

Church C of E Primary Academy

R.E.S.P.E.C.T.

Termly Newsletter

In this leaflet we will provide you with key information about your child's new year group routines. We will also share information about what your child will be learning about in each subject throughout this academic year.

We hope that you will find this information useful when helping your child with their learning at home.

Welcome to Year 1



Expectations:

- Uniform and PE kits comply with the school's policy.
- Reading books are in school everyday.
- Children read at home daily.
- Homework is completed and returned to school.

Educational Visits

Victorian Christmas experience at the Brampton museum.

Visit to Llandudno and Conwy– Summer term

We value our partnership with you in supporting your child's learning and hope the information helps you to support and encourage your child with their learning. We know you take an interest in your child's learning and we thought this was a fantastic way to help you know what we are doing as a class so that you are able to support and encourage your child! We hope that this newsletter will help you plan days out, ideas about learning time you spend with your child and address any questions you have about your child's learning. If you have any questions to ask, no matter how small they may seem to you, please do not hesitate to ask.

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English



In reading, the children will bring books home that are linked to their phonics, they will have a RWI book and a book bag book. The children will have been practising the sounds and words that are included in these books during the previous week in school. Children need to be encouraged to read at home every day to promote fluency. Reading books will be changed on a Friday during their phonics lesson.

In writing, the children will write a simple recount of our class text 'Meg on the Moon'. We will also explore nursery rhymes, which we will learn and perform. Children will use simple punctuation (capital letters, finger spaces and full stops) in their writing, Children will be encouraged to think of sentence, then say it before they write it.

Children will have three spelling lessons a week, they will use common spelling patterns based on their phonetic knowledge. They will be given time to practise these spellings in the classroom and complete activities based around these words. The children will then practise these words in a meaningful and exciting way. Many of the activities have a game element to them and most of the activities make the important link of putting the word into context. We will also practise common exception words each week, these are words that do not fit into spelling pattern.

Our first set of spelling will include the following patterns ai, oi, e-e, ay, oy, a-e, i-e, o-e, a-e, u-e, ar, ee, ea, er and oe.

History



Our toy topic will teach the children about popular toys through the 20th century and the early 21st century. Firstly, it asks the children to think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Throughout the topic, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources, recognising change and exploring how this influences them today.

Geography



In geography we will learn about 'Our School'. Children will explore their school environment using first-hand observation to enhance their awareness along with essential map skills and fieldwork. The children will be able to develop knowledge of the location of significant places in the context of their own locality. They will use simple observation/fieldwork skills to study the immediate surroundings and to understand sense of place in relation to home and school.



P.E.

P.E. will be on the following days: **Friday** . Please make sure that your child has their P.E. kit in school.

We will be learning about brilliant ball skills.

Children will develop:-

- Anticipation and reaction when working with beanbags or balls.
- Catch a ball or beanbag on a bounce.
- Catch a ball from a throw.
- Accurate throwing skills.
- Understand the overarm and underarm throwing technique.

Maths



Place Value to 10

Sorting objects—children will learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape.

Counting objects—Children to be able to fluently count to 10 when counting objects.

Counting from a larger group—children continue to count objects, but this time they are asked to count a specific number of objects from a larger group.

Representing objects— Children will match numerals to a set of objects.

To recognise numbers as words— Children learn to recognise each numeral as a word.

To count on from any number— Children count on from any number while staying within 10. For example, they may be given a starting number of 4 and asked to continue “5, 6, 7, 8, 9, 10”.

To find 1 more than a number —Children need to know that 1 more is the number after.

To count backwards within 10— children learn to count backwards within 10 using songs and games.

To find 1 less than a number— Children need to know that 1 less is the number before.

To compare numbers by matching— Children match one object with another to compare groups.

To use the language ‘fewer’, ‘more’ and ‘same’ - children compare numbers of objects. Children will have clear understanding of new vocabulary such as “fewer”, “more” and “same”.

Less than, greater than, equal to— children will use the vocabulary “less than”, “greater than” or “equal to” alongside the symbols $<$, $>$ and $=$.

Compare numbers— Children will compare pairs of numbers within 10 using the language of “greater than”, “less than” and “equal to” alongside the corresponding inequality symbols $>$, $<$ and $=$.

Order objects and numbers— Children will order three groups of objects using the vocabulary “most” and “fewest”. They will then move on to ordering a set of three numbers using the language of “greatest” and “smallest”.

The number line— Children will be introduced to a number line and will be used to consolidate all previous learning.

Addition and subtraction within 10

Whole part model— Children begin to think about parts and wholes. Children to explore and notice different ways to make numbers; for example, 5 can be composed of 2 and 3 .

Fact families- Children recognise that the order of an addition sentence can be varied, For example, $3 + 2 = 5$ $2 + 3 = 5$ $5 = 3 + 2$ $5 = 2 + 3$.

Number bonds to 10— Children will use their knowledge of the part-whole model and addition facts to explore number bonds within 10.

Addition— Children will start to answer addition problems.

Subtraction— children will be introduced to the subtraction symbol and will start to answer subtraction problems.

Shape

Children will explore, recognise and name 2D and 3D shapes.

Science



In science, we will explore 'Everyday Materials', this topic will teach the children about everyday materials including wood, plastic, metal, water and rock. Children will learn to identify and name everyday materials and will have the opportunity to explore the properties of these materials. Children also will carry out a simple investigation to help them decide which material would be most suitable to use for an umbrella and a pair of curtains.

Children will also explore how the seasons change during autumn, they will use their observation skills during an autumn walk around our local area. The children will draw their observations of the tree in the school grounds and look at how it changes throughout the year.

Computing



In computing, we will develop the children's understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.

Art



In art, children will begin to build an understanding about the way they can make marks on a drawing surface. They will explore how the way they hold a drawing tool, and move their bodies will affect the drawings they make.

They will be introduced to the fact that they can make drawings as a result of observation. The focus of the exploration is around spirals.

DT



In DT, the children will solve Pirate Paddy's Packed Lunch Problems. It will give the children the opportunity to develop their understanding of structures. The children create their ideas following the design criteria given at the beginning of the project, and go on to create models from recycled materials.

Music



In music, the children will be playing instruments. They will be tapping out a rhythm on shaker eggs and keeping in time with a nursery rhyme. Children will have the opportunity to play a ukulele.