










INFORMATION FOR PARENTS – YEAR ONE.
September 2011 - Term One



SUBJECT	WHAT WE WILL DO AT SCHOOL	WHAT YOU CAN DO AT HOME
<p align="center">NUMERACY</p> 	<p>Develop counting skills and knowledge of number system to 100. Addition - counting on, starting from highest number, learning number bonds and doubles of numbers to 10. Subtraction – as counting what is left, as counting back and by counting the difference. Place value – the meaning of numerals in two digit numbers. Time – times of day, seconds, minutes, hours, how clocks work, o'clock and half past. 2D and 3D shape.</p>	<p>Practise addition pairs up to 10 i.e. 5+5, 4+6, 3+7 etc. Discuss things in order up to tenth e.g. who got in the car first? Who got up first? Etc. Count in 1s, 2s, 5s and 10s. Talk about times of day. Play maths games e.g. dominoes, bingo and simple card games. Borrow from maths lending library Look for different shapes in the environment and name them.</p>
<p align="center">LITERACY</p> 	<p>Daily phonics practise of sounds. Write labels and captions. Learn about rhyme and read and write short poems. Describe and write about characters in stories. Learn about story structures and use known stories to structure own writing. Write simple information texts and instructions. Regular handwriting practice.</p>	<p>Continued practise with reading books and any key words sent home. Practise spelling lists. Read stories together, discussing the characters and the plot (the beginning, middle and end). Read and discuss poems together and identify words that rhyme.</p>
<p align="center">SCIENCE</p> 	<p>Our main areas of study will be 'ourselves' and 'growing plants'.</p> <p>Learn about senses and how they can be used to explore the world around you. Learn that humans and other animals move and grow. Experimental and investigative work will focus on both exploring and using the senses and also observing and describing living things.</p> <p>Learning to consider how to treat each other and other living things with care and sensitivity.</p> <p>This will include a trip to the sense stimulating environment of Central Market.</p>	<p>Discuss different scents, sounds and textures around the home. Volunteer to help with Central Market outing.</p> <p>Find different plants on walks and name the parts you can see.</p> <p>Grow your own plants at home, taking care of them so that they grow.</p>
<p align="center">ICT</p> 	<p>Learn to use toolbars. Combine text and pictures to label and classify objects. Develop mouse skills and use a paint program. Open and close programs. Log on and off.</p>	<p>Write labels using a word processing package Use a variety of paint packages to draw pictures. Log on to 'Mathletics'.</p>
<p align="center">DT</p> 	<p>Healthy eating. Design, make and evaluate a healthy fruit salad. Using clay and paint to create fruit bowls.</p>	<p>Look at unusual fruits in markets. Examine fruits, cut them open (plant the seeds). Look in recipe books for fruity dessert recipes.</p>
<p align="center">ART</p> 	<p>Colour mixing – shading using black and white. Discuss the primary colours and how to make the secondary colours. Creating textured pictures using our sense of touch. Learning about the art work of Van Gogh. Observational drawings of fruits and vegetables and the seeds linked to our science topic and Central Market trip.</p> <p>Observational drawings of Arabic artefacts.</p>	<p>Investigate what happens when different colours are mixed. Experiment with adding white or black to a colour. Experiment with adding water to a colour – what happens? Make pictures, using a variety of objects to print with.</p>

<p>P.E.</p> 	<p><u>SWIMMING</u> Lessons focus on general water confidence skills and the development of stroke technique in front crawl, backstroke and breaststroke.</p> <p>Pupils have the opportunity to complete ASA Water Skills badges, including Duckling 1, 3 or 5, with the more able swimmers progressing to ASA Grade 1.</p> <p><u>GYMNASTICS</u> Pupils become more aware of the changes in their body and the difference in their heart and breathing rates, from a resting to an active state.</p> <p>Pupils participate in floor work and apparatus work covering the elements of finding space, being still and travelling skills. They develop their skills in balancing, jumping and rolling. They begin to create and perform short, linked sequences and demonstrate contrasts in speed, level and direction.</p> <p>Pupils begin to expand their knowledge of movements through rhythmic gymnastics. They begin to create short linked sequences to music, using ribbons, hoops and balls. Pupils perform within the class.</p> <p><u>BALL SKILLS</u> Pupils explore and experiment with a range of equipment. They begin to understand rules and use them to play simple games both individually and in small groups. They become more competent at rolling, striking, bouncing, throwing and controlling a variety of equipment.</p>	<p>Any swimming outside of school will be beneficial for your child. Make it fun, play games, use toys to gain water confidence.</p> <p>Please ensure that your child comes to school prepared with the correct and labelled swimming kit. (swimming costume, towel, flip-flops, T-shirt)</p> <p>Children will be working on various skills and stroke techniques. You will be receiving a swimming letter informing you what skills your child will be working towards this term. Any support you can give them to help them complete the skills badge will be most helpful.</p> <p>Reinforce and help them to become more aware of their bodies and the changes that take place during exercise.</p> <p>Encourage them to participate in active play such as, running, climbing, chasing and jumping. Movements such as, hopping, jumping, skipping, galloping, balancing and rolling help to develop body tension and co-ordination.</p> <p>If you want to practise specific gymnastic skills please be aware of the safety points e.g. how to execute a forward roll correctly. If further clarification is needed please come to ask your child's PE teacher.</p> <p>Come prepared with correct labelled PE kit including shorts and T-shirt. Gymnastics lessons do not require sports shoes.</p> <p>By encouraging children to travel, send and receive various types of equipment such as, hoops, balls, beanbags etc. children develop their hand to eye and foot to eye co-ordination. Setting challenges can make learning fun. For example "How many times can you catch the ball within a minute?"</p> <p>Pupils need to come prepared with correct labelled PE kit including shorts, T-shirt and trainers.</p>
<p>HISTORY AND GEOGRAPHY</p> 	<p>Develop sense of chronology by looking at how people grow and change. Think about our own family history. Meet Barnaby Bear and teach him about local Bahrain culture. Visit the museum to help us learn more about the local culture. Experience an Arabic Coffee morning Observational drawings of Arabic artefacts.</p>	<p>Talk about differences between people of different age groups. Attend the museum trip. Have Barnaby Bear home for the weekend.</p>
<p>MUSIC</p> 	<p>Focus on listening skills. Explore body and vocal sounds. Control percussion instruments and invent descriptive sounds. Explore long/short vocal and instrumental sounds. Invent symbols and create a graphic score.</p>	<p>Listen to music at home. Describe the sounds you can hear. Experiment with different sounds using body parts or things found around the home.</p>