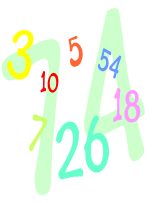


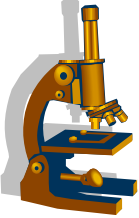






# INFORMATION FOR PARENTS – YEAR ONE

## January 2012 - Term Two

SUBJECT	WHAT WE WILL DO AT SCHOOL	WHAT YOU CAN DO AT HOME
<p data-bbox="156 593 338 622"><b>NUMERACY</b></p> 	<p data-bbox="391 336 925 392">Develop counting skills and knowledge of number system to 100.</p> <p data-bbox="391 414 909 470">Counting on, starting from highest number, learning number bonds and doubles of numbers.</p> <p data-bbox="391 492 885 548">Counting what is left, as counting back and by counting the difference.</p> <p data-bbox="391 571 893 604">The meaning of numerals in two digit numbers.</p> <p data-bbox="391 627 861 683">Times of day, seconds, minutes, hours, how clocks work, o'clock and half past.</p> <p data-bbox="391 705 901 761">Naming 2D and 3D shapes and identifying their properties.</p> <p data-bbox="391 784 885 884">Collect data, sort into lists, make and interpret vertical and horizontal pictograms and block graphs.</p>	<p data-bbox="965 336 1452 392">Practise addition pairs up to 10 i.e. 5+5, 4+6, 3+7 etc.</p> <p data-bbox="965 392 1444 470">Discuss things in order up to tenth e.g. Who got in the car first? Who was the fourth to sit down?</p> <p data-bbox="965 470 1260 504">Count in 1s, 2s, 5s and 10s.</p> <p data-bbox="965 504 1452 560">Talk about times of day, telling the time using o'clock and half past.</p> <p data-bbox="965 560 1444 616">Ask time problems e.g. It is one o'clock now, what time will it be in an hour?</p> <p data-bbox="965 616 1444 672">Play maths games e.g. dominoes, bingo and simple card games.</p> <p data-bbox="965 672 1460 750">Look for different shapes in the environment, name them and discuss their properties e.g. a square has 4 sides and 4 corners.</p> <p data-bbox="965 750 1460 828">Give problems for children to solve e.g. I have 20 shells and I lost 6, how many do I have left?</p> <p data-bbox="965 828 1460 974">Give the children a number sentence to make up their own problem e.g. 14+3, I have 14 apples and I buy 3 more – I have 17 altogether. Encourage the use of correct vocabulary.</p> <p data-bbox="965 974 1420 1041">Borrow from maths lending library which is situated in the library and is open each morning.</p>
<p data-bbox="167 1310 327 1339"><b>LITERACY</b></p> 	<p data-bbox="391 1052 869 1086">Daily phonics practise of sounds and blends.</p> <p data-bbox="391 1108 869 1176">Reading and writing fantasy stories involving dragons, knights and princesses.</p> <p data-bbox="391 1198 678 1232">Writing sets of instructions.</p> <p data-bbox="391 1254 758 1288">Dictionary work relating to castles.</p> <p data-bbox="391 1310 917 1366">Look at a range of stories from other cultures and those with repetitive text.</p> <p data-bbox="391 1388 925 1512">Reading and writing non-fiction texts about homes now and in the past (castles and the Victorians). Revise the purpose of a contents page, index and glossary.</p> <p data-bbox="391 1534 861 1590">Reading and writing poems with pattern and rhyme.</p> <p data-bbox="391 1624 893 1680">Regular handwriting practice of all the patterns and joining 2 and 3 letter strings together.</p>	<p data-bbox="965 1052 1428 1131">Continued practise with reading books and any key words sent home.</p> <p data-bbox="965 1108 1197 1142">Practise spelling lists.</p> <p data-bbox="965 1164 1460 1243">Read and discuss poems together and identify words that rhyme. Ask your child to add some descriptive language to the existing poem.</p> <p data-bbox="965 1265 1444 1355">Read fantasy stories and those from other cultures together, discussing the characters and the plot (the beginning, middle and end).</p> <p data-bbox="965 1377 1428 1489">Read a variety of texts with your child, especially non-fiction related to castles and stories involving dragons, knights and Princesses</p> <p data-bbox="965 1512 1444 1601">Discuss the contents page, the index and glossary. Write your own simple non-fiction book about a topic your child is interested in.</p>
<p data-bbox="215 1859 279 1892"><b>ICT</b></p> 	<p data-bbox="391 1713 917 1769">Open and close programs. Log on and off independently using unique log in.</p> <p data-bbox="391 1792 893 1848">Know that computers give us information using text, graphics, symbols and sound</p> <p data-bbox="391 1870 933 1937">Use a word bank to put together simple sentences and extended pieces of writing.</p> <p data-bbox="391 1960 933 2016">Using programs on the internet and school network to enhance topics learnt in other subjects.</p>	<p data-bbox="965 1713 1420 1769">Encourage your child to practise using the keyboard and mouse to write short texts.</p> <p data-bbox="965 1792 1428 1848">Play games and activities that will help with number and phonic skills.</p> <p data-bbox="965 1870 1444 1937">Show your child how to follow instructions to make things work – CD player or microwave.</p> <p data-bbox="965 1960 1428 2016">Allow children to explore everyday software (Microsoft Office, etc).</p>

