

# Supporting Your Child in Year 1



Spring Term 2023

Dear Parents,

Welcome back after the Christmas holidays. I hope you have had a very enjoyable break, and the children are ready and raring to get back to school!

Below outlines some of the areas that we will be covering over the Spring Term, and ideas of how you might support your child's learning at home.



## English

Your child will have daily English lessons of around 60 minutes each. These will follow the new National Framework for year 1, and will be differentiated to meet the needs of all children in the class. We will still be following the talk for writing structure where the children learn a text by using different actions to help them when they write their own version of a story or text.

This term the children will be sentence building. We will be looking at High Frequency words and phonics to aid the children in their reading and spelling. We will continue looking at building sentences using punctuation and adjectives. The children will be focussing on handwriting – both letter formation as well as number formation.

Also, in English the children will be looking at covering Instructions, Traditional stories, Poetry, Information texts and recounts.

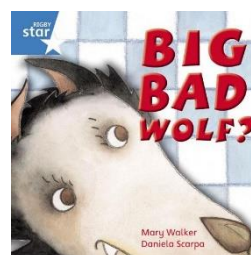
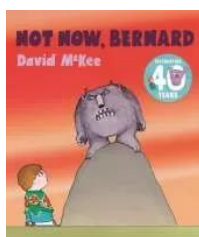
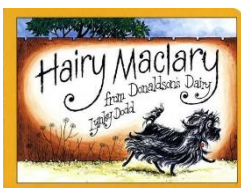
To support their learning at home, it would be helpful if you could encourage your child to read daily, and if you listen to your child read, I would be grateful if you could write a brief comment in their reading journal.

It may be beneficial for the children to put their weekly spellings into sentences remembering to use finger spaces, capital letters and full stops.

You can also support your child by exploring new words, letting them make up the next part to a story, inventing a new ending to a well-loved tale and describing characters in a story.

## Authors

In class we have been discussing different authors. This month we are looking at books written by Harry Woodgate. It would be really beneficial if at home you could read books written by these authors – Lynley Dodd, David Mckee and Mary Walker. You can discuss the type of stories they have written and whether they enjoyed the story.



### Other games you could play at home.

We will also be looking at the spelling rules for adding ing, er, est, ly, ful, ness and ment to different words. Each week during grammar we will be exploring a variety of conjunctions in their writing – such as - and, because, when, and also.

Below is a list of English games that you could play with your child:

- Sounds Like... This is a fun rhyming game that enables children to explore the spelling of words and the different graphemes that could be used.  
One person starts by saying a word: e.g. Bread. All 'Players' then have 1 minute to write down as many words that sound like 'Bread' as they can.
- Silly sentences! In this game, the first person writes a sentence, folds their sentence over so that the next player can't read it, but leaves a connective visible for that person to continue the sentence. This is repeated until the paper is full, then read the silly sentences you have created!  
e.g. PERSON 1: The tall, happy man walked quickly to the shops  
because  
PERSON 2: because he enjoyed dancing  
but then  
PERSON 1: but then a giant golden eagle swooped down  
and and so on...

To develop this game further, you could draw a storyboard of the final sentence, adding speech or thought bubbles.

### Maths

Your child will have a daily maths lesson which will follow the National framework. All children will be set level appropriate work, and will be encouraged, when appropriate, to attempt the higher level of work. Please let your child to show you the calculation methods that they have learnt at school, and encourage them to use and apply their mathematical skills in everyday life situations.

This term, we will be looking at the following units and objectives:

#### **Number and place value within 20**

- Count within 20
- Understand 10
- Understand 11, 12 and 13
- Understand 14, 15 and 16
- Understand 17, 18 and 19
- Understand 20
- 1 more and 1 less
- The number line to 20
- Use a number line to 20
- Estimate on a number line to 20
- Compare numbers to 20
- Order numbers to 20

#### **Addition, subtraction to 20**

- Add by counting on within 20
- Add ones using number bonds
- Find and make number bonds to 20
- Doubles
- Near doubles
- Subtract ones using number bonds
- Subtraction – counting back
- Subtraction – finding the difference
- Related facts
- Missing number problems

#### **Place value to 50**

- Count from 20 to 50
- 20, 30, 40 and 50
- Count by making groups of tens
- Groups of tens and ones
- Partition into tens and ones

