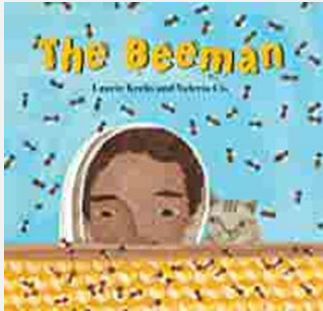
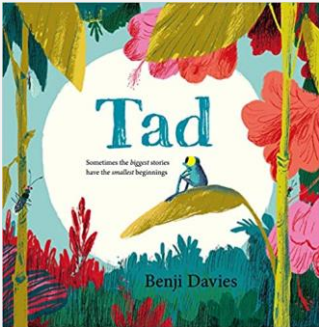


<p><b>What are we learning?</b></p>	<p><b>Key Themes</b></p> <ul style="list-style-type: none"> <li>• Minibeasts</li> <li>• Plants</li> <li>• Maps</li> </ul>	<p><b>Year 1 Term 5 2022-2023</b></p>	<p><b>Key Experiences</b></p> <ul style="list-style-type: none"> <li>• WOW day linked to our new topic</li> <li>• Show and Tell – to share topic-based homework</li> <li>• Applying our map reading skills to go on a minibeast hunt</li> <li>• Exploring new Golden Time Clubs</li> </ul>
<p><b>English</b>  <b>Reading - This term we will be continuing whole class reading and daily book bag reading after lunch, exploring both Phase 4 and Phase 5 within decodable texts.</b>  Reading Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> <li>• Identify the significance of the title and events in stories and non-fiction texts.</li> <li>• Answer questions orally about a shared non-fiction text</li> <li>• Discuss a wide range of poems, stories and non-fiction beyond their independent reading level</li> <li>• Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past</li> <li>• Draw on what they already know to understand a text (e.g. through relating to their own experiences – linking learning about</li> </ul> <p><b>Key writing outcomes for this term:</b>  <b>Poetry</b> – learning poems by heart to perform  <b>Fiction</b> – diary entry writing (recount) from the point of view of a worker bee  <b>Non-Fiction</b> – writing a fact file about the life cycle of a frog.</p> <p><b>Writing</b> – Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about composing a sentence orally before writing it</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• Maintain consistent present and past tense</li> <li>• Use adjectives in descriptive writing</li> <li>• Write in grammatically accurate sentences</li> <li>• Write fiction with a clear beginning, middle and end based on whole class reading</li> <li>• Re-read their writing to check it makes sense and make corrections as necessary.</li> <li>• Use time connectives to sequence events (first, then, next)</li> </ul>		<p><b>Marvellous Minibeasts</b></p> <p><b>Key Texts:</b>  <b>The Beeman – Laurie Krebs</b></p>  <p><b>Tad – Benji Davies</b></p> 	<p><b>Maths</b>  Recognising and writing numbers using correct formation</p> <p><b>Counting:</b>  Count on and back within 20 from any starting point. Count in 2s, 5s and 10s. Find one more and one less. Read and write numbers to 10 in numerals and in words to 10.</p> <p><b>Number: Multiplication and Division</b>  Recognise and add equal groups  Make <i>arrays</i> to represent multiplication  Make doubles  Begin to understand division as making groups and sharing</p> <p><b>Number: Fractions</b>  Revisit concept of what is a whole and that it can be a shape, object of a number  Recognise and find <i>half</i> of objects, shapes and quantities  Recognise and find <i>quarter</i> of objects, shapes and quantities</p> <p><b>Measures: Position and direction</b>  Describe turns as: <i>half turn, quarter turn, three quarter turn</i>  Describe position as: <i>left, right, forwards and backwards, above, below</i>  Use ordinal numbers to record positions and use them to explore events e.g. 1<sup>st</sup>/First, 2<sup>nd</sup>/Second, 3<sup>rd</sup>/Third, 4<sup>th</sup>/Fourth etc...</p> <p><b>Key vocabulary reviewed/taught this term:</b>  <i>As above in italics and:</i>  number, numeral, digit, two-digit number, tens, ones  zero, teens number (names of numbers 11- 20 e.g. eleven, twelve)  count forwards and backwards  place value, partition, ones, tens  whole, part, cherry model  equals (=), same</p>

