

## What are we learning?

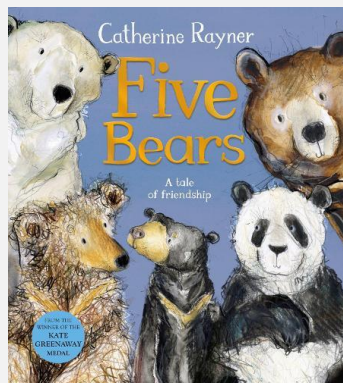
### Key Themes

- Across the Drawbridge
- Motte and Bailey castles
- Exploring castles through history
- Life inside a castle
- Knights and dragons

## Year 1 Term 1 2022-2023

### Key Texts:

week1 focus - Five Bears – Catherine Rayner



Rest of term 1 - Zog – Julia Donaldson



### Key Experiences

- WOW day linked to our new theme
- Local History Trip to Farleigh Hungerford Castle
- Show and Tell – to share topic-based homework
- Forest School
- Dragon Egg hunt at the Playscape
- Making food for a medieval banquet
- Attending a medieval feast!

### English

**Reading** - Key skills reviewed and/or taught this term:

- identify the significance of the title and events in stories and non-fiction texts
- understand that non-fiction texts provide information
- 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

**Writing** – Key skills reviewed and/or taught this term:

- write from memory simple dictated sentences
- write from memory words using GPCs and common exception words taught so far
- beginning to punctuate sentences using a capital letter and a full stop
- using a capital letter for names of people and the personal pronoun 'I'
- 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

**Key writing outcomes for this term:**

**Fiction** - dragon descriptions linked to the text 'Zog'

**Non-fiction** – 'castle for sale' posters

**Poetry** – dragon poem/s learnt by heart to perform

### Maths

#### Counting:

- 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.

#### Number Facts:

- Develop fluency with addition and subtraction facts to 10.

#### Addition and subtraction

- 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 =

#### Key vocabulary reviewed/taught this term:

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

<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>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><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Review Phase 4</li> <li>• Teach adding -s and -es and revisit blending of words where -s and -es are added</li> <li>• Adding the suffixes -ing, -ed, -er and -est to verbs</li> <li>• Adding the prefix un- to verbs and adjectives</li> <li>• Reading words with contractions</li> </ul>			<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Name the key features of a Motte and Bailey Castle.</li> <li>• Understand where Motte and Bailey Castles were built.</li> <li>• Find out about life inside a Motte and Bailey castle.</li> <li>• Understand Motte and Bailey castle defences.</li> <li>• Explore our local history: Farleigh Hungerford and Nunney Castles</li> <li>• Understand how castles have changed through history.</li> <li>• Describe what a medieval feast would have been like.</li> </ul>
<p><b>PSHE</b></p> <p>Being me in my World</p> <ul style="list-style-type: none"> <li>• Understand the rights and responsibilities that come with being in my new class.</li> <li>• Understand positive and negative consequences.</li> </ul>	<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• Does God want Christians to look after the World?</li> <li>• Understand and retell the Christian creation story.</li> <li>• Explore how Christians behave towards nature.</li> </ul>		<p><b>Science</b></p> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>• Observe the changes across the 4 seasons with a focus of Summer to Autumn</li> <li>• Observe and describe the weather associated with the season of Autumn</li> <li>• Observe how the day length varies at this time of year</li> </ul>
<p><b>P.E</b></p> <p><b>We are learning to</b></p> <ul style="list-style-type: none"> <li>- Move in a variety of ways</li> <li>- Know how to avoid people when playing games</li> <li>- Can use dodging skills to get around/away from a defender</li> <li>- Can perform jumps on one and two feet</li> <li>- Understand the basics of jump rope</li> </ul>	<p><b>Music</b></p> <p><b>We are using a new music scheme called 'Charanga'</b></p> <p>The Unit for this term is called:</p> <p><b>Hey You!</b> – 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 <b>Duration</b> and includes:</p> <ul style="list-style-type: none"> <li>• Understanding the <b>pulse/beat</b></li> <li>• Exploring <b>rhythms</b> and <b>patterns</b></li> </ul>	<p><b>Design and technology</b></p> <ul style="list-style-type: none"> <li>• Exploring how drawbridges have been designed</li> <li>• Design and plan how to make a working drawbridge</li> <li>• Create a drawbridge model which has a movable bridge</li> <li>• Evaluate the successful of our drawbridges</li> <li>• Plan a meal suitable for a medieval banquet</li> <li>• Prepare a meal for the banquet</li> </ul>	

- Create different shapes with my body

- There is also a smaller focus on **pitch** and using two **notes** to accompany the **song**  
*Main vocabulary plus improvise, compose, melody, bass guitar, drums, decks, perform*

## 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 EvidenceMe 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

### 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

possible encourage touching each object as it's counted to support counting with 1:1 correspondence.

- 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>

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 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](#)
- Get outdoors and build a castle den in the woods! Can you include some of the features of a Motte and Bailey castle?
  - Make a woodland dragon soup using natural ingredients
  - Host an outdoor medieval feast!
- 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?

### Topic based homework ideas!

- Create your own model castle using a variety of different media and construction methods. It could be a Motte and Bailey castle or a concentric castle...
- Get crafting and make your own suit of armour, Norman kite shield or sword.
  - Design a dragons egg!
- Research different types of castle and create a timeline showing how castles have changed throughout history
  - Write a song to perform at a medieval banquet!



