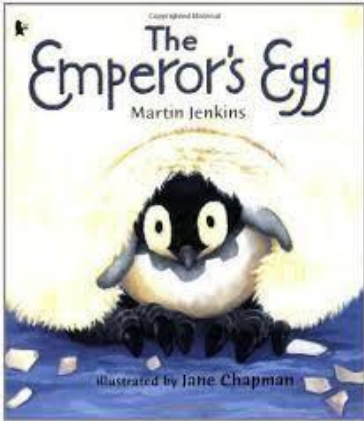
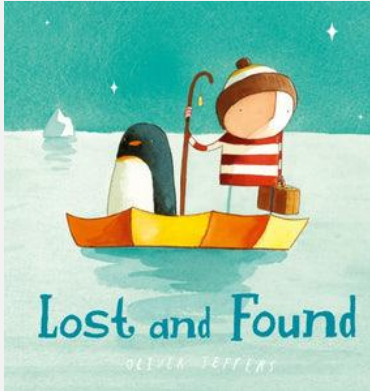


<p><b>What are we learning?</b></p>	<p><b>British Values Focus for the term:</b> Mutual Respect</p> <hr/> <p><b>Citizenship focus:</b> Health in the Community</p>	<p><b>Year 1</b> <b>Term 3</b> <b>2024-2025</b></p> <p><b>Key Texts:</b></p>	<p><b>Key Experiences</b></p> <ul style="list-style-type: none"> <li>• WOW day linked to our new topic</li> <li>• Explorer dress up day</li> <li>• Show and Tell – to share topic-based homework</li> <li>• Exploring new Golden Time Clubs</li> <li>• Outdoor learning</li> </ul>
<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>• <b>Vocabulary</b> – helps us understand and use new words.</li> <li>• <b>Inference</b>- helps us find clues in the text to find our answers.</li> <li>• <b>Prediction</b> – helps us to understand what might happen next.</li> <li>• <b>Retrieval</b> – helps us find the answers in the text.</li> <li>• <b>Sequencing</b> – helps us to understand the order of different events in a story or parts of a text.</li> </ul> <p><b>Key writing outcomes for this term:</b></p> <p><b>Non-fiction</b> – Writing a penguin fact file.</p> <p><b>Fiction</b> – Retelling the story Lost and Found.</p> <p><b>Writing</b> – Key skills reviewed and/or taught this term:</p> <ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about composing a sentence orally before writing it.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• <u>Read</u> aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>• Re-read their writing to check it makes sense and make corrections as necessary.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>• Joining words and joining clauses using and</li> <li>• Using a capital letter for days of the week, names and the personal pronoun 'I'</li> </ul>		<p><b>The Emperor's Egg – Martin Jenkins</b></p>  <p><b>Lost and Found – Oliver Jeffers</b></p> 	<p><b>Maths</b> Recognising and writing numbers using correct formation</p> <p><b>Counting:</b> 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><b>Number: Place Value within 20:</b> Identify one more or one less than a given number. To order and position numbers. Recognise the position of a digit denotes the value and that 0 is a place holder too</p> <p><b>Number: Addition and subtraction within 20:</b> Adding and subtracting numbers within 20 including 0. Using known facts to support. The meaning of the equals sign. using counting forwards and backwards on a number line sentences to calculate.</p> <p><b>Key vocabulary reviewed/taught this term:</b> 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 add, addition, plus, more Subtract, subtraction, take away, minus, difference number sentence, altogether, total, sum</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><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Revise our Phase 5 sounds</li> <li>• Learn to read and spell these Common Exception Words: oh, their, people, Mr, Mrs, looked, called, asked, said, so, have, like, some, come, were, there</li> <li>• Learn to read and spell the days of the week</li> </ul>			<p><b>History/Geography</b></p> <ul style="list-style-type: none"> <li>• Find and label the United Kingdom on a world map.</li> <li>• Find and begin to locate the world's seven continents.</li> <li>• Explore the climate in the North and South Poles.</li> <li>• Name the world's five oceans.</li> <li>• Name features of hot and cold climates – exploring the different weather and habitats</li> <li>• Describe the journey of explorer Robert Falcon Scott to the South Pole.</li> </ul>	
<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Dreams and Goals</li> <li>• Understand how working hard is important when working towards a goal.</li> <li>• I can stay motivated and not give up easily when something is tricky.</li> </ul>	<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Exploring Bible stories where Jesus was a friend</li> <li>• Key question - Was it always easy for Jesus to show friendship?</li> <li>• What makes a good friend?</li> <li>• Creating a symbol to show friendship</li> </ul>		<p><b>Science</b></p> <p><b>Animals Classification and Structure</b></p> <ul style="list-style-type: none"> <li>• Identify and name different parts and associated senses of the human body.</li> <li>• Describe and compare the structure of common animals.</li> <li>• Name a variety of animals that are carnivores, herbivores and omnivores.</li> </ul>	<p><b>Computing</b></p> <p><b>Ongoing e-safety discussions.</b></p> <p><b>Theme: Grouping Data</b></p> <p><b>This term we are learning to:</b></p> <ul style="list-style-type: none"> <li>• identify that objects can be counted.</li> <li>• describe objects in different ways.</li> <li>• count objects with the same properties.</li> </ul> <p>compare groups of objects and ask questions about the groups.</p>
<p><b>P.E Focus Dance</b></p> <p><b>For Dance we are learning to:</b></p> <ul style="list-style-type: none"> <li>• Link movements together.</li> <li>• Change speed, level and direction of movement</li> </ul>	<p><b>Music</b></p> <p><b>We are using the 'Charanga' music scheme</b></p> <p>The Unit for this term is called:</p> <p><b>'In the Groove'</b></p> <p>The Musical foci for unit this are <i>duration</i> and <i>pitch</i></p>		<p><b>Design and Technology</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Evaluate existing products (taste and evaluate smoothies).</li> </ul>	

- Link movements to create a short dance piece with a beginning, middle and end.

This includes:

- Understanding the **pulse/beat**
- Exploring **rhythms** and **patterns** with *tuned and untuned percussion*

**Main vocabulary** plus *pitch, compose, improvise, perform, groove, Musical styles: blues, baroque, latin, irish folk, funk*

- Design product based on design criteria (design a smoothie to fuel us for an arctic expedition).
- Create a product to fit a design criteria (fruit and veg chopping/slicing skills).
- Evaluate our product.

## 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, 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.
- 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.**

### 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 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 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 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. Explore different local habitats, can you compare your findings to your knowledge of polar climates?



## Topic based homework ideas!

- Create a fact-file about an animal from an area of the world
- Research a part of the world you are interested in
- Create your own model of planet Earth
- Draw a picture of a famous landmark or animal that you are interested in
- Research a famous explorer and find out about what they helped discover
- Write your own adventure story
- Find out about the climates of different parts of the world including the animals and foods that you might find there
- Find out about the lives and cultures of people around the world
- Design an igloo
- Write a poem about your favourite animal
- Draw an outfit suitable for a polar exploration