












North Town Primary School & Nursery  
Learning today - Leading tomorrow

## A guide to the curriculum for Parents/Carers of children in Year 1 Spring 2024

 <p><b>Bright Lights, Big City</b></p>  <p><b>Geography</b></p>	<p>Our overarching theme next term will be Geography.</p> <p>We will begin our Bright Lights, Big City project with a virtual tour of our local area. The children will learn about the countries that make up the United Kingdom, including their location, capital cities and some of their physical and human features. They will have the opportunity to do map work, using compasses and positional and directional language to plan routes around London. They will research the cause and impact of the Great Fire of London and look at some famous London landmarks. The children will learn about other capital cities around the world, including Kuala Lumpur, and compare how they are similar and different to London.</p>
 <p><b>English</b></p>	<p>To practise and consolidate the phonics skills taught in school, the children will bring home the book/sheet they have been reading in their phonics group. Your child would have read this book/sheet three times in class, each time with a different focus, with an aim to build the children's fluency to improve comprehension. They will also learn to read with expression and should be able to read the book to you at home in their 'Storyteller' voice.</p> <p>Some reminders;</p> <ul style="list-style-type: none"><li>• The children's reading books will be changed in their phonics group by their groups Read, Write, Inc phonics teacher.</li><li>• How often the book is changed will depend on which colour storybook your child is reading. New reading books will be sent home when the planned reading activities for the book are completed. (See chart below)</li><li>• <b><u>The children will need to take their reading record and book to phonics each lesson so please ensure your child has these in their bag every day.</u></b></li></ul> <p>As the children continue their storybooks journey, we would just like to highlight again the importance of reading and the need for children to have opportunities to practise and consolidate their phonics skills at home. Please give your child the opportunity to read their book/sheet to you and share what they have learnt. <b>It may seem that your child is reading this book with ease but please remember that they would have read this book three times with support from their reading teacher. Rereading is an important part of their reading progress and helps them to build fluency in reading which is vital for comprehension.</b> The children will continue to record their reading in their reading record with the expectation that they will read five times.</p>
	<p>We are continuing to use the White Rose programme to structure our maths lessons. The children will be looking at place value and extending their knowledge of this for numbers to 20. They will also be looking at addition and subtraction for</p>



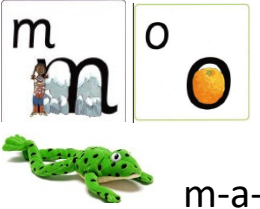
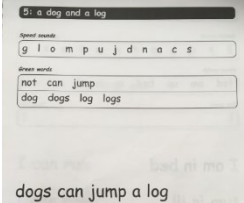
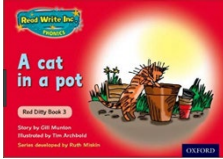

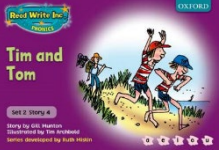
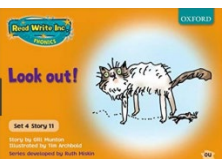
<p><b>Mathematics</b></p>	<p>numbers within 20. In the second half of the spring term, they will be extending their place value knowledge to 50 and finishing off with measurement. Please continue to support your children at home with maths through board games, helping with cooking (measurement), counting activities in context (how many people are we laying the table for tonight?) and recognising numbers in and around their community (doors, number plates etc)</p>
<p> <b>Computing</b></p>	<p><b>Online Safety units:</b></p> <p>In Computing lesson during Spring 1, the children will be introduced to early programming concepts. They will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. Lastly, learners will be introduced to the early stages of program design through the introduction of algorithms.</p> <p>During Spring 2, pupils will begin to explore data and information. They will begin by using labels to put objects into groups before demonstrating that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</p>
<p> <b>Art</b></p>	<p>Our Art companion project, rain and sunrays teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.</p>
<p> <b>History</b></p>	<p>We will teach History again in the Summer term through our School Days project.</p>
<p> <b>DT</b></p>	<p>Alongside our Bright Lights, Big City topic we will be completing a companion project called 'Taxi!' This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.</p>
<p> <b>Science</b></p>	<p>Our Science companion project teaches children about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK.</p>
<p> <b>Spanish</b></p>	<p>Next term, we will be remembering and learning colours in Spanish. In the second half term, we will be learning animal (pet) words and be able to link these to pictures. We will be able to listen to and speak these. You can practise this at home using your Language Nut log in, which is in your reading record.</p> <p>In our Spanish culture lessons, we will be looking at special festivals in Spain – especially the Tomatina festival.</p>
<p> <b>Physical Education</b></p>	<p>During Spring Term 1, we will be doing gymnastics sessions, following Real Gym guidelines for this. The focus is going to be looking at being creative when forming basic gymnastic shapes. The areas of physical improvement should be in their core strength, stability and balance. For upper KS1, linking the core gymnastic shapes to their movements will be an important part of their P.E. Please make sure PE kits come in on Monday morning and we will ensure they go home on a Friday afternoon.</p>
<p> <b>PSHE&amp;C</b></p>	<p>Next half term, we are looking at 'Dreams and Goals'. The children will be exploring how to stay motivated and be resilient even when doing something challenging. Working well with others, staying positive and helping others achieve their goals. Finally, they will be thinking about their own dreams and goals and working hard to achieve them.</p>


