

Westcott Church of England

School



Lime Class

Spring 1 2023

Curriculum Newsletter

Westcott Church of England School Half-Termly Skills and Knowledge

	Year Groups: 1 & 2	Term: Spring 1	Topic: Going on a Safari!
Wow events, visits, important dates.	02 February 2023 - Candlemas Service 08.50am at St Mary's		
	Key Skills & Knowledge - Year 1	Key Skills & Knowledge - Year 2	
As Readers we will...	<ul style="list-style-type: none"> • Know which parts of words can be decoded using phonics. • Blend sounds in unfamiliar words based on known GPCs. • Read words with familiar endings – s, es, in, ed, er, est. • Read phonetically decodable texts, with confidence. • Divide words into syllables – pocket, rabbit, carrot, thunder, sunset. • Say what we like or dislike about a book. • Listen to others' ideas about a book. • Retell stories orally using narrative language. • Use prior knowledge to understand texts. • Ask about the meaning of unfamiliar words. 	<ul style="list-style-type: none"> • Know that the same grapheme may be read in different ways. • Recognise alternatives and consider which will make more sense. • Recognise syllables in a word and know that breaking words down helps fluent decoding. • Know and use other strategies to read unfamiliar words. • Explain why we prefer certain books, stories, or poems. • Retell stories with the key events in the correct sequence and characters. • Know how to find information in a non-fiction book. • Identify the purpose of a book or a text. • Know that books and stories are set in different places and times. • Learn a poem by heart and find favourite words and phrases. • Self-correct when we have lost meaning. • Use prior knowledge and reading experience to understand text. • Make predictions about possible events. 	
As Writers we will...	<ul style="list-style-type: none"> • Form lower case letters in the correct direction, starting and finishing in the right place. • Use suffixes -ing, -ed, -er, and -est where no change is needed in the spelling of root words. • Write from memory simple dictated sentences including the words taught so far. • Plan our writing by saying what we are going to write about. • Read our own writing aloud so it can be heard by others and check for sense. • Use 'and' to join ideas within a sentence. • Begin to use other punctuation such as exclamation marks and question marks. • Use a full stop accurately. 	<ul style="list-style-type: none"> • Use spacing between words that reflects the size of the letters. • Form lower case letters in the correct direction, starting and finishing in the right place, using cursive kicks and flicks. • Spell longer words using suffixes such as -ment, -ness, -ful, -less, -ly. • Spell common exception words. • Plan and discuss the content of our writing. • Evaluate our writing independently, with peers and with my teacher by making simple additions and corrections. • Write, from memory, simple dictated sentences. • Use expanded noun phrases to describe, expand and specify. • Use subordination (using when, if, that or because). 	
As Mathematicians we will... (Discrete)	<ul style="list-style-type: none"> • Identify 1 more or 1 less of any given number. • Add or subtract 1-digit and 2-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects, pictorial representations, and arrays with the support of our teacher. • Know doubles. • Estimate on a number line to 20. • Compare numbers to 20. 	<ul style="list-style-type: none"> • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Compare and order numbers from 0 up to 100, use < > and = signs. • Calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the x ÷ and = signs. • Understand that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 	

As Scientists we will...	<ul style="list-style-type: none"> • Know and name a variety of animals including fish, amphibians, reptiles, birds and mammals. • Classify and know animals by what they eat (carnivore, herbivore and omnivore). • Sort animals into categories. • Sort living and non-living things. • Know how to name parts of the human body that we can see. • Know how to link the correct part of the human body to each sense. • Know the basic stages in a lifecycle for animals, including humans. • Know what animals and humans need to survive. • Know why exercise, a balanced diet and good hygiene are important for humans.
As Geographers we will...	<ul style="list-style-type: none"> • Know about some of the main things that are in hot and cold places. • Point to the equator, North and South Pole on an atlas and a globe. • Name the continents of the world and locate them on a map. • Describe a place outside Europe using geographical words. • Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, and valley. • Use map skills to identify where different animals live.
As Artists & Designers we will...	<ul style="list-style-type: none"> • Generate ideas from a wider range of stimuli, exploring different media and techniques. • Further develop mark-making within a greater range of media, demonstrating increased control. • Develop observational skills to look closely and reflect surface texture through mark-making. • Make choices about which materials to use for collage based on colour, shape, and pattern; experimenting with overlapping and layering materials. • Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. • Know that collage materials can be shaped to represent shapes in an image. • Know that patterns can be used to add detail to an artwork. • Know that collage materials can be chosen to represent real-life textures. • Know that collage materials can be overlapped and overlaid to add texture. • Suggest how Giuseppe Arcimboldo used colour, pattern and shape.
As designers we will...	<ul style="list-style-type: none"> • Learn about different types of structures, found in the natural world and in everyday objects. • Make a structure according to design criteria. • Create joints and structures from paper/card and tape. • Build a strong and stiff structure by folding paper. • Compare the stability of different shapes. • Test the strength of their own structures. • Identify the weakest part of a structure. • Evaluate the strength, stiffness, and stability of their own structure. • Know that shapes and structures with wide, flat bases or legs are the most stable. • Know that materials can be manipulated to improve strength and stiffness. • Know that a structure is something which has been formed or made from parts. • Know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. • Know that a 'strong' structure is one which does not break easily. • Know that a 'stiff' structure or material is one which does not bend easily.

