

<p>What are we learning?</p>	<p>British Values Focus for the term: Revisiting all the British Values we have looked at so far</p>	<p>Year 1 Term 6 2023-2024 <i>My Place in the World</i></p> <p>Key Text(s):</p> <p>On the Way Home – Jill Murphy</p>	<p>Key Themes</p> <ul style="list-style-type: none"> • Wow – introduction to ‘My Place in the World’ • Comparing Paulton to other countries around the world
<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: Fiction: Story writing – linked to journeys Non-fiction: A guide book to Paulton</p>	<p>Citizenship focus:</p> <p>Looking after the environment</p>		 <p>Supporting texts: A funny thing happened on the way to school – Davide Cali Journey – Aaron Becker</p>   <p>The way back home – Oliver Jeffers Beegu – Alexis Deacon</p> <p>Key Poems: Revisit favourite poems from across Year 1.</p> <p>Class Read Aloud: Stories from other countries and cultures</p>
		<p>Maths Recognising and writing numbers using correct formation</p> <p>Counting: 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: Place Value within 100 Explore numbers between 50 and 100 by counting, locating on number lines, partitioning into tens and ones, comparing looking at the 10s and 1s</p> <p>Number: Fractions Revisit concept of what is a whole and that it can be a shape, object of a number Recognise and find <i>half</i> of objects, shapes and quantities Recognise and find <i>quarter</i> of objects, shapes and quantities</p> <p>Measures: Money Counting in groups (unitising) of 2, 5, 10, recognise coins and notes, count groups of coins recognising their value</p> <p>Measures: Time Understand and use <i>before</i> and <i>after</i>, name and order the days of the week and the months of the year, recognise units of time – hours, seconds and hours, tell the time to the hour (<i>O'clock</i>) and half hour (<i>half past</i>)</p> <p>Measures: Position and direction Describe turns as: <i>half turn, quarter turn, three quarter turn</i> Describe position as: <i>left, right, forwards and backwards, above, below</i></p>	

<p>Poetry: learning poems by heart to perform – revisiting key poems from across the year</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>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: <i>As above in italics and:</i> 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</p>	
<p>Phonics</p> <p>This term we are focusing on Phase 5c which are alternative spellings of known graphemes for reading e.g. <i>How the sound ‘ch’ can be written as ‘tch’ in the word picture.</i></p> <p>We will also be reviewing known common exception words (from Phase 5a) by reading them and spelling them.</p> <p>We will continue to review Phase 5a phonemes to support the children with their Phonics Screening Check (more info will follow)</p>		<p>History Theme: Explore the history of Paulton and the local area. We are learning to:</p> <ul style="list-style-type: none"> • identify similarities and differences between Paulton in the past and present. • recall significant events in the history of Paulton. 	<p>Geography Geography Theme: Maps and mapping We are learning to:</p> <ul style="list-style-type: none"> • Locate Paulton on a map • Name and recognise countries and capital cities in the UK • Create simple maps of local areas • Use keys and symbols
<p>PSHE Our focus this term is on changes to our bodies We will</p> <ul style="list-style-type: none"> • Explore life cycles of animals and humans, • Identify changes that have happened in our lives. • Identify and name parts of the body that make boys and girls different. 	<p>RE Our focus this term in RE is Judaism. Key Question: Does visiting the synagogue help Jewish children feel closer to God?</p> <ul style="list-style-type: none"> • Exploring our favourite places, saying why it is special to me. 	<p>Science Theme: Plants We are learning to:</p> <ul style="list-style-type: none"> • Explore seasonal changes linked to summer and how we stay safe • Make observations and explore plants and how they grow. • Name and label the structure of common flowering plants. 	<p>Computing Ongoing e-safety discussions. Theme: Moving a Robot This term we are learning to:</p> <ul style="list-style-type: none"> • Choose a command for a given purpose • Show that a series of commands can be joined together • Identify the effect of changing a value

