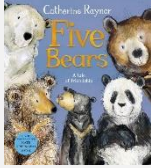
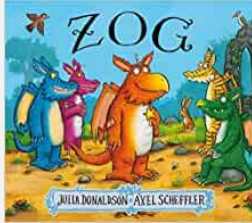


<p>What are we learning?</p>	<p>British Values Focus for the term: Rule of Law</p>	<p style="text-align: center;">Year 1 Term 1 2024-2025</p> <p style="text-align: center;"><i>Across the Drawbridge</i></p> <p>Key Texts: Week 1-2 focus: <i>Five Bears</i> – Catherine Rayner</p>  <p>Zog – Julia Donaldson</p>  <p>Supporting texts:</p> <p>How to catch a Dragon – Caryl Hart</p> <p>Look Inside a Castle Conrad Mason & Barry Ablett</p> <p>The Knight Who Wouldn't Fight- Helen Docherty</p> <p>Dare to care: pet dragon – MP Roberston</p> <p>Dragon Stew – Steve Smallman</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
<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>Key writing outcomes for this term: Fiction: dragon description Non-fiction: Castle fact files</p>	<p>Citizenship focus: Why do we have rules?</p>		<p>Maths</p> <p>Counting:</p> <ul style="list-style-type: none"> • Count within 100 starting from any number. • Count forwards and backwards in multiples of 2, 5, and 10 up to the tenth multiple. • Count, read and write numbers within 20. • Identify one more or one less on a given number. • Order and position numbers up to 20 and beyond. <p>Number Facts:</p> <ul style="list-style-type: none"> • Develop fluency with addition and subtraction facts to 10. <p>Addition and subtraction</p> <ul style="list-style-type: none"> • Add and subtract within 20 using number sentences and pictorial jottings to show ideas. • Partition numbers to at least 10 into parts • Begin to recognise odd and even numbers. • Creating family of facts showing an understanding of the connection between addition and subtraction. • Use and interpret symbols + /- and = <p>Key vocabulary reviewed/taught this term: number, numeral, digit, two-digit number</p> <p>zero, teens number (names of numbers 11- 20 e.g. eleven, twelve)</p> <p>between, after, before</p>

<p>Poetry: learning poems by heart to perform – Dragon 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>count forwards and backwards</p> <p>place value, partition, ones, tens</p> <p>whole, part, cherry model</p> <p>equals (=), same unequal, not the same</p> <p>compare, bigger than, smaller than</p> <p>add, addition, plus, more</p> <p>Subtract, subtraction, take away, minus, difference</p> <p>number sentence, altogether, total, sum,</p>	
<p>Phonics</p> <ul style="list-style-type: none"> • Review Phase 4 • Teach adding -s and -es and revisit blending of words where -s and -es are added • Adding the suffixes –ing, -ed, -er and -est to verbs • Adding the prefix un- to verbs and adjectives • Reading words with contractions 		<p>History</p> <ul style="list-style-type: none"> • Name the key features of a Motte and Bailey Castle. • Understand where Motte and Bailey Castles were built. • Find out about life inside a Motte and Bailey castle. • Understand Motte and Bailey castle defences. • Explore our local history: Farleigh Hungerford and Nunney Castles • Understand how castles have changed through history. • Describe what a medieval feast would have been like. 	
<p>PSHE</p> <p>Theme: <i>Being me in my World</i></p> <p>This term we are learning to:</p> <ul style="list-style-type: none"> • Recognise how and when we feel special and safe. • Understand the rights and responsibilities that come with being in my new class. • Understand positive and negative consequences and how these link to choices. 	<p>RE</p> <p>Theme: <i>'Christianity'</i></p> <p>This term we are learning to:</p> <ul style="list-style-type: none"> • Consider, does God want Christians to look after the World? • Explore, understand and retell the Christian creation story. 	<p>Science</p> <p>Theme: <i>Everyday Materials and their uses</i></p> <p>This term we are learning to:</p> <ul style="list-style-type: none"> • Understand the term material • Identify and name different common everyday materials around us in everyday lives • Distinguish between an object and the material it is made from and begin to think about why a material has been chosen 	<p>Computing</p> <p>Theme: <i>Technology around us</i></p> <p>This term we are learning to:</p> <ul style="list-style-type: none"> • understand the term technology • Recognise examples of technology around us • Recognise how technology can be different i.e. a laptop and a desktop

<ul style="list-style-type: none"> Recognise the importance of rewards and when I might feel proud. Developing our own class learning charter for ways to be a good learner. 	<ul style="list-style-type: none"> Explore how Christians behave towards nature and how this is similar or different to our lives. 		<ul style="list-style-type: none"> Describe the properties of everyday materials Compare and group materials by their properties Test materials for a desired purpose 	<ul style="list-style-type: none"> Explore uses of common technology in our lives. Use simple cursor and keyboard skills. Exploring how to use technology safely and knowing what to do if something goes wrong.
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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 Know how to avoid people when playing games Can use dodging skills to get around/away from a defender Can perform jumps on one and two feet Understand the basics of jump rope Create different shapes with my body 	<p>Music</p> <p>We are using a music scheme called ‘Charanga’</p> <p>The Unit for this term is called:</p> <p>Hey You! – this is the name of a <i>hip hop</i> song the children will be learning</p> <p>The Musical focus for unit this is <i>Duration</i> and includes:</p> <ul style="list-style-type: none"> Understanding the <i>pulse/beat</i> Exploring <i>rhythms</i> and <i>patterns</i> There is also a smaller focus on <i>pitch</i> and using two <i>notes</i> to accompany the <i>song</i> <p><i>Main vocabulary plus improvise, compose, melody, bass guitar, drums, decks, perform</i></p>	<p>Design Technology</p> <ul style="list-style-type: none"> Evaluate books and pictures with moving parts Design, make and evaluate pictures with moving parts (sliders, levers, wheels mechanisms) linked to the theme of castles and knights etc Begin to understand ‘design criteria’ Make and evaluate food for a medieval feast
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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 books e.g. ‘acorn’ ‘belt’. Look at photos shared through the Evidence Me app together. The photos might help 	<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 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
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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.
- 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.

- 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 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!

- A drawing or a picture of a castle
- Making a model of a castle
- Visiting a castle and taking photographs,
- Researching life in a castle
- Making a fact file about a popular castle
- Finding out about different castles in the UK
- Writing a story that has a castle setting
- Writing a letter pretending that you are king or queen of your own castle
- Creating your own shields, or costumes for life in a castle
- Any other idea you may have!