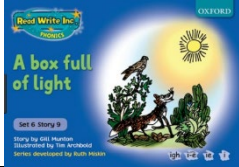
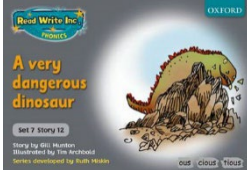
	In the second half term, we are looking at 'Healthy Me'. The children will be learning the difference between being healthy and unhealthy and find ways of keeping themselves healthy. They will explore the impact of lifestyle choices and who can help you keep safe and well. We will finally express this by saying how our bodies are amazing and identifying ways to keep it safe and healthy in the future.
 <b>RE</b>	In RE this term, we will be learning about what Christians believe about God.
 <b>Children's Rights</b>	<p>This term the children will be learning about the following rights through our topic sessions:</p> <p><b>Article 12</b> – the right to an opinion  <b>Article 13</b> – the to share my thoughts freely  <b>Article 17</b> – the right to access information</p>
 <b>Homework</b>	<p>The children's homework will be to continue to read every day and to have a comment written in their reading record. They can read their Phonics book or sounds and blending sheets, depending on what reading group they are in. For the optional topic homework, we would like the children to create or draw a famous landmark. They can use any medium they want to create this.</p> <p>Please can the children bring their landmark into school as soon as it is ready and we will share it in class.</p>
	You can keep up to date with all our learning by following us on Twitter @NorthTownCR @NorthTownKB
	<p><b>Key dates:</b></p> <p><b><u>Spring 1</u></b></p> <p>Monday 1<sup>st</sup> January – BANK HOLIDAY  Tuesday 2<sup>nd</sup> January – INSET Day School Closed  Friday 5<sup>th</sup> January – Mufti Day  Friday 19<sup>th</sup> January – Vocabulary Day – More details to follow  Friday 2<sup>nd</sup> February – Mufti Day  Friday 2<sup>nd</sup> February – NCPCC Number day – more details to follow  Monday 5<sup>th</sup> February – SEND parents meetings  Tuesday 6<sup>th</sup> February – Parents Evening 3:30 – 6:15  Monday 12<sup>th</sup> February – Friday 16<sup>th</sup> February – Half term holiday</p> <p><b><u>Spring 2</u></b></p> <p>Monday 19<sup>th</sup> February 2024 – School Open  Wednesday 21<sup>st</sup> February – Parents Evening 3:30 – 6:15  Friday 1<sup>st</sup> March 2024 – Mufti Day  Friday 8<sup>th</sup> March 2024 – PTA School Discos  Monday 26<sup>th</sup> February – Friday 1<sup>st</sup> March – Phonics open mornings – more details to follow  Friday 29<sup>th</sup> March 2024 – Good Friday Bank Holiday – School Closed to Children  Saturday 30<sup>th</sup> March 2024 - Sunday 14<sup>th</sup> April 2023 - Easter Holiday</p>

Thank you for your continued support. If you have any questions, please pop in to see us.