	<ul style="list-style-type: none"> • Exploring what happens when Jewish people visit the synagogue for worship and prayer. • Thinking about how the synagogue might give special feelings to Jews. • Designing our own special places. 		<ul style="list-style-type: none"> • Name and recognise common wild and garden flowers in the local area. 	<ul style="list-style-type: none"> • Explain that each sprite has its own instructions • Design the parts of a project • Use my algorithm to create a program
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<p>P.E</p> <p>We are learning to:</p> <ul style="list-style-type: none"> • Use different body positions to stop a ball. • Collect a moving ball along the ground. • Return a ball back to base/zone. • Start to catch different sized balls. • Hit balls off of cones. • Run between bases to score points. • Understand how to stop runners by using bases. • Field using zones. • Apply my skills in a game scenario. 	<p>Music - We are using the 'Charanga' music scheme</p> <p>The Unit for this term is called:</p> <p>Reflect, rewind and replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Musical learning foci:</p> <ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place 	<p>Art</p> <p>Focus: Abstract art/Paper sculpture</p> <p>We are learning to:</p> <ul style="list-style-type: none"> • Explore a range of folding and joining techniques • Consider how art can be simply shapes rather than always looking like real objects • Create paper sculptures inspired by the work of others e.g American sculptor Louise Nevelson • Each class will also create art linked to one of the contrasting countries being studied in Geography
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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.

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 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

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 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

- 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!

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.

- 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.

- 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 place in the world
- Explore the lives of significant people from your area
- Write a fact file about your favourite place in the world
- Create a timeline to show how Paulton/another area has changed over time!
- Design your own island/town on a map
- Complete a sketch of your favourite place in the world
- Build your own landmark out of junk modelling
- Compare Paulton to another place from around the world
- Any other idea you have

How to spend 30 Days Wild

The Wildlife Trusts

Below is a guide to inspire your own activities this June – but don't worry, you don't need to follow this or take part. You can adapt any activity to your energy and time, and share your ideas with other people. See what others are up to by keeping an eye on [Wildlife Trusts](#) on social media, and joining the 30 Days Wild Facebook group.

- 1 Have breakfast outdoors
- 2 Plant wildflowers or ID any you find
- 3 Visit a Wildlife Trust nature reserve
- 4 Help a hedgehog
- 5 Celebrate World Government Day
- 6 Listen to birdsong
- 7 Walk barefoot on grass, sand or in water (safely)
- 8 Pick up litter
- 9 Bake a wildlife cake or use a wild ingredient
- 10 Meditate in nature
- 11 Make a butterfly feeder or paint a butterfly
- 12 Take a sensory nature walk
- 13 Find rain for your Wildlife Trust
- 14 Help or learn about wefts, reedbeds or forest streams
- 15 Map your local wildlife
- 16 Reduce your water use
- 17 Take a photo of a landscape and or nature close-up
- 18 Camp in your garden or living room
- 19 Take on the Big Wild Quiz
- 20 Go on a bug hunt
- 21 Help tackle climate change at home
- 22 Take a sensory nature walk
- 23 Paint or sketch something you see in nature
- 24 Campaign for nature
- 25 Appreciate a tree
- 26 Reduce your plastic use
- 27 Make a mini pond or observe a local river or lake
- 28 Consider your carbon footprint
- 29 ID a bee
- 30 Exercise in nature
- 31 Join your Wildlife Trust as a supporter or donor



Australia

Population
The Australian mainland is the largest island in the world. 24 million people live in Australia, almost all of them near the coast.

Landmarks
Uluru, the world's largest monolith, is in the centre of the country. It is famous for its bright red sandstone and is considered sacred by the Aboriginal people. Other famous landmarks include Sydney Harbour Bridge, and the Great Barrier Reef.

Language
English is the official language in Australia, and the most widely spoken.

Sport
In 2018 Australia will host the Commonwealth Games for the 11th time. Popular sports in Australia include cricket, rugby and Australian rules football.

Climate
Canberra is the capital city of Australia, and has a population of about 400,000. Sydney, Melbourne, Brisbane, Perth and Adelaide are all larger than Canberra!

Economy
The currency is the Australian dollar. Most of the country's wealth comes from its large service sector including education, tourism and financial services. Gold and diamonds are also mined there.

Food
Damper is a traditional Aussie bread baked in the coals of a campfire. Australia has its own 'National Cakes'! Lamingtons are sponge cakes with jam in middle, coated with chocolate and coconut.