

# Year 1

## Curriculum Newsletter



BRINGING YOU THE LATEST NEWS STRAIGHT FROM THE CLASSROOM



### KEY DATES

End of term 3 –  
Friday 11<sup>th</sup>  
February

Start of term 4 –  
Monday 21<sup>st</sup>  
February

Parent-Teacher Conferences –  
Thursday 17<sup>th</sup> and Tuesday 22<sup>nd</sup>  
March

## Ancient History

In history, we learn about real people and real events from the past. This spring, we will be continuing to study 'Ancient Egypt' before moving onto 'Ancient Greece'.

### Key Learning (Ancient Egypt)

- The treasure-filled tomb of the pharaoh Tutankhamun was discovered by explorers in 1922.
- It took ten years to clear the tomb and list all the amazing treasures.
- The large, heavy mask which covered the face of Tutankhamun's mummy is made of gold and thin strips of glass.
- Egyptians loved sports and games, as well as music, dancing and parties.
- Egyptians wore simple, loose flowing clothes and lots of jewels.
- People often put perfumed fat on their heads, which made them smell nice as it melted.
- Everyone wore make-up, putting lots of dark paint around their eyes.
- Most people shaved their heads to keep cool and adults usually wore wigs.
- Egyptian writing was made up of lots of pictures called hieroglyphs.
- People called scribes could read and write hieroglyphs.
- A scribe's job was to write letters and keep records. He also had to teach children to read and write. Hieroglyphs painted on a tomb were spells to protect the dead person.
- Most ordinary people didn't have a clue what hieroglyphs meant.

**Key Words:** Tutankhamun, explorers, secret door, crammed, glittering treasure, falcon, strips, instruments, harp, boating, contests, team, hunting, stick, perform, difficult moves, simple, flowing, clothes, jewels, necklace, perfumed, fat, melted, loose, light, cool, decorated, make-up, shaved, wigs, hieroglyphs, scribes, keep records, protect, didn't have a clue.

### Key Learning (Ancient Greece)

- Greece is a hot country in southern Europe.
- The ancient Greeks lived there about three thousand years ago.
- Many Greek towns were near the sea, and boats carried people from place to place.
- Some Greeks lived in busy towns or cities, and others lived far out in the countryside.
- Men and women had separate rooms within the house.
- The Acropolis of Athens Temples and other important buildings stood on hills.

- Greek houses were made of wood and mud bricks.
- Rich people had slaves to do the housework for them.
- The Greeks liked to wear simple, loose clothes that kept them cool.
- Women always wore long tunics called chitons.
- Men wore long or short tunics, often with a cloak.
- Rich women had earrings made from gold.
- Many Greek men had beards and it was fashionable to keep them neatly trimmed.
- Most Greek people ate lots of vegetables, fruit and other fresh foods.
- Farmers grew crops that were used for making bread.
- Often people kept a few goats and sheep for their milk.
- People who lived near the sea caught fresh fish to eat.
- There were plenty of olives to knock down from olive trees.
- Poor people just ate lumpy porridge made from flour and water.

**Key Words:** Greece, ancient Greeks, three thousand years, ago, towns, sea, cities, countryside, temples, important buildings, hills, mud bricks, slaves, housework, tunics, chitons, cloak, statue, outdoor clothes, sunhat, beards, fashionable, neatly-trimmed, fresh foods, clay model, stirring, fish or vegetable stew, farmers, crops, olives, olive trees, lumpy porridge, flour.

## English & Grammar

In Spring 1, the Year Ones will explore Traditional Tales, which are stories that have been passed down through many generations and are often found in lots of different cultures. After reading a range of traditional tales, and the children will then focus on The Ugly Duckling, writing a character and setting description based upon the key vocabulary and grammar that has been learnt.

Later, the children will develop confidence in the alphabet and learn how dictionaries are organised alphabetically, before reviewing the effectiveness of definitions and writing their own.

