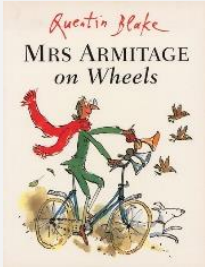
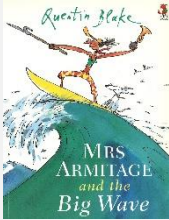
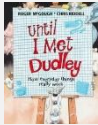


<p>What are we learning?</p>	<p>British Values Focus for the term:</p> <p>Tolerance</p>	<p>Year 1 Term 5</p> <p>2023-2024</p> <p><i>Amazing Inventors</i></p>	<p>Key Themes</p> <ul style="list-style-type: none"> Wow – introduction to our theme of inventors Spotting signs of Spring STEM challenges to immerse into the topic Significant local historical figure - Brunel
	<p>Citizenship focus:</p> <p>Respecting Difference</p>	<p>Key Text(s):</p> <p>Mrs Armitage on Wheels – Quentin Blake</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 Working with ‘Little Inventors’ to become inventors
<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>Oracy focus - participate in discussions, presentations, performances, role play, improvisations</p> <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:</p>		<p>Mrs Armitage and the big wave – Quentin Blake</p>  <p>Supporting texts:</p> <p>Until I met Dudley (how machines really work) – Chris Riddell</p>  <p>Little People, Big Dreams – Maria Isabel Sanchez</p> <p>Great women who changed the world/made history/worked wonders – Kate Pankhurst</p> <p>Three cheers for inventors Marcia Williams</p> <p>An illustrated timeline of inventors - Kremena T Spengler</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 10 in numerals and in words to 10.</p> <p>Number: Multiplication and Division</p> <p>Recognise and add equal groups</p> <p>Make <i>arrays</i> to represent multiplication</p> <p>Make doubles</p> <p>Begin to understand division as making groups and sharing</p> <p>Number: Fractions</p> <p>Revisit concept of what is a whole and that it can be a shape, object of a number</p> <p>Recognise and find <i>half</i> of objects, shapes and quantities</p> <p>Recognise and find <i>quarter</i> of objects, shapes and quantities</p> <p>Measures: Position and direction</p> <p>Describe turns as: <i>half turn, quarter turn, three quarter turn</i></p> <p>Describe position as: <i>left, right, forwards and backwards, above, below</i></p> <p>Use ordinal numbers to record positions and use them to explore events e.g. 1st/First, 2nd/Second, 3rd/Third, 4th/Fourth etc...</p> <p>Key vocabulary reviewed/taught this term:</p> <p><i>As above in italics and:</i></p>

Fiction: Descriptive writing about Mrs Armitage and her inventions
Non-fiction: factfile/leaflet about an inventor eg Brunel
Poetry: learning poems by heart to perform – revisiting key poems

Key vocabulary reviewed/taught this term:

- *Phonics/Spelling:* phoneme, grapheme, letter, sound, digraph, trigraph, split digraph, suffix, prefix, singular, plural
- *Reading Comprehension and text:* Discuss the meaning of new words by linking to the vocabulary they know e.g. unkind = means not kind
- *Writing:* full stop, capital letter, punctuation, sentence, narrative, story, fiction, non-fiction, beginning, middle, end, character, setting, illustrations, author, illustrator,
- *Handwriting:* upper case, lower case, ascenders, descenders, letter family (curly letters)

Phonics
 This term we are focusing on Phase 5c which are alternative spellings of known graphemes for reading e.g.
How the sound 'ch' can be written as 'tch' in the word picture.

We will also be reviewing known common exception words (from Phase 5a) by reading them and spelling them.

We will continue to review Phase 5a phonemes to support the children with their Phonics Screening Check (more info will follow)

PSHE
Our focus this term is on:

- Identifying the members of family and understand that there are lots of different types of families
- Identifying what being a good friend means
- knowing appropriate ways of physical contact to greet friends
- Recognising their qualities as a person and a friend

RE
Our focus this term in RE is Judaism.

We are learning to: empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.

- Explore the Jewish celebration of Shabbat and why it is important to the Jewish faith

Key Poems:
 We will revisit key poems and class favourites from across the year so far.

Class Read Aloud:
 George's Marvellous Medicine – Roald Dahl



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
 compare, bigger than, smaller than
 double – same again
 groups
 share

History
We are learning to:

- Understand what an inventor is.
- Describe the greatest achievements of the inventor Brunel.
- Describe The Wright Brothers greatest invention.
- Recall the greatest achievements of the inventor Ada Lovelace.



Science
Theme: Everyday Materials
We are learning to:

- Identify and name different materials
- Distinguish between an object and the material it is made from
- Describe the properties of everyday materials
- Design and make a bridge
- Compare and group materials by their properties

Computing
Ongoing e-safety discussions.
Theme: Moving a Robot
This term we are learning to:

- Using simple commands to move a device
- Creating simple command sequences to move a device to the same target in two different ways

<ul style="list-style-type: none"> • knowing who can help in the school community • appreciating those people who are they regard as special 	<ul style="list-style-type: none"> • Draw/label a Shabbat table • Create a timeline of the Sabbath day 				
<p>P.E We are learning to:</p> <ul style="list-style-type: none"> • Move to defend a ball or beanbag • Explore different ways of sending a ball • Move to get in line with the ball • Receive and return a ball to a partner • Take part in short rallies • Return and receive over an object (net or bench) 		<p>Music - We are using the 'Charanga' music scheme The Unit for this term is called: 'Your Imagination' and focuses on our feelings and reactions to music we hear. The Musical foci for unit this are pulse and duration This includes:</p> <ul style="list-style-type: none"> • Understanding the pulse/beat • Exploring rhythms and patterns with <i>tuned and untuned percussion</i> <p>Main vocabulary plus <i>pitch, compose, improvise, perform, audience, imagination, keyboard, drums, bass, guitar,</i></p>	<p>Design Technology We are learning to:</p> <ul style="list-style-type: none"> • Design, make and evaluate a structure (bridge) • Improve our structure using our knowledge of properties of materials from Science • Take part in a design and make challenge in a group 		

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 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 	<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 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
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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.

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!

- Make a model of your favourite invention
- Explore the lives of historical Inventors, for example: *Isambard Kingdom Brunel*, *Ada Lovelace*
- Write a fact file about your chosen Inventor
- Create a timeline to show how different inventions have changed through time
- Become an Inventor yourself and design your own incredible creation!
- Complete a sketch of your favourite invention
- Compare recent and historical inventions
- Use junk modelling to build your own invention
- Build your own suspension bridge like Isambard Kingdom Brunel
- Research Inventors or inventions from around the world
- Become a chef and invent your own recipe for a tasty snack or smoothie!
- Adapt and improve a household/school object
- Any other idea you have!
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