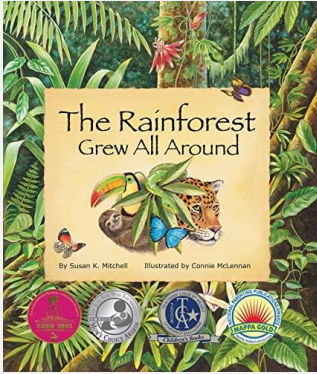
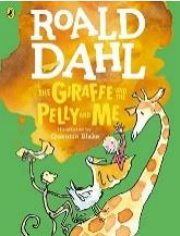


<p>What are we learning?</p>	<p>British Values Focus for the term: Individual Liberty</p>	<p>Year 1 Term 4 2023-2024 <i>We're Roaming in the Rainforest</i></p> <p>Key Text: The Rainforest Grew all around - Susan K Mitchell</p> 	<p>Key Themes</p> <ul style="list-style-type: none"> • Wow – introduction to We're Roaming in the Rainforest • Spotting signs of Spring
<p>English</p> <p>Reading - Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> • discuss a wide range of poems, stories and non-fiction beyond their independent reading level • draw on what they already know to understand a text • make simple predictions based on their own experiences • make simple inferences • recognise and use predictable phrases in known stories • read texts with increasing fluency and prosody <p>Writing – Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> • Use of adjectives to describe • Use question marks and exclamation marks accurately • write from memory simple dictated sentences • write from memory words using GPCs and common exception words taught so far • Use conjunction 'and' to join words • punctuate sentences using a capital letter and a full stop • composing a sentence orally before writing it • re-reading what you have written to check it makes sense • discuss what they have written with my teacher/peers • read aloud their writing clearly • use topic related vocabulary in non-fiction 	<p>Citizenship focus: Fairness in the community</p>		<p>Key Experiences</p> <ul style="list-style-type: none"> • WOW day linked to our new topic • Show and Tell – to share topic-based homework in school • Exploring new Golden Time Clubs • Trip to Bristol Zoo Project • World Book Week – Week beginning 4th March • World Poetry Day - Thursday 21st March
<p>English</p> <p>Reading - Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> • discuss a wide range of poems, stories and non-fiction beyond their independent reading level • draw on what they already know to understand a text • make simple predictions based on their own experiences • make simple inferences • recognise and use predictable phrases in known stories • read texts with increasing fluency and prosody <p>Writing – Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> • Use of adjectives to describe • Use question marks and exclamation marks accurately • write from memory simple dictated sentences • write from memory words using GPCs and common exception words taught so far • Use conjunction 'and' to join words • punctuate sentences using a capital letter and a full stop • composing a sentence orally before writing it • re-reading what you have written to check it makes sense • discuss what they have written with my teacher/peers • read aloud their writing clearly • use topic related vocabulary in non-fiction 	<p>Supporting texts:</p> <p>We're Roaming in the Rainforest – Laurie Krebs/ Anne Wilson</p> <p>The great Kapok Tree – Lynne Cherry</p> <p>Rainforest – Julia Groves</p> <p>Rumble in the Jungle – Giles Andrae</p> <p>Giraffes Can't Dance – Guy Parker Rees</p> <p>Cornelia and the Jungle Machine – Nora Brech</p>	<p>Maths</p> <p>Recognising and writing numbers using correct formation</p> <p>Counting: 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 20 in numerals and in words to 10.</p> <p>Number: Place Value to 50: Identify one more or one less than a given number. To order and position numbers with an emphasis on finding the multiples of 10 and relating numbers to them Partitioning two digit numbers to 50 into tens and ones Estimating with number lines</p> <p>Measures: Length, height, mass, capacity Compare measured items e.g. longer/shorter, heavier/lighter Measure using non – standard objects e.g. cubes, cupfuls Begin to use some standardised measures e.g. centimetres</p> <p>Key vocabulary reviewed/taught this term: number, numeral, digit, two-digit number, tens, ones zero, teens number (names of numbers 11- 20 e.g. eleven, twelve) between, after, before count forwards and backwards place value, partition, ones, tens whole, part, cherry model</p>	

<p>Key writing outcomes for this term: Fiction: No specific outcome, reading a range of fiction books linked to our theme. Non-fiction: Rainforest animal fact files, recount writing Poetry: learning poems by heart to perform, rainforest animal poems</p> <p>Key vocabulary reviewed/taught this term:</p> <ul style="list-style-type: none"> • <i>Phonics/Spelling:</i> phoneme, grapheme, letter, sound, digraph, trigraph, split digraph, suffix, prefix, singular, plural • <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 • <i>Writing:</i> full stop, capital letter, punctuation, sentence, narrative, story, fiction, non-fiction, beginning, middle, end, character, setting, illustrations, author, illustrator, • <i>Handwriting:</i> upper case, lower case, ascenders, descenders, letter family (curly letters) 	<p>The Giraffe, the Pelly and me – Quentin Blake</p> <p>Key Poems: Walking through the jungle – Stella Blackstone</p> <p>Rumble in the Jungle – Giles Andrae</p> <p>Monkey Babies by Irene Rawnsley, John Foster</p> <p>Class Read Aloud: The Giraffe, the pelly and me – Roald Dahl</p>	<p>equals (=), same unequal, not the same compare, bigger than, smaller than length, height, shorter/longer, capacity, volume, full/half full/empty mass, weight, heavier/lighter</p>	
<p>Phonics This term we are focusing on phase 5b sounds which are alternative pronunciations of known graphemes for reading e.g. <i>How the letter a can change its sound as in acorn, fast, was</i></p> <p>We will also be exploring more common exception words: <i>water, where, who, again, thought, through, mouse, work, many, laughed, because, when, what, different, any, eyes, out, friends, once, please</i></p>		<p>Geography</p> <ul style="list-style-type: none"> • Name and mark different rainforests/jungles around the world on a map. • Understand the term equator • Understand that the weather and climate in a rainforest is different to the UK • Explore and understand that rainforests are made up of different layers • Understand that some people live in the jungle and how their life is different to us 	
<p>PSHE Our focus this term is on making healthy choices.</p> <ul style="list-style-type: none"> • Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. • Know how to make healthy lifestyle choices. • Know how to keep safe when crossing the road, 	<p>RE Our focus this term in RE is Christianity. Exploring Easter and Palm Sunday.</p> <p>Our key question is: Why was Jesus welcomed like a King or a celebrity by the crowds on Palm Sunday?</p> <ul style="list-style-type: none"> • The Easter Story 	<p>Science Theme: Animals including humans. This term we are learning to:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals (including links to the rainforest) • Describe and compare the structure of a variety of common animals. • Know and understand the terms of herbivore, omnivore and 	<p>Computing Ongoing e-safety discussions. Theme: Digital writing This term we are learning to:</p> <ul style="list-style-type: none"> • Identify and find keys on a keyboard • Add and remove text on a computer • Identify that the look of text can be changed on a computer

