

**What are we learning?**

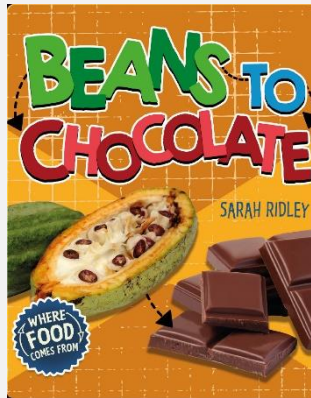
**British Values Focus for the term:**  
Democracy

**Citizenship focus:**  
What is bullying?

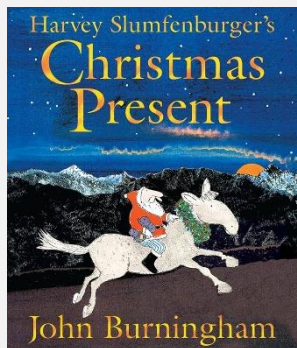
*Year 1 Term 2  
2024-2025*

**Key Texts:**

*Beans to Bar by Sarah Ridley*



*Harvey Slumfenburger's Christmas Present by John Burningham*



**Key Experiences**

- WOW day linked to our new topic
- Christmas Carols in the church
- Show and Tell – to share topic-based homework
- Exploring new Golden Time Clubs

**English**

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

- identify the sequence of events in fiction and how these are related e.g. understanding beginning, middle and end.
- understand the structure of the non-fiction texts used e.g. use of headings, bullet points, and how these help to organise the information
- discuss their understanding of stories, poems and non-fiction at a level beyond their independent reading level
- recognise the key characteristics of stories e.g characters, plot, setting, key themes
- make simple inferences
- draw on what they know already to understand a text
- predict what may happen based on what they have read so far.

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

- writing for different purposes with a focus on first person narrative and instruction non-fiction writing.
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- *make simple additions, revisions and corrections to their own writing*
- proof-reading to check for errors in spelling, grammar and punctuation
- *read aloud what they have written*
- using both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks

**Maths**

**Counting:** Count on and back in 2s, 5s and 10s.

Begin to recognise odd and even numbers

**Addition and subtraction**

Related facts bonds for all numbers to 20.

Add to the next 10'

Add and subtract 10 to any number/ Find 10 more and 10 less

Add and subtract a any 1 digit number to a two digit number crossing 10

Add and subtract two 2 digit numbers *not across a ten*

Add and subtract two 2 digit numbers *across a ten*

**Geometry - Shape:** Identify and describe 2D and 3D shapes using mathematical language.

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

number, numeral, digit, two-digit number, multiple count forwards and backwards  
place value, partition, ones, tens, odd, even whole, part, cherry model, represent equals (=), same, unequal, not the same compare, bigger than, smaller than

add, addition, plus, more

Subtract, subtraction, take away, minus, difference number sentence, equation, altogether, total, sum related fact, number bond, double, half

Shape

2D (two dimensional) 3D (three dimensional)


Side/edge

Corner /vertices

Faces

<p><b>Key writing outcomes for this term:</b>  <b>Fiction</b> – Writing recounts (diary entries) linked to the two key texts  <b>Non-fiction</b> – Writing instructions – how to make a chocolate bar using time connectives  <b>Poetry</b> – Learn by heart a section of Michael Rosen’s Chocolate Cake to perform.</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>Straight, curved  Regular, irregular</p>	
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Exploring alternative spellings for different graphemes – for example j as dge (fudge)</li> <li>• Spell Phase 2, 3, 4 and 5 common exception words accurately</li> <li>• Keep exploring year 2 common exception words</li> <li>• Learn the final sound ‘l’ as different spellings – for example ‘al’ and ‘le’</li> </ul>				<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Retell the Gunpowder Plot, using historical sources to inform our knowledge – becoming history detectives to explore the reliability of different sources!</li> <li>• Recall key events in the history of chocolate.</li> <li>• Describe the importance of JS Fry in the history of chocolate in Bristol and the United Kingdom.</li> <li>• Explore how the world wars impacted what people ate.</li> <li>• The importance of Remembrance Day</li> </ul>	
<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Understanding stereotypes and the impact of this.</li> <li>• Understanding and recognising what bullying is, how to spot it 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 the reasons for Jesus’ birth.</li> </ul>			<p><b>Science</b>  <b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• Animals, including humans, have their offspring which grow into adults.</li> <li>• In humans and some animals these offspring will be young that grow into adults. In other animals there may be eggs laid that hatch.</li> </ul>	<p><b>Computing</b>  <b>Ongoing e-safety discussions.</b>  <b>Theme: Making Music</b>  This term we are learning to:</p> <ul style="list-style-type: none"> <li>• Say how music makes us feel</li> <li>• Identify that there are patterns in music</li> <li>• Describe how music can be used in different ways</li> <li>• Show how music is made from a series of notes</li> <li>• Create music for a purpose</li> </ul>

