarks in different places they have visited?</p>
<b>DESIGN &amp; TECHNOLOGY</b> 	<p>This term we will be applying our science knowledge about materials, our maths knowledge of measures and 2D and 3D shapes, and our observational and drawing skills to investigate, design and make free standing structures. We will be thinking about how to design and make purposeful and functional structures and different ways of making them stronger and more stable. The children will be given a design brief and evaluate their own and others' finished products.</p>	<p>Can your child build their own structure at home? They could explore how brick patterns affect the strength of a structure with walls using Lego or other blocks. Can they find ways to make their structure stronger?</p>
<b>ART</b>	<p>Linking with our Changing Seasons science topic, the children will be exploring the techniques of collage and printing. They will work with a variety of materials, learning how to select them for different effects and qualities; they will practise overlapping and overlaying; they will also use a variety of objects to print with, exploring repeated patterns and the use of 2 different colours. The children will apply their skills to create a winter or spring scene using both techniques.</p>	<p>Perhaps you could do some collaging or printing together at home. How many different objects can your child find to make spring pattern with?</p>
<b>RE</b> 	<p>This term our first topic is what we can learn about Christianity from visiting a church. We will hopefully be able to visit our local All Saints church to find out what the common features of a church are, who leads the service in a church and how people worship there. We will also be learning about the Christian story of Creation and the story of Easter.</p>	<p>Can they tell you some of the features that they saw in the church?</p>
<b>PE</b> 	<p>In the first half of the Spring Term, the children will be learning football skills with our PE coach, Mr Beadle. They will be learning ball control, tackling, striking and defence skills. In their sessions with Mrs Elliott, they will be developing their skills in balance and control through a series of striking and net games including tennis and volleyball skills. During the second half of the term, the children will develop their netball and basketball skills with Mr Beadle. The children will be practising holding the ball, passing, throwing, aiming and shooting. With Mrs Elliott, the children will be developing their movement and coordination skills through gymnastics, linking this with their mathematical and geographical skills in describing position and direction. Other important features of our PE lessons will be observing, describing and copying what others are doing and learning how to work collaboratively with a partner and in a group.</p>	<p>Please ensure that your child wears their PE kit every Monday. We will be outside in all weathers (within reason) so warm tracksuit, waterproof coat, hat and gloves are also needed as we head into the coldest part of winter at the beginning of this term. It is also very important that your child brings a water bottle to school every day.</p>
<b>PSHE</b> 	<p>This term, we will be learning about what helps us to stay healthy- hygiene; medicines, people who help us with health. In Spring 2, we will be looking at living in the wider world and what can we do with money- making choices, needs and wants.</p>	<p>Please remind your child when and how to wash their hands correctly and reinforce the importance of this.</p>
<b>MUSIC</b> 	<p>As well as 'Little Fingers' lessons delivered by Durham Music Service, the children will continue to learn a range of songs, chants and rhymes – singing with confidence and enjoyment. They will practise being able to stand still and sing sensitively or sing louder and with movement when appropriate and to listen carefully to others when they perform</p>	<p>Discuss the terminology; pulse, beat and tempo. Can your child clap their hands or move their body in time to a piece of music?</p>
<b>COMPUTING</b> 	<p>Lego Builders: This unit encourages children to begin to think logically about scenarios. Children will be introduced to the term 'algorithm'. This concept is at the core of coding. The next unit (Maze Explorers), builds upon this, linking logical thought processes to the way that computers are programmed. In Spring 2, the children will be creating animated story books. For this unit of work the children will be using the 2Create a Story tool. The series of lessons will provide an opportunity for the children to develop the skills to create, organise, store, manipulate and retrieve digital content through the creation of their own animated story book.</p>	<p>Please encourage your child to be safe when online. Use apps that support their learning. There are lots of amazing free apps and websites!</p>