

North Elmham CEVA Primary School
Stibbard All Saints CEVA Primary School
Flourish Federation

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Year 1 Curriculum Map

Dear Parents/Carers.

I hope you've had a lovely relaxed and well rested Christmas and New Year break. Please find this half terms curriculum map at the bottom of this page. This will give you a brief highlight of all the learning taking place over the next 5 weeks.

Key Reminders for this half term:

Tuesday - PE day - please arrive in appropriate PE clothing.

Thursday - Welly Day - Please arrive in appropriate clothing.

Homework:

This half term we will be sending weekly home weekly challenges that will be aimed at consolidating the learning that has taken place during the week (To begin Friday 14th January).

Friday - Homework to be set and sent home.

Wednesday - Homework to be brought back into school.

Example of homework -

Spelling list (Year 1 list of High frequency words)

1 English, Maths or Wider Curriculum challenge

Reading (Every day)

I understand that for some children homework after a long week at school can be tiring and a challenge, however small amounts of work at home will stimulate the brain and make a big difference to your child's knowledge retention.

Any questions then please feel free to catch me at the end of the day or email/call the school and I will get back to you ASAP.

I'm sure this will be a fantastic half term,

Kind regards,

Mr Joshua Arter

<p>English</p> <p>During this half term we the children will be exploring Traditional Tales. The children will be recognising predictable phrases within Traditional Tales and retelling their own stories. The children will act out different traditional tale situations and use that to inform their own stories.</p> <p>Texts to support our Knowledge: Little Red Riding Hood - Ian Beck The Three Billy Goats Gruff - Nick Sharratt and Stephen Tucker</p> <p>Key Vocabulary: traditional tale, Noun, suffix, plural, capital letter, finger space, list, label, caption Suffix, prefix, noun, capital letter, finger space, exclamation mark, repeated</p>	<p>Music</p> <p>To learn the song 'In the groove'. It has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Verbally appraise music, recognising and identifying some style of music using musical language.</p> <p>Key Vocabulary: Pitch, Tempo, pulse/beat, High, Low, Instruments, Improvise, compose, Styles, Blues, Latin, Folk, Funk, Baroque Bhangra</p>	<p>D&T</p> <p>Begin to build structures, joining components together to create a finished product. Find out why we have bridges and explore different types of bridges. Using readily available materials explore ways to construct a bridge. Explore how they can be stronger, stiffer, longer and more stable.</p> <p>Art</p> <p>Use different tools and experiment to achieve different effects. Learn about the sculpture Alexander Calder and begin to construct their own sculptures.</p>	<p>Computing</p> <p>E-safety - searching the internet safely to find pictures for projects. Begin to use technology purposefully - data handling programs. Children use their creativity and imagination to plan a fairytale and capture it using their developing photography skills.</p> <p>Key Vocabulary: Ipad, Digita, image, Photo, Video sound, playback record. Digital image and Pictorial story.</p>
		<p>Religious Education</p> <p>What do Jewish people remember on Shabbat? Children understand the Jewish story of creation and relate it to observing Shabbat. Children gain the knowledge that Jews believe in one God and that He is the creator. They will understand how Shabbat is celebrated as a weekly tradition for Jewish families.</p> <p>Key Vocabulary: Candles, Challah Bread, Creation, Jew, Jewish, Judaism, Havdalah candle, Kiddush Cup, Menorah, Shabbat and Synagogue</p>	
<p>Mathematics</p> <p>Across the course of this half term we will be exploring -Addition and Subtraction -Geometry: Position and Direction, -Place Value -Multiplication and division</p> <p>Key vocabulary: digit, symbol, compare, plus, minus, number bonds, problem-solving, o'clock, half past.</p>	<p>Science</p> <p>The children will focus on classifying, sorting and grouping animals. They will use observations to compare and contrast animals. The children will become familiar with and use technical terminology to describe animal groups. The children will group animals according to what they eat (carnivores, herbivores and omnivores.)</p> <p>Key Vocabulary: Vertebrates Mammals, Fish, Birds, Reptiles and Amphibians Herbivores, Omnivores and Carnivores Environment, Cold-blooded and warm-blooded</p>	<p>History</p> <p>The children will explore different aspects of everyday life. They will look at the impact of technology and differences related to changes in roles and tasks. Children will ask and answer questions, using both first and second hand sources. Children will identify similarities and differences between ways of domestic life from great-grandparents' era to current time.</p> <p>Key Vocabulary: Timeline, Similarities, Differences Artifacts, objects, Change, Chronology, Then, Now, Past, Present and Future</p>	<p>PSHE</p> <p>Recognising our own feelings and how we can manage them. Key Vocabulary: Feelings, relaxation, problem solving, worried, proud</p> <p>Geography: The children will understand some geographical similarities and differences of Stibbard and London. They will use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Key Vocabulary: City, Town, Village, Landmark Rural, urban, countryside, fields, roads, buildings, built up and Skyscraper</p>