Many thanks, Mr White, Mrs Lister and Mrs Hayes

## Read Write Inc Phonics groups and what they mean

Group	I can...	My target is to...	Reading at home I will bring home...
<b>Set 1A</b> 	Read the first 16 Set 1 single letter sounds	Recognise all single letter sounds. Orally blend sounds	Set 1 sound bag Set 1 letter formation file Set 1 flashcards Play Fred talk games
<b>Set 1B</b> 	Read most/all Set 1 single letter sounds	Orally blend sounds Blend sounds to read short words e.g. <i>cat, box, tin</i>	Set 1 sound bag Set 1 letter formation file Set 1 flashcards Play Fred talk games
<b>Set 1C</b> 	Recognise all Set 1 single letter sounds  Orally blend sounds	Blend sounds to read short words e.g. <i>cat, box, tin</i>	Set 1 sound bag Set 1 letter formation file Set 1 flashcards Play Fred talk games  Blending Sheets – 1 sheet each week
<b>Ditties</b> 	Read 2 or 3 sound words independently (am, red, bin)	Recognise the Set 1 digraphs ('Special Friends') and read them in words  <i>sh ch qu ng nk th</i>	Play Fred talk games  Ditty Sheets – 3/4 sheets each week
<b>Red Ditty books</b> 	Read all Set 1 sounds including digraphs ('Special Friends') and read them in words.	-Read words with 4 and 5 single letter sounds <i>stop jump stamp crept</i> -Read words with 3 sounds speedily <i>man got sit</i>	Red Ditty Books – 1 book each week that has been read in class three times as part of the lesson.
<b>Green Storybooks</b> 	Read words with 4 and 5 Set 1 single letter sounds	-Read the first 6 Set 2 sounds and in words <i>ay ee igh ow oo oo</i> -Read words with 3 sounds that contain a digraph speedily <i>this chip quiz</i>	Green storybooks – 1 book each week that has been read in class three times as part of the lesson.
<b>Purple Storybooks</b> 	Read words with 4 and 5 Set 1 single letter sounds	-Read the first 6 Set 2 sounds and in words, including multisyllabic <i>ay ee igh ow oo oo</i> -Read words with 4 and 5 sounds speedily <i>stop jump stamp crept</i>	Purple storybooks – 1 book each week that has been read in class three times as part of the lesson.
<b>Pink Storybooks</b> 	-Read the first 6 Set 2 sounds and in words, including multisyllabic <i>ay ee igh ow oo oo</i> -Read words with 4 and 5 sounds speedily <i>stop jump stamp crept</i>	-Read the next 6 Set 2 sounds and in words, including multisyllabic <i>ar or air ir ou oy</i> -Read word with the first 6 Set 2 sounds speedily <i>play night sleep about</i>	Pink storybooks – 1 book each week that has been read in class three times as part of the lesson.
<b>Orange Storybooks</b> 	-Read the next 6 Set 2 sounds and in words, including multisyllabic <i>ar or air ir ou oy</i> -Read word with the first 6 Set 2 sounds speedily <i>play night sleep about</i>	Consolidate Set 2 sounds Read the first six Set 3 sounds and in words, including multisyllabic <i>ea oi a-e i-e o-e u-e</i>	Orange storybooks – 1 book each week that has been read in class three times as part of the lesson.

<p><b>Yellow Storybooks</b></p> 	<p>Read the first six Set 3 sounds and in words, including multisyllabic words. <i>ea oi a-e i-e o-e u-e</i></p>	<p>-Continue reading Set 3 sounds and in words, including multisyllabic. -Build speed for reading whole texts (60-70 words per minute)</p>	<p>Yellow storybooks – Book changed after 6 phonics lessons (The children will read 2 books in three weeks) These have been read in class three times as part of the lesson.</p>
<p><b>Blue Storybooks</b></p> 	<p>-Read Set 3 sounds and in words, including multisyllabic words. -Can read whole texts at 60-70 words per minute</p>	<p>-Continue reading Set 3 sounds and in words, including multisyllabic with growing speed -Build speed for reading whole texts (70-80 words per minute)</p>	<p>Blue storybooks – Book changed after 6 phonics lessons (The children will read 2 books in three weeks) These have been read in class three times as part of the lesson.</p>
<p><b>Grey Storybooks</b></p> 	<p>-Can read Set 3 sounds and in words, including multisyllabic with growing speed. -Can read whole texts at 70-80 words per minute.</p>	<p>-Continue reading Set 3 sounds and in words, including multisyllabic with speed. -Build speed for reading whole texts (90-100+ words per minute)</p>	<p>Grey storybooks – Book changed after 6 phonics lessons (The children will read 2 books in three weeks) These have been read in class three times as part of the lesson.</p>