<p>and about people who can help me to stay safe.</p> <ul style="list-style-type: none"> • Know that all household products including medicines can be harmful if not used properly • Understand that medicines can help me if I feel poorly and I know how to use them safely 	<ul style="list-style-type: none"> • To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. 		<p>carnivores and suggest animals that are examples of each.</p> <p>Seasonal Change:</p> <ul style="list-style-type: none"> • We are continuing to spot seasonal changes around us. 	<ul style="list-style-type: none"> • Make careful choices when changing text • Explain why we used the tools that we chose • Compare typing on a computer to writing on paper
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<p>P.E</p> <p>We are learning to:</p> <ul style="list-style-type: none"> • move in a variety of ways • understand how to avoid people when playing games • use dodging skills to get around/away from a defender • perform jumps on one and two feet • understand the basics of jump rope • create different shapes with our bodies 	<p>Music</p> <p>We are using the 'Charanga' music scheme</p> <p>The Unit for this term is called: 'Round and Round' and has a Latin music focus</p> <p>The Musical foci for unit this are <i>duration</i> and <i>pitch</i></p> <p>This includes:</p> <ul style="list-style-type: none"> • Understanding the <i>pulse/beat</i> • Exploring <i>rhythms</i> and <i>patterns with tuned and untuned percussion</i> <p>Main vocabulary plus pitch, compose, improvise, perform, audience, keyboard, bass, guitar, percussion, trumpets, saxophones</p>	<p>Art & Design</p> <ul style="list-style-type: none"> • Using paint to create darker and lighter shades. • Identify primary and secondary colours. • Use collage to create a mid-ground. • Draw using a range of graded pencils. • Create artwork inspired by Henri Rousseau's work 'Tiger in a tropical storm'.
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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>Communication and language</p> <ul style="list-style-type: none"> • Make time for conversations with your child daily. • Share and talk about stories and information in books. • Play with them, commenting on what you are doing. • Echo back what they say with new words added. • 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. • Help expand your child's vocabulary by naming new objects in the environment and in 	<p>Personal Social & Emotional Development</p> <ul style="list-style-type: none"> • 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 now we are starting P.E. • 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. • Encourage good oral hygiene including tooth brushing and limiting sugary food
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books e.g. 'acorn' 'belt'.

- Look at photos shared through the Evidence Me 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.
- Scribe a story for your child. No longer than a page of A5

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



and drinks.

- Encourage a healthy, balanced diet and support them to try new foods and make healthy eating choices
- Facilitate regular exercise and movement opportunities
- 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

- Count everything with your child, from ducks on the pond to stairs up to bed. Where possible encourage touching each object as it's counted to support counting with 1:1 correspondence.
- Practise counting in 2s, 5s and 10s
- Sing counting songs and rhymes to help teach your child about numbers and order, as well as rhythm and rhyme e.g., 'Five Little Monkeys', 'Ten in the Bed.' BBC Teach have lots of counting songs!
- Play counting-based games such as dominoes, ludo, snakes and ladders or number snap.
- Play 'spot the number'—focus on the numerals 0 to 20, and challenge your child to find them everywhere—on front doors, clocks, car registrations, birthday cards and more.
- 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 rote counting together and support your child to go to 100.
- 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.
- The website 'topmarks' has some good maths games!
- Be the teacher! Practise teaching your family their number bonds to 10.

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 (*these will be sent out from week 2 of Term 3*)
- 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!

Outdoor Learning

- Take on the Wildlife Trust's 30 Days Wild Challenge! Find details about how to download the 30 challenge cards here: [Your pack - individuals | The Wildlife Trusts](#)
- Go exploring in our fabulous local area. Can you find the waterfall in Hallatrow woods or take a stroll to explore the Somerset Coal Canal at Timsbury Basin?
 - Can you build a wattle wall using sticks?
 - Can you build a structure and test its durability?



Topic based homework ideas!

- Make a model of a jungle/rainforest animal or setting using clay/shoeboxes/play-doh/junk modelling
- Write a story that has a jungle or rainforest as the setting (we will learn mostly about the Amazon Rainforest)
- Make some masks or puppets from old socks and act out a rainforest scene!
- Design your own rainforest creature and give it a unique name
- Make a rainmaker using an old kitchen roll tube and rice/dried beans
- Write a letter to a scientist/politician about saving some the rainforest
- Pack a bag and decide what you will need in your explorer backpack
- Make a jungle obstacle course in your garden and time yourself doing it
- Any other idea you have!