			<ul style="list-style-type: none"> <li>• The young of some animals do not look like their parents i.e. tadpoles.</li> <li>• All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive.</li> <li>• To grow into healthy adults, they also need the right amounts and types of food and exercise.</li> <li>• Good hygiene is also important in preventing infections and illnesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and refine our computer work</li> </ul>
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<p><b>P.E Focus Netball/Basketball skills</b></p> <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Move towards the path of a ball to return it</li> <li>• Use throwing and catching skills to earn points</li> <li>• Play games using boundaries</li> <li>• Push off from feet to change direction</li> <li>• Send, receive and stop a ball</li> <li>• Begin to work as part of a team</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: 'Ho Ho Ho'</p> <p>The Musical foci for unit this are <b>duration</b> and <b>pitch</b></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Understanding the <b>pulse/beat</b></li> <li>• Exploring <b>duration</b> through patterns of long/short sounds</li> <li>• <b>Pitch</b> – understanding that this means high and low sounds on pitched percussion</li> </ul> <p><b>Main vocabulary</b> plus pulse, rhythm, rap, melody, singers, perform, keyboard, bass, guitar, percussion, trumpets, saxophones, improvise, dynamics, tempo</p>	<p><b>Art and Design Technology</b></p> <p><b>Focus: Line and shape/Colour</b></p>  <ul style="list-style-type: none"> <li>• Look at artist <b>Sarah Graham</b> – sweet wrapper designs.</li> <li>• Draw different sweet wrappers, use watercolours</li> <li>• Draw different sweets (line and shape)</li> <li>• Begin to explore how art evokes feelings</li> </ul>
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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 style="text-align: center;"><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Share and talk about stories and information in books.</li> <li>• Be aware of too much background noise e.g. tv, radio etc.</li> <li>• Encourage your child to speak in full sentences and pronounce words clearly, focusing on</li> </ul>	<p style="text-align: center;"><b>Personal Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
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the 'th' sounds.

- Help expand your child's vocabulary by questioning new word meanings.
- Encourage retelling of events and stories following a clear sequence.

**Please speak to us if you have any concerns about your child's language development.**

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

### Mathematics

- Challenge your child by counting in 2's, 5's and 10's. You could even start thinking about counting in 3's!
- Use the White Rose App to practice daily challenges.
- Practicing number formation to make sure tens and ones are formed correctly.
- Play counting-based games such as dominoes, ludo, snakes and ladders or number snap.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.
- The website 'topmarks' has some good maths games for this age group including:  
<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>  
<https://www.topmarks.co.uk/maths-games/daily10>  
<https://www.topmarks.co.uk/maths-games/hit-the-button>

### English

- Share stories and books daily with your child. Talk to them about what they have heard and what they have read. Question them about what they have read including what, why and how questions.
- 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.
- Use 'pure sounds' when supporting your child to sound out words.  
<https://www.youtube.com/watch?v=UCI2mu7URBc>
- Encourage reading in the environment and in everyday activities such as food shopping.

## 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. Have you been for a walk along the Harbourside in Bristol? Or maybe you might spot the old Fry's Chocolate Factory building in Keynsham.
- Put some of your new Forest School skills into practice when you are on a woodland walk. Can you make a log dog or make a bug hotel?



## Topic based homework ideas!

- Design a sweet wrapper
- Make your own sweets and write the recipe
- Make a poster for a brand of sweets (or your own if you prefer)
- Draw your own sweets factory
- Make up a rhyme or poem about your sweets
- Research how your favourite sweets are made or where they come from
- Do a survey about favourite sweets of people you know and draw a simple chart to show this
- Create a sweet shop price list and decide how much you could buy for 10p? 20p? £1.00? etc.
- Imagine you are Willy Wonka – which new tasty treat will you create?