<ul style="list-style-type: none"> <li>• The number line to 50</li> <li>• Estimate on a number line to 50</li> <li>• 1 more, 1 less</li> </ul>
<p><b>Length and height</b></p> <ul style="list-style-type: none"> <li>• Compare lengths and heights</li> <li>• Measure length using objects</li> <li>• Measure length in centimetres</li> </ul>
<p><b>Mass and volume</b></p> <ul style="list-style-type: none"> <li>• Heavier and lighter</li> <li>• Measure mass</li> <li>• Compare mass</li> <li>• Full and empty</li> <li>• Compare volume</li> <li>• Measure capacity</li> <li>• Compare capacity</li> </ul>

Practising times tables, working with money and teaching your child to tell the time are all ways that you can help at home.

### Some activities you could do to support your child's learning at home

#### Times tables

In Year 1, the children begin to learn their 2x, 5x and 10x tables. Food can be a very motivating way of learning their times tables and the corresponding division facts! For example, sweets can be grouped and counted, children can count the biscuits in a packet in twos as they put them in the biscuit barrel, chunks on a bar of chocolate can be counted in pairs, and so on. Pose questions such as; there are five people in our family. If we have 2 biscuits each, how many will we eat altogether? I have 15 sweets. If I share them between you and your two friends, how many will you get?

#### Money

Money can also be very motivating! The real stuff is the best! Give your children a jar of coins to sort by the different value coins. Find the biggest coin. Is it worth the most? Find the smallest coin. Is it worth the least? Put them in order of value. Use 2p, 5p and 10p coins to support learning the times tables. Look at how many 1p coins make a 5p, or how many 2p coins make a 10p.

#### Shops

Create a shop! Allow children to make price tags for different items around the home and use real money to play at being the Shop keeper! I'd like a teddy for 12p and a tin of beans for 10p – how much will that cost? If I give you 50p, how much change will I get?

Or when you go shopping, give your child 3 lower value things from the list to get, such as a packet of 10p crisps, a packet of raisins and a bottle of water, and then see if they can calculate how much it will cost. Or pose questions such as 'this bottle of water costs 35p, how much will 2 cost?'

#### Supercalifrajalisticexpealidoutius'

How many letters has this word got?

If the vowels cost 5p and the consonants cost 10p, how much would the word be worth?

In the same way, how much is your child's name worth?

How many words can you write for one pound?

#### Broader Curriculum

There will be three main 'Topics' this term which will be covered through all curriculum subjects.

#### Geography

The first half term will be a Geography based topic- The United Kingdom. I am sure the children will enjoy the wide range of learning that encompasses this topic, we will look at maps, learn about significant landmarks be able to name human and physical features of the United Kingdom.



## History

The topic within the second half of the Spring Term will be a History topic about The Moon Landing which I am very excited for. We will investigate astronauts and find out why Neil Armstrong was so important, look at a variety of sources to explore what was actually found on the moon.



## Science

We will also study a Science based topic on Materials, the children will be investigating different materials and what they are good for. By the end of the spring term, the children will have enjoyed learning walks, investigations and art activities as well as having gained knowledge and understanding of each of these areas.



## Design and Technology

In design and technology, we are learning about levers and sliders. We will look at different moving pictures and investigate how the parts have been made to allow them to move. Then we will design, make and evaluate our own moving picture.

## Art

Using our art scheme – Kapow, we will focus our learning on painting and mixed media. We will learn how to mix a variety of colours also looking at shade. We will create circles in the style of Clarice Cliff on a plate.

## Music

Music throughout this term will focus on finding the pulse in a variety of songs, appraising different genres and talking about instruments and how they work. We will then use instruments to accompany songs we have learnt.

## PSHE

We have introduced an exciting new scheme for our PSHE lessons. This term we will be learning about: Citizenship - the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.

Our second unit is economic wellbeing - what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of jobs roles in schools.

## RE

The two units we will be looking at this term are:

Who is a Muslim and how do they live?

What do Christians believe God is like?

## Everyone is welcome/British values

We will be talking about stereotypes with girls and boys and how these have come about. We will also be having discussions about democracy and the rule of law

## Values of the term

E = Enthusiasm and creativity.

A = Patience and determination.