Spellings will consolidate phonics learning and concentrate on the high frequency 'red' words for Year One. Additionally, the use of 's' or 'es' for plural nouns, as well as the prefix '-un' will be taught as spelling rules.

Grammar revisited and covered will include the following:

**Noun**—the name of a person (e.g. boy, Lucy, doctor), place (e.g. beach, Liverpool) or thing (e.g. paper clip, love, Heinz Baked Beans). Some nouns are 'proper' (i.e. special names) which must start with capital letters. Others are 'common' and are used more generally.

Adjective—a word that describes a noun. It provides more information about the noun. We regularly find them preceding nouns (e.g. I lounged on the comfortable, relaxing chair.)

Verb—a 'doing', 'being' or 'having' word (e.g. runs, jumped, made, is). Every sentence includes a verb.

## Science

Science is the study of the natural world through observation and experiment.

In Spring 1, Year One will be learning about 'States of Matter' and 'Sound and Light'.

Key Learning (States of Matter)

- The properties of solids and liquids.
- Solids and liquids can change when temperature is changed.
- The properties of gases.
- Categorising matter as solids, liquids and gases.
- States of matter we encounter in everyday life.

Key Words

Solid, liquid, gas, state of matter, grains, powders, magnifying glass, microscope, Venn diagram, change, pour, freeze, compare, properties, observe, record, chart.

Key Learning (Light and Sound)

- An explanation of light.
- Identification of sources/non-sources of light.
- How light reflects.
- An explanation of sound.
- Identifying sources of sounds.
- The definition of 'pitch' and how we change it.
- The meaning of volume.
- How we hear sounds, including the parts of the ear.

Light, sound, source, reflect, reflection, surface, bounce, vibrations, sound waves, pitch, high, low, instrument, volume, loud, quiet, ear, eardrum, outer ear, middle ear, inner ear.

## Music

This term, we will continue to develop our understanding of pitch, pulse and rhythm with fun games and exercises while also learning to sing songs of roughly ABRSM Grade 2 difficulty. This term we will also be learning about instruments of the orchestra and listening analytically to pieces of music written for orchestra.

## Maths

In spring, Year One will be learning the following:

Time

- Read, write and tell the time to o'clock and half past on analogue clock
- Sequencing daily activities
- Whole and half turns linked to time

Exploring calculation strategies within 20

- Model, explain and choose addition and subtraction strategies

Numbers to 50

- 2-digit numbers – represent, sequence, explore, compare
- Count in 2s, 5s and 10s
- Describe and complete number patterns

Addition and subtraction within 20 (comparison and difference)

- Illustrate, explain and link addition and subtraction with equations
- Apply 'Make Ten' strategy
- Use language to quantify and compare difference

Fractions

- Identify  $\frac{1}{2}$  and  $\frac{1}{4}$  of a shape or object
- Find  $\frac{1}{2}$  and  $\frac{1}{4}$  of a quantity

Measures: Length and mass

- Compare and measure lengths and mass using cm and kg
- Doubling and halving

Key Words

O'clock, half past, analogue clock, digital clock, hands, face, minute, hour, sequencing, whole/half turn, calculation, number bonds/known facts, doubles, near doubles, equals, more, less, group of ten, pattern, ones, digit, left, right, place value, part, whole, greater, greatest, less, least, smaller, smallest, order, between, compare, value, groups of two, groups of five, increase, decrease, more, fewer, difference, greater, less, half, quarter, part, whole, equal, share, divide, length, size, compare, measure, measurement, about, nearly, roughly, long, longer, longest, short, shorter, shortest, balance, balances, heavy, light, heavier, heaviest, lightest, estimate, mass.

## Geography

Geography is the study of people and places.

In Spring, Year One will be learning about 'Continents' and 'Oceans and Seas'.

