

The Good Shepherd  
Catholic Primary School



Year 1 and 2

Moon Zoom

Spring Curriculum Newsletter

This booklet contains information about the topics we will be covering in class, we have also included the objectives and expectations for each subject.

We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs O'Key, Mrs Berrill, Ms Nash, Mrs Coe,  
Miss Boshell, Mrs Rathbone and Miss Alex

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<p><b>Local Church- Special People</b></p> <p><b>Eucharist- Meals</b></p>	<p>-That there are special people in our lives who are there to help – <b>Explore</b></p> <p>-That on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus – <b>Reveal</b></p> <p>-Acquire the skills of assimilation, celebration and application of the above <b>Respond</b></p> <p>-Families and groups share special meals – <b>Explore</b></p> <p>-Mass as Jesus’ special meal – <b>Reveal</b></p> <p>-Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p>
ENGLISH	<p><b>Reading</b> This term we will be continuing to use the Read, Write, Inc programme for our phonics teaching.</p> <p>Through-out the term we will be looking at different Non-fiction texts and space stories.</p> <p><b>Writing</b> <u>Year 1</u> will use drama conventions to explore a story about an alien, describing settings and characters. creating their own fantasy settings and character to write a story about. <u>Year 2</u> will explore the genre of newspaper reports, create their own alien character, describing it and write non fiction reports about space.</p>	<ul style="list-style-type: none"> <li>- To apply phonic knowledge and skills as the route to decode words.</li> <li>- To blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>- To reread texts to build up fluency and confidence in word reading.</li> <li>- To check that a text makes sense to them as they read and to self-correct errors.</li> <li>- To join in with discussions about a text, taking turns and listening to what others say.</li> <li>- To discuss word meaning and link new meanings to those already known.</li> <li>- To make inferences based on what is being said and done.</li> <li>- To ask and answer questions about what has been read.</li> </ul> <ul style="list-style-type: none"> <li>- Separate words with finger spaces.</li> <li>- Use full stops correctly within sentences.</li> <li>- Use adverbials of time to describe ‘when’ such as ‘before’, ‘after’, ‘then’ and ‘next’</li> <li>- Use subordinating and coordinating conjunctions to join words and clauses.</li> <li>- Form lower case letters of the correct size in relation to one another.</li> </ul>

<b>MATHS</b>	<p>Year One Subtraction and division</p> <p>Year Two Multiplication and division and Statistics</p>	<ul style="list-style-type: none"> <li>- Read and interpret mathematical statements involving addition, subtraction and equals signs.</li> <li>- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li>- show that multiplication of 2 numbers can be done in any order and division of 1 number cannot.</li> </ul>
<b>SCIENCE</b>	<p>Everyday materials.</p> <p>New planets</p> <p>Investigating rockets</p>	<ul style="list-style-type: none"> <li>- Distinguish between an object and the material from which it is made</li> <li>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>- Describe the simple physical properties of a variety of everyday materials</li> <li>- Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
<b>HISTORY</b>	<p>Neil Armstrong</p> <p>Yuri Gagarin</p>	<ul style="list-style-type: none"> <li>- Lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>- Describe significant historical events in the past (1st Moon landing)</li> </ul>
<b>COMPUTING</b>	<p>Creating Media – Making Music</p> <p>Coding – using Crumble kits to make our moon buggies move.</p>	<ul style="list-style-type: none"> <li>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>- create and debug simple programs</li> </ul>
<b>MUSIC</b>	<p><b>Oak Academy</b></p>	<p>Rhythm – learn the difference between pulse and rhythm, learning and repeating rhythmic patterns.</p>
<b>PE</b>	<p>Team games</p>	<p>Physical Development Focus: (Hands): Outdoor Adventurous Activity. NC focus: SOLVE/EXPLORE/CHALLENGE</p>

		(Hands): Multi Skill Development NC Focus: COMMUNICATE/COLLABORATE/COMPETE Affective Development: (Heart): FORGIVENESS/RECONCILIATION Cognitive Development (Head): Dealing with conflict- internal and others
Art	Draw and make their own alien	To use drawing, painting and sculpture to develop and share their own ideas and imagination
DESIGN AND TECHNOLOGY	Moon Zoom, design a buggy and rocket	To make a moon buggy to connect to the crumble kits used in computing. To use a range of joining techniques and follow a plan to make a 3d model – Rocket.
PSHE	Don't hold on to what's wrong.	Learning about forgiveness and saying sorry. Finding helpful ways to deal with hurt and understanding how resentment makes us feel.
HOMEWORK	<b>Reading</b>	Please continue to read at least three times a week with your child, recording this in their reading records. These are checked every Friday. Children will receive stickers for home reading and be entered into the weekly prize draw.
	<b>Spellings</b>	Your child also brings home weekly spellings that need to be practiced. Children are tested on Monday mornings.
	<b>IXL and Tapestry</b>	Activities are set weekly on tapestry for children to complete with adults. Children can continue to carry out diagnostics on IXL and complete activities set.
	<b>Creative</b>	Have a look at the moon and the stars before bedtime. Keep a picture diary for a week to show how they change each night. Research some well-known star constellations, see if you can find them at night. Draw pictures of any you find.