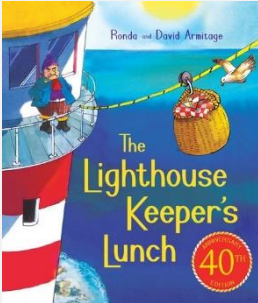
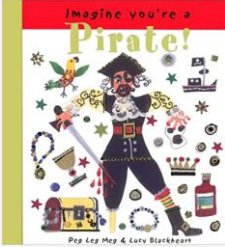


<p><b>What are we learning?</b></p>	<p><b>Key Themes</b></p> <ul style="list-style-type: none"> <li>Consolidating skills of capital letters, fingers spaces and full stops.</li> <li>Using conjunction 'and' to join words and ideas</li> </ul>	<p><b>Year 1 Term 6 'Land Ahoy!' 2022-2023</b></p>	<p><b>Key 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>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>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> <li>Make simple inferences and predictions</li> <li>Understand and use new vocabulary</li> </ul> <p><b>Key writing outcomes for this term:</b> <b>Poetry</b> – learning poems by heart to perform <b>Fiction</b> – write an alternative ending for a story <b>Non-Fiction</b> – write a recount of our trip</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> <li>Adding 'ed' to words to change them from present to past tense</li> <li>Using conjunction 'and' to join words and ideas</li> </ul>	<p><b>Key Texts:</b> <b>The Lighthouse Keeper's Lunch</b> <b>by David Armitage</b></p>  <p><b>Imagine you're a pirate – Peg Leg Meg and Lucy Blackheart</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: Place Value within 100</b> Explore numbers between 50 and 100 by counting, locating on number lines, partitioning into tens and ones, comparing looking at the 10s and 1s</p> <p><b>Measures: Money</b> Counting in groups (unitising) of 2, 5, 10, recognise coins and notes, count groups of coins recognising their value</p> <p><b>Measures: Time</b> Understand and use <i>before</i> and <i>after</i>, name and order the days of the week and the months of the year, recognise units of time – hours, seconds and hours, tell the time to the hour (<i>O'clock</i>) and half hour (<i>half past</i>)</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 unequal, not the same</p>	

<p><b>Key vocabulary reviewed/taught this term:</b></p> <ul style="list-style-type: none"> <li>• <i>Phonics/Spelling:</i> phoneme, grapheme, letter, sound, digraph, trigraph, split digraph, suffix, prefix, singular, plural</li> <li>• <i>Reading Comprehension and text:</i> Discuss the meaning of new words by linking to the vocabulary they know e.g. unkind = means not kind</li> <li>• <i>Writing:</i> full stop, capital letter, punctuation, adjective, sentence, narrative, story, fiction, beginning, middle, end, character, setting, illustrations, author, illustrator, conjunction, exclamation mark</li> <li>• <i>Handwriting:</i> upper case, lower case, ascenders, descenders, join</li> </ul>			<p>compare, bigger than, smaller than double – same again groups share</p>	
<p><b>Phonics</b> Reading and spelling all Year 1 Common Exception Words taught so far</p> <p>Recognising alternative spellings of known phonemes</p>			<p><b>History/Geography</b> <b>This term we are learning to –</b></p> <ul style="list-style-type: none"> <li>• Explore the key features of a Victorian seaside holiday – comparing seaside holidays in the past and present</li> <li>• Use our own experiences, photographs and artefacts from the seaside to support our comparisons</li> <li>• Recall key events in the life of Grace Darling</li> <li>• Continue to build on our knowledge of human and physical features of Geography, identifying the geographical features of seaside locations in the UK and Europe.</li> <li>• Use, create, and describe the features of simple maps with symbol keys</li> </ul>	
<p><b>PSHE</b> <b>Our focus this term is on:</b></p> <ul style="list-style-type: none"> <li>• Understanding that everyone goes through changes and this is okay.</li> <li>• Understand the differences between boy's and girl's bodies.</li> </ul>	<p><b>RE</b> <b>Our focus this term in RE is</b></p> <ul style="list-style-type: none"> <li>• Judaism is our focus religion this term</li> <li>• Learning about Rosh Hashanah and Yom Kippur</li> </ul>		<p><b>Science</b> <b>In science we are learning to -</b></p> <ul style="list-style-type: none"> <li>• Recognise the difference in seasons</li> <li>• Identify a variety of garden plants and trees</li> </ul>	<p><b>Computing</b> <b>This term we are learning to:</b></p> <ul style="list-style-type: none"> <li>• Project EVOLVE class assemblies</li> <li>• Using Scratch Jr (programming)</li> </ul>
<p><b>P.E</b> <b>Our focus in PE this term is Ball Skills</b></p> <ul style="list-style-type: none"> <li>• Throwing and catching balls</li> <li>• Learning rounders and cricket</li> <li>• Sports day practise</li> </ul>		<p><b>Music - We are using the 'Charanga' music scheme</b> The Unit for this term is called: <b>Reflect, rewind and replay</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and</p>		<p><b>Design and Technology</b> <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Design, make and evaluate a model lighthouse</li> </ul>

musical activities, a context for the History of Music and the beginnings of the Language of Music.

**Musical learning foci:**

- Listen and Appraise Classical music
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Singing
- Play instruments within the song
- Improvisation using voices and instruments
- Composition
- Share and perform the learning that has taken place

- Using junk modelling to make a freestanding lighthouse with a transparent part which light can shine through

## 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.

### Communication and language

- 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.
- Share and talk about stories and information in books.
- Discuss the meaning of new vocabulary you find, maybe even dig out the dictionary and look up the meanings.
- Play with them, commenting on what you are doing.
- Be aware of too much background noise e.g. tv, radio etc.
- 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.**

### Personal Social & Emotional Development

- 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.
- Value and praise the effort that a child is putting in to a challenge even if they don't succeed
- Play simple turn taking games or board games, e.g. Orchard games are 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.





### 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>

### 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 lighthouse
- Write a seaside or pirate adventure story
- Junk modelling a rock pool creature e.g. a crab or a seahorse
- Poster about your favourite holiday
- Make your own Punch and Judy puppets and make up a story using them
- Create a sea themed drawing or painting
- Create your own postcards
- Write about a trip you have been on
- Research some popular beach locations in the UK
- Any other idea you may have!