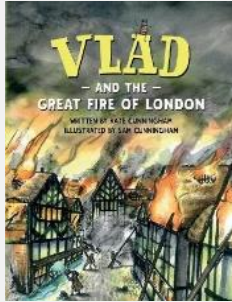
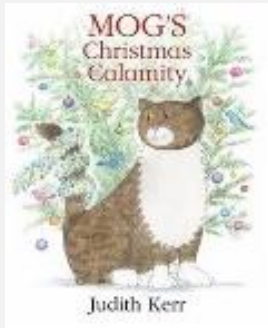


<p><b>What are we learning?</b></p>	<p><b>British Values Focus for the term:</b> Democracy</p>	<p><b>Year 1 Term 2 2023-2024</b></p> <p><b><i>The Great Fire of London</i></b></p> <p><b>Key Texts:</b> Vlad and the great fire of London – Kate Cunningham</p> 	<p><b>Key Themes</b></p> <ul style="list-style-type: none"> <li>● Guy Fawkes and the Gunpowder Plot</li> <li>● Remembrance Day</li> <li>● Christmas</li> </ul>
	<p><b>Citizen ship focus:</b> What is a community?</p>		<p><b>Key Experiences</b></p> <ul style="list-style-type: none"> <li>● WOW day linked to our new topic</li> <li>● Christmas Production for Year 1</li> <li>● Show and Tell – to share topic-based homework</li> <li>● Forest School (Hazel and Hawthorn)</li> <li>● Exploring new Golden Time Clubs</li> </ul>
	<p><b>Language of the term:</b> Urhobo (Nigeria)</p>		<p><b>Maths</b></p> <p><b>Counting:</b> Count on and back within 20 from any starting point. Count in 2s, 5s and 10s. One more and one less. Read and write numbers to 20 in numerals and in words to 10.</p> <p><b>Place Value:</b> The meaning of tens and ones</p> <p><b>Addition and subtraction</b> adding and subtracting numbers within 20 including 0. The meaning of the equals sign.</p> <p><b>Geometry - Shape:</b> Recognise and name common 2D and 3D shapes.</p> <p><b>Key vocabulary reviewed/taught this term:</b> number, numeral, digit, two-digit number 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 add, addition, plus, more place value, partition, ones, tens whole, part, cherry model equals (=), same unequal, not the same</p>
<p><b>English</b></p> <p><b>Reading</b> - 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>● draw on what they already know to understand a text</li> <li>● make simple predictions based on their own experiences</li> <li>● make simple inferences</li> <li>● recognise and use predictable phrases in known stories</li> </ul> <p><b>Writing</b> – Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> <li>● Use of adjectives to describe</li> <li>● Reviewing adding suffixes to words ing, ed, er and est.</li> <li>● write from memory simple dictated sentences</li> <li>● write from memory words using GPCs and common exception words taught so far</li> <li>● beginning to punctuate sentences using a capital letter and a full stop</li> <li>● composing a sentence orally before writing it</li> <li>● re-reading what you have written to check it makes sense</li> <li>● discuss what they have written with my teacher/peers</li> <li>● read aloud their writing clearly</li> <li>● use topic related vocabulary in non-fiction</li> </ul> <p><b>Key writing outcomes for this term:</b> <b>Fiction:</b> Diary writing (from the point of view of Vlad the flea in our key text.)</p>	<p><b>Key Poems:</b> <b>Bonfire Night</b> by Sara Fox</p> <p><b>Bonfire</b> by Jean Kenward</p> <p><b>London's Burning</b> – adding instruments, singing in a round</p> <p><b>Christmas theme: Story 'Mog's Christmas Calamity'</b> Judith Kerr</p> 		