## P.E.

Every day we will have some kind of physical activity so the children will need their PE kit to be here on Monday and they will bring these home on a Friday. They will need a white t-shirt and black shorts, **and an outdoor PE kit, including tracksuit bottoms and a warm top. A change of footwear is needed (plimsolls for indoor sessions, trainers for outdoors, and these should not be the same shoes as their school**

**shoes).** This term we will be outdoors for some of the sessions, so it is VERY important that your child has an outdoor kit, hat, scarf and gloves for days when it is particularly cold. Please also note that **for ALL PE activities, NO jewellery whatsoever must be worn, including earrings, watches and necklaces.**

### ICT

The children will be looking at how to program a robot to move in different directions by giving it a variety of instructions and then data and information in the second half of the term.

### Homework

Every week the children will be set maths homework. This is usually linked to the learning we have been doing in class. They will also be asked to learn their 2, 5- and 10-times tables throughout the term. Please can you read at home with your child as often as possible and remember to log this on the reading app.

### More able / Children who require more support

Within the Year 1 classroom and through Glenmere Primary School we provide provision for every child in order for them to reach their full potential. For our more able children they will be given extension activities which enable them to experience deeper understanding. In sport we provide different clubs and integrate the younger children with the older ones in order to push them. The children will be posed with different challenges that allow them to apply their knowledge and then explain what they know and how. Children who are on the SEN register or the cause for concern list will also have provisions in place. We have visual timetables and always talk about the day before it begins for children who need to know what happens in a day. We have lots of adult support in the morning and some in the afternoon which will aid with children who need more adult time. We have resources to help SEN children develop and work closely to observe their progress.

[www.nrich.maths.org/12509](http://www.nrich.maths.org/12509)

[www.nrich.maths.org/12510](http://www.nrich.maths.org/12510)

[www.nrich.maths.org/12511](http://www.nrich.maths.org/12511)

[www.nrich.maths.org/12512](http://www.nrich.maths.org/12512)

[www.nrich.maths.org/12517](http://www.nrich.maths.org/12517)

<https://www.ukmt.org.uk/individual-competitions/>

The National Association for Able Children in Education – [www.NACE.co.uk](http://www.NACE.co.uk)

[www.ducksters.com/biography/explorers/](http://www.ducksters.com/biography/explorers/)

<https://www.allaboutexplorers.com/>

<https://www.dkfindout.com/uk/history/explorers/>

<https://www.natgeokids.com/uk/discover/geography/general-geography/ocean-facts>

[www.earthskids.com/ek\\_science-marine.htm](http://www.earthskids.com/ek_science-marine.htm)

<https://www.bbc.co.uk/Bitesize/KS1/Science/Animals>

<https://www.dkfindout.com/uk/animals-and-nature/plants>

[easyscienceforkids.com/plants/](http://easyscienceforkids.com/plants/)

[www.primarygames.com/science/flowers/games.htm](http://www.primarygames.com/science/flowers/games.htm)

We look forward to watching the children enjoy their learning in year 1

Thank you for your support in advance.

Miss Hartley

### Recommended Books for Year 1

The Cat in the Hat	Dr Seuss
The Tiger Who Came to Tea	Judith Kerr
Hairy Maclary	Lynley Dodd
The Large Family Collection	Jill Murphy
Charlie and Lola	Lauren Child
The Smartest Giant in Town	Julia Donaldson
The Gruffalo's Child	Julia Donaldson
The Gigantic Turnip	Aleksei Tolstoy
The Whisperer	Nick Butterworth
Mrs Armitage on Wheels	Quentin Blake
The Trouble with Jack	Shirley Hughes
My Friend Bear	Jez Alborough
Avocado Baby	John Burningham
A Bear Called Paddington	Michael Bond
Funnybones	Allan Ahlberg
The Hodgeheg	Dick King-Smith
The Jolly Postman	Allan Ahlberg
Mister Magnolia	Quentin Blake
Katie Morag Series	Mairi Hedderwick
Frog and Toad are Friends	Arnold Lobel
The Princess and the Pea	Minnie Grey
Amazing Grace	Mary Hoffman
Don't Forget the Bacon	Pat Hutchins
Emperor of Absurdia	Chris Riddell
The True Story of the Three Little Pigs	Jon Scieszka
Collins Primary Dictionary	
Children's First Encyclopaedia	
Children's Atlas	
Topic Books, eg Old Toys, Homes in the Past	
Traditional Nursery Rhymes	
Traditional Fairy Stories	