



Year 1  
General Class  
Information

Information

This term the children will come to school wearing their PE days:

**Monday and Wednesday**

**PE Uniform:** white plain t-shirt, royal blue shorts and black trainers (Summer)

**PE** Cold weather -navy plain tracksuit tops (no hoods), jogging pants and black trainers will be needed.

P.E will be outdoors if the weather allows.

*Please ensure all clothing is clearly labelled.*

Speaking and Listening

Talk with your child about things you are doing together. Explain new words and phrases and give your child words to use if s/he is struggling with an explanation.

Always encourage your child to ask questions and listen to the answers.

Reading

The children will bring home one decodable book, which they can read more fluently and will have practised in school the previous week. Any other book taken home will be a book to share with you, with you reading to or with your child. Please ensure that the decodable book is returned to school on time as other children will be relying on using the book, the following week. (A cost will be incurred for any books that are lost or damaged).

**Supporting your child with reading** Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home. There are two types of reading book that your child may bring home: **A reading practice book (Decodable phonic book)** This will be at the correct phonic stage for your child. They should be able to read this fluently and independently. **A sharing book (library book)** Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

**Reading practice book** This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise - celebrate their success! If they can't read a word, encourage them to have a go and then read it to them. After they have finished, talk about the book together. Please continue to complete reading record books each night, to communicate how your child has read or enjoyed a book with you.

**Sharing book** In order to encourage your child to develop their vocabulary and to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. **Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!**

For more information, you can access <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> We look forward to working together, to keep reading a pleasurable experience for all our children and embracing the new scheme as we move forward together.

**The school continues to run an early-doors reading and number club, 8am - 8:45am each morning. We ask that children are in the club by 8.20am.**

**RE Topic**

**'To The Ends of the Earth'**

- To hear stories about Jesus' life, 'The Ascension' and 'Pentecost Day.'
- To sequence and re-tell important events.
- To consider how Christians announce the Gospel (Good News to others) through their words and actions to others.
- Other Faith: Islam

**Please read the RE Newsletter on the school website for more information.**

**Science - Plants Topic and The Seasons**

Children will:

- Identify plants and their features.
- Recall some of the roles that flowering plant parts have.
- Name some trees and their parts.
- Identify similarities and differences between deciduous and evergreen leaves.
- Recall that seeds and bulbs come from plants.
- Recognise that seeds need water for growth.
- Work scientifically. Observe Seasonal Changes over time.

**English**

**Reading**

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes (sounds) , including, where applicable, alternative sounds for graphemes. e.g 'ai' 'ay'
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word, e.g 'they'
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

**Writing**

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Focus and genres - fantasy stories and reports.

**Spelling**

- All letters of the alphabet and the sounds which they most commonly represent.
- phase 5 digraphs which have been taught and the sounds which they represent.
- The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.

**Mathematics**

**Multiplication and Division**

- Count in 2, 5, and 10's
- Recognise and add equal groups
- Make arrays, doubles, equal groups and sharing

**Number: Fractions**

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter, as one of four equal parts of an object, shape or quantity.

**Geometry: Position and Direction**

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

**Place Value - Numbers to 100**

- Order numbers up to 100 and beyond.
- Partition numbers into tens and ones, say which is 1 more, 10 more, less.
- Solve problems and reason about numbers.
- Position numbers on a number line.

**Measurement- Money**

- Recognise coins and notes.
- Make amounts using coins.
- Add a selection of coins and find change.

**Time**

- Recognise and read O' clock and half past times.
- Learn the days of the week.
- Use the language of time 'the day before' and the 'day after.'

Geography

What is it like to live in Shanghai?

Children will:

- Give examples of human and physical features.
- Identify features they see on a walk.
- Explain the location of features using some directional language.
- Use an aerial photograph to locate physical and human features.
- Draw simple pictures or symbols on a sketch map.
- Draw compass points.
- Name the continent they live in.
- Use an atlas to locate the UK and China on a world map.
- Use an atlas to locate Europe and Asia on a world map.
- Identify China's physical and human geography.
- Sort physical and human features using photographs.
- Identify physical and human features in images of Shanghai.
- Compare Shanghai to their locality.

Design and Technology

Make a Smoothie

Children will:

- Describe fruits and vegetables and explain how to identify fruits.
- Name a range of places that fruits and vegetables grow.
- Describe basic characteristics of fruit and vegetables.
- Prepare fruits and vegetables to make a smoothie.

PSHE

Physical Health and Mental Wellbeing

- Keeping healthy, food and exercise, hygiene routines and sun safety.

RSE - Journey in Love:

The wonder of being special and unique:

**Spiritual.**

To celebrate ways that God loves and cares for me.

**What is it like to live in Shanghai?**

Computing - Data Handling

Children will:

- Represent animal-themed data in different ways, using objects and technology.
- Log in and use mouse and keyboard skills to navigate the computer.
- Represent the same data as a pictogram and a table or chart.
- Collect data about minibeasts using a tally chart and represent data digitally.
- Click and drag objects to sort data using a branching database.
- Consider the types of input used to gather different forms of data when designing an invention.

PE:

Children will:

- Develop their agility, balance and co-ordination, working as individuals and as part of a team.
- Participate in team games, developing simple tactics for attacking and defending.
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

P.E- This Term -Wednesday and Thursday

Music - Your Imagination

Using the "Charanga" scheme, the children will be introduced to a variety of music styles. Focus Pop.

Children will:

- Listen and sing to music.
- Understand the geographical origin of the music and in which era it was composed.
- Experience and learn how to apply key musical concepts/elements.
- Work together in a band/ensemble.
- Develop creativity through improvising and composing within the song.