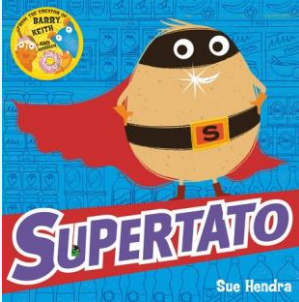
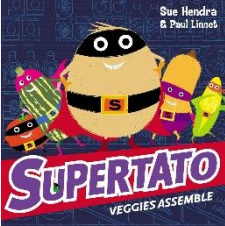


<p>What are we learning?</p>	<p>Key Themes</p> <ul style="list-style-type: none"> • What is a hero? • Heroes from History and real life 	<p>Year 1 Term 4 2022-2023</p>	<p>Key Experiences</p> <ul style="list-style-type: none"> • WOW day linked to our new topic • Show and Tell – to share topic-based homework • Exploring new Golden Time Clubs
<p>English</p> <p>Reading - This term we will be introducing whole class reading and daily book bag reading after lunch, exploring our Phase 5 GPCs within decodable texts.</p> <p>Reading Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> • Identify the significance of the title and events in stories and non-fiction texts. • Answer questions orally about a shared non-fiction text • Discuss a wide range of poems, stories and non-fiction beyond their independent reading level • Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past • Draw on what they already know to understand a text (e.g. through relating to their own experiences – linking learning about <p>Key writing outcomes for this term:</p> <p>Poetry – Superhero Poem Fiction – A Superhero story</p> <p>Writing – Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • Plan using story maps • Maintain consistent present and past tense • Use adjectives in descriptive writing • Write in grammatically accurate sentences • Write fiction with a clear beginning, middle and end based on whole class reading (imitate) • Re-read their writing to check it makes sense and make corrections as necessary. <p>Key vocabulary reviewed/taught this term:</p>		<p>Key Texts:</p> <p>Supertato – Sue Hendra & Paul Linnet (and other Supertato series)</p>  	<p>Maths</p> <p>Recognising and writing numbers using correct formation</p> <p>Counting:</p> <p>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:</p> <p>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</p> <p>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:</p> <p>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 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>

<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, adjective, sentence, narrative, story, fiction, non-fiction, beginning, middle, end, character, setting, illustrations, author, illustrator • <i>Handwriting</i>: upper case, lower case, ascenders, descenders 			
<p>Phonics</p> <p>This term we are focusing on phase 5b sounds which are alternative pronunciations of known graphemes for reading e.g.</p> <p><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:</p> <p><i>water, where, who, again, thought, through, mouse, work, many, laughed, because, when, what, different, any, eyes, out, friends, once, please</i></p>		<p>History</p> <p>This term we are focusing on present and historical heroic figures. We are learning about:</p> <ul style="list-style-type: none"> • The life of Emmeline Pankhurst and the Suffragettes. • the life of Mary Seacole and why she was important. • the life of Martin Luther King and Rosa Parks. • the roles of present-day superheroes. 	
<p>PSHE</p> <p>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, and about people who can help me to stay safe. • Know that all household products including 	<p>RE</p> <p>Our focus this term in RE is Easter 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"> • Know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. 	<p>Science</p> <p>In science we are continuing learning about animals and habitats and we are learning about season changes between winter and spring.</p> <ul style="list-style-type: none"> • observe changes across the season • observe weather associated with seasons • observe weather associated with seasons 	<p>Computing</p> <p>Ongoing e-safety discussions.</p> <p>Theme: Grouping Data</p> <p>This term we are learning to:</p> <ul style="list-style-type: none"> • identify that objects can be counted. • describe objects in different ways. • count objects with the same properties. • compare groups of objects and ask questions about the groups.

<p>medicines can be harmful if not used properly</p> <ul style="list-style-type: none"> Understand that medicines can help me if I feel poorly and I know how to use them safely 				
<p>P.E Focus Rugby and Hockey</p> <p>For Rugby we are learning to:</p> <ul style="list-style-type: none"> Apply some of the rules of rugby to our games. Use rugby equipment safely. Throw and catch rugby balls. I can use rules to take part in invasion games. <p>For Hockey we are learning to:</p> <ul style="list-style-type: none"> Use hockey equipment safely. Move and control objects using hockey sticks. Use hockey equipment to intercept objects. Apply some of the rules of hockey to our games. 	<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</i> with <i>tuned and untuned percussion</i> <p><i>Main vocabulary plus pitch, compose, improvise, perform, audience, keyboard, bass, guitar, percussion, trumpets, saxophones</i></p>		<p>Art/Design and Technology</p> <p>Focus: Line & shape</p> <p>Exploring this through the work of Pop Artists such as Roy Lichtenstein and Andy Warhol</p> <ul style="list-style-type: none"> Create superhero action words Design a superhero outfit/cape Create a superhero story landscape 	

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, 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. 	<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 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
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- 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.



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

- 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 in Term 4*)
- 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. Explore different local habitats, can you compare your findings to your knowledge of polar climates?



Topic based homework ideas!

- Create your own Superhero story
- Research a real-life superhero
- Be a superhero at home! Help put the washing away/ get your school bag ready and record how many times you've been super helpful at home
- Write about somebody who has been a superhero to you, it could be mum/ dad/ a friend
- Design a superhero costume for a new superhero
- Find out what special powers the people in your family would like to have if they had superpowers
- Make a superhero mask
- Create a comic strip about your favourite superhero
- Design a poster featuring a new superhero such as Anti-Litterman and share their important message
- Make a 3D model of a superhero
- Use non-fiction books and the internet to find out about Guinness World record holders and their superhuman achievements