<p><b>Non-fiction:</b> Within History lessons – timelines and looking at the significance of Samuel Pepys</p> <p><b>Poetry:</b> Poems with repeated sentence stems</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, sentence, narrative, story, fiction, non-fiction, beginning, middle, end, character, setting, illustrations, author, illustrator,</li> <li>• <i>Handwriting:</i> upper case, lower case, ascenders, descenders</li> </ul>			<p>compare, bigger than, smaller than add, addition, plus, more Subtract, subtraction, take away, minus, difference number sentence, altogether, total, sum,</p>
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Learn Phase 5 sounds</li> <li>• Learn to read these Common Exception Words: oh, their, people, Mr, Mrs, looked, called, asked.</li> <li>• Learn to write these Common Exception Words: said, so, have, like, some, come, were, there.</li> <li>• Learn to read and begin to spell the days of the week.</li> </ul>			<p><b>History</b></p> <ul style="list-style-type: none"> <li>• begin to retell the Gunpowder Plot.</li> <li>• ask questions about the Great Fire of London.</li> <li>• explore what London was like in the past and compare it to now</li> <li>• understand who Samuel Pepys was.</li> <li>• make a timeline of the Great Fire of London</li> </ul>
<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Understanding similarities and differences between myself and my peers.</li> <li>• Understanding and recognising bullying and what we can do to help.</li> </ul>	<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• Retell the Christian Christmas story.</li> <li>• Understand how the story may have been different if Jesus was born today.</li> </ul>		<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Review learning about plants and trees from Term 1</li> <li>• Learn about seasonal change Summer to Autumn</li> </ul> <p><b>Computing</b> <b>Theme: Creating Media</b></p> <ul style="list-style-type: none"> <li>• Using art and paint programmes to create computer art</li> <li>• Understanding and exploring what different tools can do</li> </ul>
<p><b>P.E</b> <b>We are learning to</b></p> <ul style="list-style-type: none"> <li>• Move into a space after I have passed the ball</li> <li>• Think about attacking or defending when playing a game</li> <li>• Stop the ball without using my hands</li> <li>• Start to have more control over the ball with my feet</li> <li>• Think about aiming when I kick a ball</li> <li>• Stop a ball coming towards me with my foot</li> </ul>	<p><b>Music</b> <b>We are using the ‘Charanga’ music scheme</b> The Unit for this term is called: <b>‘Rhythm in the way you walk’</b> The Musical foci for unit this are <i>duration</i> and <i>pitch</i> This includes:</p> <ul style="list-style-type: none"> <li>• Understanding the <i>pulse/beat</i></li> <li>• Exploring <i>rhythms</i> and <i>patterns</i></li> <li>• <i>Pitch</i> – understanding that this means high and low sounds</li> </ul>		<p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>• Reviewing and extending drawing skills through exploring images of London from the 1600’s and now.</li> <li>• Review colour mixing</li> </ul> <p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• Design, make and evaluate products based on a design specification – baking biscuits.</li> </ul>

*Main vocabulary plus pulse, rhythm, rap, melody, singers, perform, keyboard, bass, guitar, percussion, trumpets, saxophones*

## 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.
- 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 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.**



### 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.

### 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 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 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



### 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.
- Encourage your child to log in to <https://www.oxfordowl.co.uk/> to re-read the

- 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’.
- 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.
- Play the thief game. Start with a number of objects up to 5 (higher if your child is ready). Your child closes their eyes while you steal some objects. The child opens their eyes and has to tell you how many were stolen based on the number remaining.
- The website ‘topmarks’ has some good maths games for this age group including:
  - <https://www.topmarks.co.uk/learning-to-count/todays-number-up-to-20>
  - <https://www.topmarks.co.uk/learning-to-count/teddy-numbers>
  - <https://www.topmarks.co.uk/learning-to-count/underwater-counting>

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.
- Listen to your child read their weekly ‘Learning to Read with Phonics’ reading sheets. These help keep you up to date with what we have been learning in class and what we want children to be achieving.
- Use ‘pure sounds’ when supporting your child to sound out words.
  - <https://www.youtube.com/watch?v=UCI2mu7URBc>
- Look at ‘Evidence Me’ to stay up to date with the sounds taught so far.
- The website and app <https://www.teachyourmonstertoread.com/> provides excellent phonics practise from a beginner level to reading full sentences.

### 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!

- Create/paint a picture of ‘The Great Fire of London’
- Make a model of houses during the Great Fire of London
- Draw a portrait of King Charles II or Samuel Pepys
- Write a diary about the Great Fire of London as if you were there
- Create a poster to help people be safe from fire
- Research how life in London during the Great Fire was different to life today
- Find out about people who help us
- Help a grownup to do some baking (maybe some delicious bread)
- Write about your own visits to London
- Create a timeline of how the Great Fire of London happened
- Write about how you could help people during the Great Fire
- Any other idea you have!