- Adding 'ed' to words to change them from present to past tense
  - Using conjunction 'and' to join words and ideas
- Key vocabulary reviewed/taught this term:**
- *Phonics/Spelling:* phoneme, grapheme, letter, sound, digraph, trigraph, split digraph, suffix, prefix, singular, plural
  - *Reading Comprehension and text:* Discuss the meaning of new words by linking to the vocabulary they know e.g. unkind = means not kind
  - *Writing:* full stop, capital letter, punctuation, adjective, sentence, narrative, story, fiction, non-fiction, beginning, middle, end, character, setting, illustrations, author, illustrator, conjunction, time connectives
  - *Handwriting:* upper case, lower case, ascenders, descenders, join

**Phonics**  
 This term we are focusing on Phase 5c which are alternative spellings of known graphemes for reading e.g.  
*How the sound 'ch' can be written as 'tch' in the word picture.*

We will also be reviewing known common exception words (from Phase 5a) by reading them and spelling them.

- PSHE**  
**Our focus this term is on:**
- Identifying the members of family and understand that there are lots of different types of families
  - Identifying what being a good friend means
  - knowing appropriate ways of physical contact to greet friends
  - Recognising their qualities as a person and a friend

- RE**  
**Our focus this term in RE is**
- The Jewish celebration of Shabbat and why it is important to the Jewish faith
  - Draw/label a Shabbat table
  - Create a timeline of the Sabbath day

unequal, not the same  
 compare, bigger than, smaller than  
 double – same again  
 groups  
 share

- Geography**  
**This term we are learning to –**
- Use directional language
  - Learn and use compass directions
  - Create our own maps and keys
  - Develop our map reading skills, exploring different types of maps and creating our own to go on a minibeast hunt around the school!
  - Identify human and physical geographical features of our school grounds, village and a comparative area of the UK

- Science**  
**In science we are learning to -**
- identify and name a variety of common wild and garden plants, including deciduous and evergreen tree
  - identify and describe the basic structure of a variety of common flowering plants, including trees
  - label and draw the parts of a plant

- Computing**  
**This term we are learning to:**
- Explain how passwords are used to protect information, accounts and devices.
  - Recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).
  - Explain why it is important to always ask a trusted adult before sharing any personal

<ul style="list-style-type: none"> <li>• knowing who can help in the school community</li> <li>• appreciating those people who are they regard as special</li> </ul>				<p>information online, belonging to myself or others</p>
<p><b>P.E Focus Athletics and Invasion Games</b></p> <p><b>For Athletics we are learning to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a range of take offs and landings</li> <li>• Demonstrate the difference between sprinting and jogging</li> <li>• Change speed and direction when moving</li> <li>• Set simple target to improve performance</li> <li>• Take part in relay activities</li> <li>• Perform different throws with growing control and coordination</li> </ul> <p><b>For Invasion Games we are learning to:</b></p> <ul style="list-style-type: none"> <li>• Work with others to keep the ball</li> <li>• Recognise ways to stop points being scored and try to stop points being scored</li> <li>• Throw a ball in a way appropriate for the situation</li> <li>• Roll the ball with more accuracy</li> <li>• Work cooperatively as part of a team</li> </ul>	<p><b>Music - We are using the 'Charanga' music scheme</b></p> <p>The Unit for this term is called: 'Your Imagination' and focuses on our feelings and reactions to music we hear.</p> <p>The Musical foci for unit this are <b>pulse</b> and <b>duration</b></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Understanding the <b>pulse/beat</b></li> <li>• Exploring <b>rhythms</b> and <b>patterns</b> with <i>tuned and untuned percussion</i></li> </ul> <p><b>Main vocabulary</b> plus <i>pitch, compose, improvise, perform, audience, imagination, keyboard, drums, bass, guitar,</i></p>	<p><b>Art/Design and Technology</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• observational drawing of minibeasts</li> <li>• creating clay sculptures of minibeast, decorating them once they have dried</li> </ul>		

## How you can help at home?

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas.

