



Curriculum Newsletter



Year 1 September - October 2018

Literacy:

- Syllables: use hands to tap name and body parts (heads, shoulders....) to sound out syllables in words, e.g. Sat-ur-day (3 syllables), Sun-day (2 syllables)
- Recognise letter name and letter sounds: s, a, t, p (identifying objects beginning with the sounds listed, e.g. snake, apple)
- Rhyming: thumbs up to identify rhyming words, e.g. bear, chair/ glue, shoe & thumbs down to identify words that don't rhyme.
- Choose the odd one out from a set of 3 objects and explain why they have chosen that object as the odd one out (as long as your child can justify their answer there is no right or wrong answer)
- Recount of weekend news (see point 4 in Tips for Parents)

Tips for parents:

- Modelling working from left - right and point to each word when reading to your child.
- Practice Show and Tell at home (see Show and Tell handout)
- When reading a bedtime story, encourage your child to retell the story in their own words.
- Questioning using When, Who, What, Where. Ask your child to recount an event using the vocabulary: First, Then and Finally

Numeracy:

- Sorting, e.g. blue/not blue, button/not button, regular shapes/irregular shapes
- Patterns: copy and continue patterns e.g. spoon, fork, spoon, fork / red, green, yellow, red, green, yellow.
- Formally teach formation of number 1 and making sets of 1 item, e.g. 1 spoon, 1 crayon.
- Matching, e.g. pair socks and shoes. Compare equal and unequal sets
- 1:1 correspondence when counting Order and count to 5

Tips for parents:

- Number rhymes: One, Two, Three, Four, Five, Once I caught a fish alive.
- Mathematical language: less, more, equal, unequal, pattern, same, different, zero, one, two, three, four, five, sort, how many?, altogether, Carroll diagram.
- When counting sets, encourage your child to touch count (touch item as they say each number aloud)
- Recognise and create their own patterns at home.

World Around Us

Themselves:

- Similarities and differences between themselves and others.
- Identify body parts
- Discuss people who live in their home who love and care for them
- Observe, record and discuss the daily weather
- Discuss their home environment, e.g. colour of front door, how many bedrooms.

Halloween:

- Become aware of Halloween traditions, customs and Halloween games.
- Understand the possible dangers of fireworks
- ECO: become aware of litter in their environment and why to keep it clean.

Tips for parents:

- Give your child the opportunity to compare themselves to a sibling, cousin, friend etc. Discuss ways they are different and ways they are the same.
- Each morning on the way to school, discuss the weather
- Discuss Halloween safety and the possible dangers of fireworks
<http://www.welephant.co.uk/bonfirestory000.htm>
<http://webarchive.nationalarchives.gov.uk/+http://www.berr.gov.uk/fireworks/games.htm>

ICT

- Listen to and watch Nursery rhymes on YouTube, e.g. King Cole, I am the music man, The dingle dangle scarecrow, Incy Wincy Spider, I hear thunder, Wheels on the bus, Twinkle Twinkle Little Star.
- Listen to and watch the story of the Three Little Pigs, The Gingerbread Man and Jack and the Beanstalk.

<p>Religion</p> <ul style="list-style-type: none"> • My Family • Our World • RSE - Appreciate that I am a boy or a girl <p><u>Learn and say Night Prayer:</u> God our Father, I come to say, Thank you for your love today, Thank you for my family and all the friends you give to me, Guard me in the dark of night and in the morning send your light, Amen</p>	<p>PDMU</p> <ul style="list-style-type: none"> • Chat about classroom and school rules and their importance • Appreciate that your child is a unique individual while respecting similarities and differences with their peers, e.g. culture, names. • Practise using good manners, e.g. Good Morning Ms_____, please, thank you.
<p>PE</p> <ul style="list-style-type: none"> • Practise skipping, walking and running. • Practise throwing and catching a beanbag (school). <u>Suggestion:</u> throw and catch a balloon at home. • Control a ball along the ground with hands/feet. 	<p><u>Dates for your diary:</u> Maths Week: 15th October-19th October Literacy workshop: Wednesday 17th & Thursday 18th October Christmas Concert: Tuesday 5th December</p>
<p>The Arts</p> <p><u>Music</u> Follow teacher's 'stop/go' actions and use instruments appropriately. Develop an awareness of pulse/beat Explore and investigate ways of making sounds, e.g. crunching paper, body parts, un-tuned instruments, e.g. maracas/tambourines Develop an understanding of fast/slow tempo Join in group singing - Halloween songs, 'We're the Witches of Halloween'/'Here's a Flapping Ghost'/'Witches' Cauldron'</p> <p><u>Art</u> Hold a paint brush - tripod grip (same as pencil) Direct observational drawing of a leaf Make marks using a variety of tools. Be aware of our features using a mirror, e.g. nose, mouth, hair. Introduction to printing using fingertips to create Halloween cards Use 'splatter' technique to create a firework display.</p>	
<p>FOCUS</p> <p><u>School Rules</u> To aid your child's settling in, please discuss the school rules and the reasons they are needed.</p> <ol style="list-style-type: none"> 1. We listen carefully and take turns to speak 2. We always try our best 3. We always show respect 4. We walk safely and quietly 5. We play safely and include others <p><u>Handwriting</u> - Encourage your child to hold their pencil using the tripod grip when making marks. As letter/number formation is introduced please ensure your child begins at the correct spot and forms these as taught in class (you will receive further information about this at the Curriculum Evening). <u>Suggestion:</u> form letter/number in the sand/use a paintbrush/cotton bud and water to paint on a wall.</p>	

The Purpose of Homework

- To provide pupils with further opportunities to consolidate, and reinforce skills, strategies and concepts.
- To help establish self-confidence and self-discipline and encourage the development of independent learning skills.
- To prepare for the child's future education and to establish a pattern of learning beyond the school environment.
- To develop an effective partnership between the school and parents in achieving the aims of the school.