Key Learning (Continents)

- The world's surface is made up of land and water.
- The largest areas of land in the world are called continents.
- The seven continents are Asia, Africa, Europe, North America, South America, Oceania and Antarctica.
- We live in Europe.

Key Words

Continent, Asia, Africa, Europe, North America, South America, Oceania, Antarctica.

Key Learning (Oceans and Seas)

- The world's surface is made up of land and water.
- The largest areas of water in the world are called oceans.
- The appearance of oceans and seas.
- The Oceans of the world are named the Pacific, Atlantic, Indian, Arctic and Southern.

Key Words

Ocean, Pacific, Atlantic, Indian, Arctic, Southern.

## Art

This term, we are learning about the life and art of people living around 20,000 years ago. We will use The Lascaux Cave Paintings as inspiration to create our own prehistoric artworks exploring different drawing and modelling materials and mark-making tools. Vocabulary: Stone Age, hunter, gatherer, lines, pattern, mark-making, tools

Next term, we will study the painting "Carnation, Lily, Lily, Rose" by John Singer Sargent, 1885, as well as work by artist Georgia O'Keeffe. We will use paint and pastels to explore colour, light and flowers in art. Vocabulary: Lantern, dusk, blend, colour, abstract, light, dark.

## PE

This term, we will be introducing gymnastics. We will be looking at travelling movements, climbing, jumping and landing. We will also be using the mats to work on our gross motor skills.

## PSHE

The Year Ones will be covering 'Feelings' and 'Relationships', and will be exploring the book 'The Huge Bag of Worries' by Virginia Ironside.

Key Learning (Feelings)

- The names of the emotions and how they feel ((including its effect on the body) and how best to respond when different emotions are experienced.
- Techniques for self-regulation, including thinking strategies, calming techniques and asking for help from an adult.
- Identifying things that they are grateful for, including caring relationships at home and at school.
- The benefits of gratitude.

Key Learning (Relationships)

- The importance of families and friendships, understanding that not all families and not all friendships appear the same.
- What to do if anything in a family or a friendship makes them feel unhappy or unsafe. We should only make friends with people who are safe.
- The concept of privacy.
- There are parts of the body that are private to them and what to do if this privacy is invaded.
- There are some secrets that it is okay to keep and others that it is not okay to keep, and how to distinguish between them.
- All friendships have their ups and downs, and difficulties can be worked through.
- Techniques for managing difficulties.
- We all make mistakes and that when we do, it is important to acknowledge them and apologise.
- How to say sorry and what else they need to do to show they are sorry.
- How to respond when someone apologises to them.
- The importance of honesty in relationships.
- That telling the truth may be challenging but it is still important.
- The importance of saying things that are kind as well as true.

## Religious Education

Our religious education curriculum is designed to promote understanding and tolerance of others' beliefs. Years One and Two will simultaneously learn about Buddhism in Spring One and Hinduism in Spring Two.

Buddhism

- Buddhists are people who follow the teachings of the Buddha.