<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Make time for conversations with your child daily, e.g. encourage them to talk about their day, perhaps take turns to retell your day at the dinner table or when driving in the car.</li> <li>• Share and talk about stories and information in books.</li> <li>• Discuss the meaning of new vocabulary you find, maybe even dig out the dictionary and look up the meanings.</li> <li>• Play with them, commenting on what you are doing.</li> <li>• Be aware of too much background noise e.g. tv, radio etc.</li> </ul>	<p><b>Personal Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Encourage their attempts at independence and don't worry when they don't always get things right e.g. dressing themselves, doing up fastenings, tidying up. Dressing themselves and looking after their own clothes is particularly important when changing for P.E. Support your child to fold their own clothes neatly so they become more independent and responsible for their belongings.</li> <li>• Value and praise the effort that a child is putting in to a challenge even if they don't succeed</li> <li>• Play simple turn taking games or board games, e.g. Orchard games are</li> </ul>
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- Sing nursery rhymes and Christmas carols.
- Encourage your child to speak in full sentences and pronounce words clearly.
- Look at photos shared through the EvidenceMe app together. The photos might help your child to talk about what they have been learning in school.
- Encourage retelling of events and stories following a clear sequence, maybe even draw pictures or comic strips to support this.
- Scribe a story for your child. No longer than a page of A5
- Play Simon says or hide and seek! This helps develop children's use of directional language.

**Please speak to us if you have any concerns about your child's language development.**



### Mathematics

- Practise counting in 2s, 5s and 10s – make equal groups using everyday objects and toys
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.
- Practise forming your numbers from 0-20 in a fun way, e.g. in the sand, using water and a paint brush on the concrete, painting or making the numbers using playdough.
- Be the teacher! Practise teaching your family their number bonds to 10 and 20.
- Play counting-based games such as dominoes, ludo, snakes and ladders or number snap.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.
- Explore Top Marks Maths games or the White Rose App:
- <https://www.topmarks.co.uk/learning-to-count/place-value-basketball>
- <https://www.topmarks.co.uk/maths-games/daily10>
- <https://www.topmarks.co.uk/maths-games/hit-the-button>

particularly brilliant!

- Encourage good oral hygiene including tooth brushing and limiting sugary food and drinks.
- Encourage a healthy, balanced diet and support them to try new foods and make healthy eating choices: involve children in cooking at home!
- Facilitate regular exercise and movement opportunities, get outside regularly and enjoy the fresh air
- Establish routines for encouraging a positive mental health, dancing together to your favourite music, mindfulness colouring, blowing bubbles are fantastic ways.
- Encourage a good bed time routine and support them to understand why sleep and rest is good for our bodies
- Talk to your child about their trusted grown-ups and what to do if a stranger approaches.



### English

- Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print. Use new vocabulary and look up its meaning. Challenge your child to use the word in a new sentence!
- Encourage your child to log in to <https://www.oxfordowl.co.uk/> to re-read the books we have read in class.
- Listen to your child read their decodable phonics books at least three times a week. Encourage them to practise until fluent and reading with expression.
- Complete weekly Common Exception Word spellings Read the Common Exception Words in your word bag
- The website and app <https://www.teachyourmonstertoread.com/> provides excellent phonics practise from a beginner level to reading full sentences.
- Use drama and role play to support your child's use of spoken English, perform a well-known text or maybe make up your own story!
- Write your own stories and bring them into school to add to our book corner

### Outdoor Learning

- Grow your own plants - Get outdoors and join in with some gardening
- Track the weather – create a daily weather chart and share your findings with your family in a weather report
- Create an outdoor reading den and enjoy a good book in the spring sunshine!
- Use your map reading skills to create a treasure map for your family to follow.
- Explore our local area and continue to spot signs of spring.



### Topic based homework ideas!

- Create your own 3D minibeast
- Minibeast diary – which different insects can you spot through the week?
- Write your own minibeast poem or riddle
- Draw a map of your route to school, make sure you include roads, trees, hills and anything else important you might see
- Can you think of a different minibeast for each letter of your name?
- Create a wormery or a bug hotel
- Write a book review for your favourite book with a minibeast in, for example it could be, e.g. The Very Hungry Caterpillar, What the Ladybird Heard, Superworm

