

### Maths:

- Says the number that is one more than a given number
- Find pairs or numbers that make 5,6,7
- Add 1,2,3 by counting on
- Begins to name and describe common 2D shapes and selects them by name and uses them in drawings and pattern making.
- Can describe relative position such as behind or next to
- Use language to describe and compare measures and capacities
- Recognise coins and their values and use these to solve simple problems in the context of play

### **Proposed Activities:**

- Counting opportunities linked to learning
- Sorting shapes and objects by own criteria
- Role play travel agents – paying for tickets?
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### Literacy:

#### **Reading**

- To read an increasing amount of tricky words and sentences with independence
- To join in with patterns and rhythm in shared reading
- Enjoy an increasing range of books

#### **Writing**

- To write the dominant sounds in words and begin to form simple sentences that can be read by another person
- To begin to see the purpose of writing and show this during independent learning activities
- To form letters correctly and in a more consistent size

**Linked Texts:** Mrs Armitage on wheels, Mr Gumpy's Motor Car, The Journey,

### **Proposed Activities:**

- Writing labels and captions to give information
- Writing in role play and for purposes in the classroom
- Reading and Story writing linked to our key texts
- **Year 1 will be focussing on punctuation and using connectives to extend our writing.**

### Communication & Language:

- To be able to listen to others and learn to be part of a larger group.
- To speak in clear sentences and take account of the listener
- To use language from stories and texts to support our writing – talk for writing project

### **Proposed Activities:**

- Supported role play opportunities
- Talk for writing
- Circle time

### Physical Development:

- To store and carry equipment safely and begin to use it effectively.
- To use fine motor skills to support our learning by joining and attaching.
- To move our bodies in response to music and sound
- To link simple movements to create short dances

### **Proposed Activities:**

- Music and movement sessions
- Taught PE sessions covering dance and gymnastics

### PSED:

- Think about what it means to be fair and unfair.
- Think about how our actions affect others.
- Preparations for moving on and changes affecting us and our school.
- To think about how to be safe on the roads

### **Proposed Activities:**

- Circle time sessions
- Stories linked to feelings, friendships,
- Transition sessions

# Terrific Transport, Fantastic Journeys!

### Understanding the World:

#### **Technology**

- To explore simple programs linked to our learning.
- To use the beebot with control and accuracy

#### **The World**

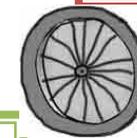
- To know what a push and pull is and that they can make things speed up, slow down, or change direction
- To perform simple investigations to answer questions and make simple predictions
- To think about what we see around us, to make simple maps and think about the features on them

#### **People and Communities**

- To learn about how things have changed over time and link to our own experiences
- To learn about significant historical individuals - Brunel

### **Proposed Activities:**

- Look at photographs of old bikes and cars, use first hand experience through visitors in school and link to own experiences to talk about and compare in simple terms.
- Map making for beebot linked to stories about journeys



### Expressive Arts & Design: (EAD)

- To create images from first hand experience
- To explore printing as a technique for creating images
- To think about and build with a purpose in mind
- To select appropriate tools and materials and use them carefully and effectively
- Use imaginative role play to explore stories and scenarios
- **Year 1 will explore sliders and levers as mechanisms to make things move and study the work of Lowry.**

### **Proposed Activities:**

- Drawing bikes/cars
- Printing with a range of materials
- Design and make block print / moving vehicles
- Make a moving picture book



### Links with Outdoor Learning:

- Scooter day!
- Features in our local area

## Welcome Back!

We are looking forward to lots of hands on learning this term and are hoping to have some visitors in school bringing with them some marvellous machines and things on wheels, as well as visiting Amberley Transport Museum. We will be continuing to encourage the children to be independent so would appreciate your continued support with this regarding ensuring they carry their own belongings into and out of school. We are really pleased to see more children being independent in the mornings, including telling us if they are going home with someone else.

We currently have PE lessons on Monday and Thursday but please make sure your child has a complete, named PE kit in school at all times. The majority of these lessons will be outdoors (weather dependent) so it is very important that your child has a pair of trainers or plimsolls that fit comfortably and some jogging bottoms/top if appropriate. PE kits will be sent home each half term for a clean. Please check your child's trainers periodically to ensure they are a good fit.

Please remind your child that they need to have their bookbag with them on a daily basis, we aim to check home link books daily **if your child hands it in** and encourage you to please keep a record of their reading at home even if this is just a signature and date to show they have been read with.

Also, please bear us in mind if you are throwing out unused roleplay equipment or junk modelling materials such as buttons, scraps of fabric, containers, card tubes, boxes etc – you'll be amazed at what we can recycle and make use of (sometimes you even get to keep the recycled treasure back in your house!)

If you need to talk to us about your child, have any questions or comments please bear with us at the beginning of the day as this is our busiest time getting the children safely and happily settled in school and we ask that you might speak with us at the end of the day, write a note in your child's green book, or leave a message with the office staff if it is something that will impact your child that day. We appreciate your understanding in this matter.

Kind regards,

Amanda Thorne and Jo Rogers

## **How can I help at home?**

- **Encourage your child to be as independent as possible, including dressing themselves, being responsible for and looking after their own possessions and speaking for themselves rather than an adult speaking for them.**
- **Encourage your child to speak clearly, with good eye contact and to listen to the reply to develop essential conversation and speaking and listening skills. If your child says a word incorrectly, or uses the wrong tense, model back to them the correct way and praise them when they use it.**
- **Read with them EVERY DAY, little and often is the key. Children need to hear stories read to them that are beyond their own reading level, to develop their vocabulary and understanding of how words, sentences and stories are structured. If they don't experience this they can't begin to write their own stories.**
- **Count and spot numbers EVERY DAY. For children to be successful mathematicians they need to be able to recognise and write numbers, know their order and their place value and know how they relate to other numbers. This needs to be instant and instinctive to allow them to use them to do calculations. Point numbers out, ask questions about numbers, ask them to tell you a smaller, number, tell you a bigger number, tell you which numbers come between, 1 more than, 1 less than, 10 more than, 10 less than etc. Play games involving number, count forward, count backwards, make numbers as much of your child's everyday language as words are and they will reap the benefits later on.**

## **How can I help my year 1 child?**

- **When reading, encourage comprehension skills by asking questions about the story including asking for your child's own opinions and thoughts about what happened or what might happen.**
- **Please keep practising the common exception words – reading and spelling – as these are essential in building fluency for both reading and in written work.**
- **Ask your child to show off their skills by teaching you the number bonds (pairs) that make 10, doubles of numbers to 10 and counting in 2s, 5s and 10s from a range of starting numbers.**