- The person who became known as the Buddha was born 2500 years ago as Siddhartha Guatama, the son of a wealthy nobleman who lived in a palace in an area of India which is now Nepal.
- Siddhartha Guatama grew up living a rich and privileged life, but began to realise that wealth didn't bring happiness.
- After leaving his father's royal palace, Siddhartha saw sickness and poverty for the first time. He decided to abandon his father's rich palace and to give up all his wealth in the search for complete happiness (Enlightenment).
- He practised meditation and it's said he found Enlightenment while meditating under a Bodhi tree in India.
- Siddhartha became known as 'the Buddha' because the word means 'awakened'.
- Buddhists don't 'worship' the Buddha. However, they do revere him and pay their respects for the wisdom of his teachings.
- There are about 350 million Buddhists worldwide.
- Most live in Asian countries, including China, India, Indonesia, Japan, Tibet and Burma.
- There are different types, or groups, of Buddhists. They can have slightly different ways of doing things, or may prefer to read different holy texts. However, they all believe in the main teachings of the Buddha.
- The teachings of the Buddha are called the Dharma. These are a guide to a way of life which Buddhists believe will lead to a state of true happiness and peace, free of suffering. The name for this is Nirvana.
- The Buddha taught that to reach the state of perfect happiness, people must follow the eight steps of the Noble Path. These steps involve developing a calm way of being and thinking and acting in ways which consider the feelings of others. Buddhism is about practising this way of life.
- Buddhists may spend time meditating at their local temple, or at a shrine in their own homes. There will be a statue of the Buddha to remind them of his great example and teachings.
- When meditating, Buddhists may say a prayer or mantra, which is a sentence or short prayer repeated over and over again. The mantra reminds Buddhists of the teachings they follow and to develop a calm way of being.
- There are many celebrations connected to the birth, life and passing of the Buddha. 'Buddha Day' is a celebration for the Buddha's birthday. 'Dharma Day' celebrates the start of the Buddhist religion.
- Buddhist celebrations always occur at the time of a full moon. This means they can be on different days in different countries, depending on the cycle of the moon. At these times, Buddhists may go to the temple to meditate, take gifts of food or alms to the monks, and give charity to the poor.
- Prayer wheels are sometimes used by Buddhists to help them pray. A mantra is written on the prayer wheel. Spinning the prayer wheel can symbolise repeating the mantra and releasing the prayers.
- Many Buddhists observe the Chinese New Year celebration

#### Hinduism

- Hinduism is one of the oldest and largest religions in the world.

- It is difficult to put a date on when Hinduism began because the ideas are so old and come from a mixture of several different religions and philosophies. Some people suggest it began up to 4000 years ago, but others suggest its beginnings were earlier than that.
- Hinduism is thought to have originated in the Indus Valley, in what is now Pakistan.
- Unlike some religions there is no single founder or religious teacher.
- There are around 900 million Hindus around the world, most of whom live in India. However, there are Hindu communities in many other countries.
- Hindus believe in One Supreme Being called Brahman. Brahman does not have any shape or form, but is all around us, everywhere.
- Brahman has caused everything to exist.
- Hindus believe that Brahman exists in everyone, this is called Atman.
- Hindus try to find God inside themselves.
- Hindus worship and show their love for the One Supreme Being using many gods and goddesses (also known as 'deities'). They represent different characteristics of the One Supreme Being and are there to help people find God. Three of the most important Hindu gods are Brahma (the creator), Vishnu (the preserver) and Shiva (the destroyer).
- Hindus may worship at a temple called a mandir.
- The temple can be dedicated to one or to several deities.
- There is a priest who looks after them and who leads the worship, or puja.
- One of the most well known mandirs in England is in Neasden, in London, where many hundreds of volunteers from the local Hindu community donated their time and money to build the temple.
- Some Hindus prefer to worship at home. They have a room, or a corner of a room, set aside as a shrine to their favourite god. Many Hindus worship at home every day.
- There are many colourful stories about the deities. Each story shows us what the deity is like and therefore what Brahman is like.
- Many Hindus pray to Ganesha, the elephant-headed god. He is believed to remove obstacles that are getting in the way in life.
- Hindus may also pray to Krishna, who is the hero of many adventures and a great teacher. He is usually shown with blue or black skin and playing a flute.
- Another deity, Lakshmi, is often shown as a woman with four arms. Lakshmi is particularly important during the festival of Diwali and she is thought to bring good fortune.
- Music and dancing is very important to Hindus. They consider them to be gifts from God.
- Traditional Hindu dancers use facial expressions, as well as hand and arm movements, to mime stories from religious texts in dance. Each gesture and movement has a special meaning which the audience will understand. For example, hands together shows worship, thumbs up stands for heroism.
- Another important aspect of Hindu worship is chanting. Aum is a sacred sound in Hinduism, and is chanted when people worship.