<p style="text-align: center;"><b>SCIENCE</b></p> 	<p><b>Pushes and pulls:</b> The children will observe, identify and describe different sorts of movement including pushes and pulls. They will predict and investigate which objects need a push or a pull to make them move and begin to understand that wind and water can make objects move.</p> <p><b>Sorting and using materials:</b> The children will learn about the characteristics and uses of a range of common materials e.g. wood, metal, glass and plastic and develop vocabulary to describe and compare them.</p>	<p>Help your child to identify objects at home that need pushes or pulls to make them move.</p> <p>Investigate how water and air can move objects at bathtime or in the swimming pool.</p> <p>Have a materials hunt around the house, looking for objects made from wood, plastic, metal and glass.</p> <p>Discuss why some materials are better suited for a particular purpose than others e.g. glass for windows.</p>
<p style="text-align: center;"><b>HISTORY AND GEOGRAPHY</b></p> 	<p><b>Toys past and present:</b> The children will develop an understanding of old and new by describing and comparing their own toys with those used by children in the past.</p> <p><b>A Victorian childhood:</b> The children will compare aspects of their own lives with those of children in Victorian Britain. This unit includes a chance to dress up and experience a typical lesson in a Victorian school.</p> <p><b>Now and then:</b> Observe similarities and differences between homes today and homes in the past. Observe features of buildings. Learn about castles and how they were built and what they were used for.</p> <p><b>Making our local area safer:</b> Children will use observational fieldwork to investigate parking and road safety within and around the school.</p>	<p>Talk to your child about your own childhood and the toys that you played with - even better if they can talk to their grandparents about their childhood.</p> <p>Help your child to use the internet to find out more about the lives of Victorian children.</p> <p>Look at buildings around you. Talk about the materials they have been made from. Discuss the features e.g. door, roof etc and their function.</p> <p>Ask your child their opinion on safety around the school. Can they think of improvements?</p>
<p style="text-align: center;"><b>DT</b></p> 	<p><b>Make a model home.</b> Constructing a model home, incorporating the main elements to show an understanding of different types of buildings and their elements. Discuss and evaluate their models and how they were made stable and strong.</p>	<p>Talk about the process of making something from design to finished product.</p> <p>Look at buildings around you. Talk about the materials they have been made from. Discuss the features e.g. door, roof etc and their function. Discuss who the building is for.</p>
<p style="text-align: center;"><b>P.E.</b></p> 	<p>Games – learning simple competitive games e.g. Dodge Ball. Develop and practise a variety of ways of sending, receiving and travelling with a ball and other similar equipment. Prepare for Sports Day – a variety of relay races.</p> <p>Fitness and Health – learn about the role of exercise in being healthy. Discover changes that occur in their bodies as they exercise.</p>	<p>Come prepared with correctly labelled kit.</p> <p>Encourage active play, running, climbing, chasing and jumping.</p> <p>Play with a variety of sizes and shapes of balls and other toys such as Frisbees.</p>
<p style="text-align: center;"><b>ART</b></p> 	<p>Create a woven design based around a colour theme. Practice weaving process using paper and card before using wool and scrap materials.</p> <p>Discuss the artist Lowry and the process he used to create his drawings and paintings. Experiment with a range of art materials to create a Lowry style picture.</p>	<p>Research and talk about the artist Lowry. Use his techniques to create a picture at home.</p> <p>Discuss the local landscapes, patterns, colours and shapes around us.</p> <p>Encourage the children to talk about what they like and dislike about different art effects and styles.</p> <p>Draw different objects from around your house and garden, explaining that we look closely and only draw what we can see.</p>

## MUSIC



Timbre – the sound of sound.  
Explore different ways of creating sounds by using body, mouth and percussion instruments.  
Use these sounds to create sound effects for stories and poems.  
Sing a variety of popular and traditional songs leading towards our production.

Listen to a wide variety of music and discuss the instruments you hear and how the music makes you feel.  
Sing songs – popular and traditional rhymes.  
Perform any music – making up your own rhythms and chants.