As Computer users we will...	<ul style="list-style-type: none"> • Create digital content. • Store and retrieve digital content. • Use a website. • Record sound and play back. • Organise digital content. • Retrieve and manipulate digital content. • Navigate the web to complete simple searches.
In Religious Education we will...	<ul style="list-style-type: none"> • Recall, retell and sequence the creation story • Recognise the significance of the creation story for Christians and Jews • Choose from some statements the ones that come from the creation story • Say what they think is good about the world and why it may be important to look after it • Identify how the creation story might impact on the behaviour of people • Ask some questions about creation and its puzzling mysteries • Discuss whether the beauty of the world needs protecting and how • Discuss the way man is damaging the environment and make suggestions as to how to tackle the problems
As musicians we will...	<ul style="list-style-type: none"> • Create short sequences of sound. • Copy a short rhythm. • Copy a short rhythm. • Create rhythms based on 'call and response'. • Add dynamics (volume) to a structure of rhythms. • Know how to say whether I like or dislike a piece of music. • Know how to listen to listen out for particular things when listening to music. • Know how to improve my own work.
In PSHE we will...	<ul style="list-style-type: none"> • Be able to give examples of rules in different situations eg class, home & school • Know that different people have different needs in the community • Know how we care for people, animals and other living things in different ways • Know how we can look after the environment, e.g. recycling • Know how and why people use the internet • Know the benefits of using the internet and digital devices • Know how people find things out and communicate safely with others online • Know that everyone has different strengths, in and out of school • Know about how different strengths and interests are needed to do different jobs • Know about people whose job it is to help us in the community • Know about different jobs and the work people do
As Athletes we will...	<ul style="list-style-type: none"> • Practice catching, throwing and rolling techniques • Develop eye-hand coordination combining accuracy, control and power • Know the importance of technique • Know and follow rules • Work together as a team

School Uniform

Grey pinafore dress, skirt or trousers

Red jumper or cardigan (branded ones available).

White shirt with school tie or white polo shirt (branded ones available)

Plain Tights (grey or red) or plain socks (grey or white with skirts, grey only with trousers/shorts).

Black shoes

Summer uniform – red checked or striped school dress with white socks or grey short trousers with grey socks.

Sun cap (branded one available)

Outside coat/raincoat suitable to the weather conditions which the children can so up themselves (branded one available)

All personal items must be clearly named!

PE Kit

Red PE T-shirt (branded one available)

Red or black shorts

Trainers for outside PE

Plain jogging bottoms (blue or black)

Plain Jogging top / hoodie (blue or black)

Key Information

The School Day

The school gates open at 8:35am and close at 8:45am.

If you are late once the gate is closed, you will need to come in and sign your child/children in.

If your child is absent, please call the school office on 01296 651360 or email daily to inform us of their absence by 9:15am.

Lunch is at 12:00-1:00pm

The end of the school day is at 3:15pm.

If your child is going home with another parent or carer, please ensure the school office have been made aware of your consent for this.

If you are going to be late to collect your child/children, please contact the school office urgently.

What needs to be in school each day?

- Red Bookbag with Reading record and book
- Phonics words
- Named water bottle (no juice/squash)
- Name coat/waterproof jacket
- Named lunch box (if not ordered hot lunches)
- PE kit on Thursdays and Fridays

Contact Information

Please feel free to contact the school office should you ever have any questions. Teachers are at the front of the school at collection. However, if you would prefer to email to arrange an appointment please contact the office on

office@westcott.bucks.sch.uk

Homework & Reading Records

Reading records must be in school every day. These will be written in and checked at least once a week when your child is read with by an adult. Please ensure you are signing your child's reading record to show you have heard them reading at home.

Homework will be set on Google Classroom on a Friday and will be due in the following Thursday. Maths activities will either be set on Google classroom or on Mathletics.

Focus on phonics

We follow the Read, Write Inc phonics approach. The children are in groups that match their phonics ability.

The children will spend the week reading the story book at school. The stories are made up of green words- which are decodable and red words which are 'tricky words' that can't be sounded out. They need to learn to recognise these by sight- thinking about what letters are tricky to help them remember for reading and then later writing. We will send home a photocopied sheet to support your children with learning the words for the stories and if done daily for 5 or 10 minutes this will help your child to read these words and stories much more fluently.