

**Supporting Your Child in Year 1**

Spring Term 2022

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.

[](https://www.google.co.uk/url?url=https://www.emaze.com/@AFCZRROW/ELECT-ASSIGNMENT&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwiV1ZfKxq3RAhWK1RQKHWpzD-4QwW4ILjAM&usg=AFQjCNGjvTbur2iNgjQmpP3Dg6xMEJkbHg)

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.

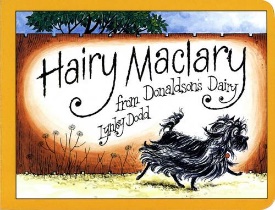
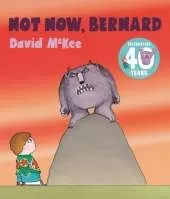
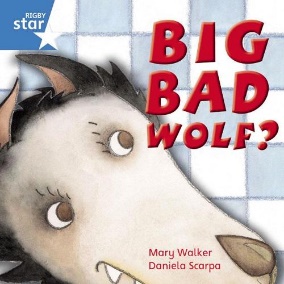
# To support their learning at home, it would be helpful if you could encourage your child to read daily, and if you listen to your child read, I would be grateful if you could write a brief comment in their reading journal.

# 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. 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***   * Mark 2-digit numbers on a number line * Estimate a quantity, then count in tens * Perform place value additions and subtractions * Count in multiples of 2,5 and 10. * Say what is one more or one less than any number. * To identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most least. |
| ***Addition, subtraction and money***   * Know pairs to 10, and then to 7, 8, 9 and 20 * Add/subtract 10 using coins and know addition and subtraction facts for 20 * Work out missing number sentences * Add and subtract single digit numbers using number facts and patterns * Add and subtract a single digit to/from a 2-digit number by bridging multiples of ten, using knowledge of pairs to ten and place value * Add and subtract 20, 30, 40, 50 to/from 2-digit numbers, and then add 11, 12, 13, 21, 22, 23, 31, 32, and 33 * Use pairs to 10 to find amount to next ten and to find the next ten * Add and subtract 10, 11 and 20 in the context of money, and find change |
| ***Money, Shape and Measures***   * Recognise coins, make amounts and investigate amounts to be made using coins * Read time on digital/analogue clocks to nearest half of hour and nearest quarter of hour * Measure using rulers measured in centimetres and metres * Compare, describe and solve practical problems in lengths and heights; mass/weight; capacity and volume; and time. * Identify left and right; give accurate directions * Understand clockwise and anticlockwise turns and right angles as quarter turns |
| ***Number and Fractions***   * Count in 10 s and 2s, spotting patterns, and begin to use multiplication * Recognise odd and even numbers * Find halves and quarters of shapes, initially by folding, and then by ruler |
| ***Doubling and halving, and Mental addition and subtraction***   * Find doubles to double 20 & related halves * Find halves of even numbers using strips to help * Add and subtract 10, 11, 20 and 21 * Add near multiples of 10 using a calculator and then adding a multiple of 10 and adjusting, being able to spot patterns, * Add an ordinary or nearly number and do the addition accordingly |
| ***Shape and Data***   * Describe and recognise regular and irregular common 2D shapes * Describe, visualise and draw common 2D shapes, including polygons. * Can name common 3D shapes (cuboids, including cubes, pyramids and spheres). * Use Venn diagrams and Carroll diagrams to sort |

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?

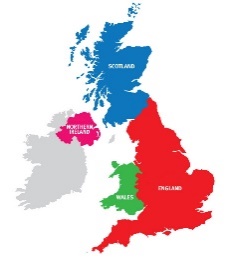
In the same way, how much is your child’s name worth?

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 sculptures and collages. We will use a variety of different medium, create collages using different materials and finish with creating a big spider model.

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. We have already been introduced to the two new characters who are going to help us with our learning Jigsaw Jack and Jigsaw Jerrie cat. The first area we will be covering is about celebrating being different. We will talk, play games and respect others opinions and ideas.

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

Children will be using Purple Mash within their ICT lessons this has a variety of different programs for the children to learn how to navigate around a computer. We will practise our typing skills, artist capabilities and use the internet safely.

Homework

Every week the children will be set homework. There will be a reading comprehension activity, spellings to learn, maths, usually linked to the learning we have been doing in class and grammar. The books need to be brought back into school on a Thursday to be checked ready for the new work set.

They will also be asked to learn their 2, 5- and 10-times tables throughout the term.

A homework knowledge organiser, linked to our main topic, will also be sent home for the children to look at and learn different sections each week. They will then be tested on this homework.

**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.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/*

[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 and Mrs Bown

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 |  |