

What are we learning?

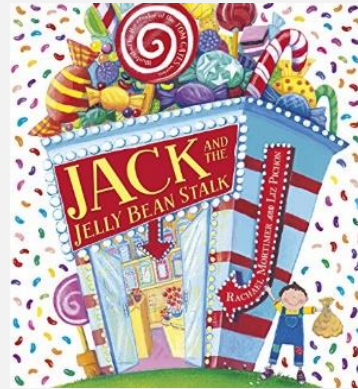
British Values Focus for the term:
Democracy

Citizenship focus:
What is bullying?

Year 1 Term 2 2024-2025

Key Texts:

Jack and the Jelly Beanstalk – Rachel Mortimer



Coming home – Michael Morpurgo



Key Experiences

- WOW day linked to our new topic
- Christmas Production for Year 1
- Show and Tell – to share topic-based homework
- Exploring new Golden Time Clubs

English

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

- 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
- Consider the key characteristics of familiar stories

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

Sequence sentences to form a short narrative

- saying out loud what they are going to write about composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher
- Re-read their writing to check it makes sense and make corrections as necessary.
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- sequencing sentences to form short narratives
- joining words and joining clauses using and
- using a capital letter for names of people and the personal pronoun 'I'

Maths

Counting: Count on and back within 20 from any starting point. Count in 2s, 5s and 10s. One more and one less. Read and write numbers to 20 in numerals and in words to 10.

Place Value: The meaning of tens and ones

Addition and subtraction adding and subtracting numbers within 20 including 0. The meaning of the equals sign.

Geometry - Shape: Recognise and name common 2D and 3D shapes.

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


whole, part, cherry model

equals (=), same

unequal, not the same

compare, bigger than, smaller than

add, addition, plus, more

<p>Key writing outcomes for this term: Fiction – Write a setting description – linked to where Jack lives Non-fiction – Writing about our own Jelly beans and their magic properties Poetry – Learn a section of Michael’s Rosen’s Chocolate cake to perform. Revisit several poems learned by heart in EYFS with a focus on using prosody (expression) when performing them.</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 				<p>Subtract, subtraction, take away, minus, difference</p> <p>number sentence, altogether, total, sum,</p> <p>Shape 2D (two dimensional) 3D (three dimensional) Side/edge Corner /vertices Faces Straight, curved</p>	
<p>Phonics</p> <ul style="list-style-type: none"> • Learn Phase 5 sounds • Learn to read these Common Exception Words: oh, their, people, Mr, Mrs, looked, called, asked. • Learn to write these Common Exception Words: said, so, have, like, some, come, were, there. • Learn to read the days of the week. 				<p>History/Geography</p> <ul style="list-style-type: none"> • Retell the Gunpowder Plot, using historical sources to inform our knowledge – becoming history detectives to explore the reliability of different sources! • Recall key events in the history of chocolate. • Describe the importance of JS Fry in the history of chocolate in Bristol and the United Kingdom. • Explore how the world wars impacted what people ate. • The importance of Remembrance Day 	
<p>PSHE</p> <ul style="list-style-type: none"> • Understanding similarities and differences between myself and my peers. • Understanding and recognising bullying and what we can do to help. 	<p>RE</p> <ul style="list-style-type: none"> • Retell the Christian Christmas story. • Understand how the story may have been different if Jesus was born today. 			<p>Science Seasons Autumn focus</p> <ul style="list-style-type: none"> • recognise signs of Autumn • Investigate weather linked to the seasons • Make comparisons between seasons 	<p>Computing Theme: Creating Media</p> <ul style="list-style-type: none"> • Using art and paint programmes to create computer art • Understanding and exploring what different tools can do
<p>P.E Focus Netball/Basketball skills We are learning to</p> <ul style="list-style-type: none"> • Move to defend (stop) a ball • Explore different ways of send a ball • Move to get in a line with a ball 		<p>Music We are using the ‘Charanga’ music scheme The Unit for this term is called: ‘Rhythm in the way you walk’ The Musical foci for unit this are <i>duration</i> and <i>pitch</i></p>		<p>Art and Design Technology Focus: Line and shape/Colour</p> <ul style="list-style-type: none"> • Look at artist Sarah Graham – sweet wrapper designs. • Draw different sweet wrappers, use watercolours 	

<ul style="list-style-type: none"> Return the ball to a partner Received and return balls with others (working in small teams) 	<p>This includes:</p> <ul style="list-style-type: none"> Understanding the pulse/beat Exploring rhythms and patterns Pitch – understanding that this means high and low sounds <p>Main vocabulary plus <i>pulse, rhythm, rap, melody, singers, perform, keyboard, bass, guitar, percussion, trumpets, saxophones</i></p>	<ul style="list-style-type: none"> Draw different sweets (line and shape) Begin to explore how art evokes feelings
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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, 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.
- 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!
- Practise writing numbers 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.



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.
- 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. We will begin sending these out as we begin to learn our new Phase 5 sounds, along with Common Exception word bags too!
- Use 'pure sounds' when supporting your child to sound out words.
<https://www.youtube.com/watch?v=UCI2mu7URBc>
- 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. 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?

