




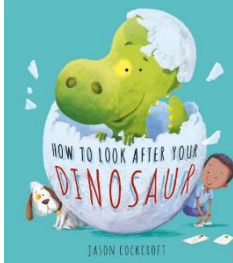
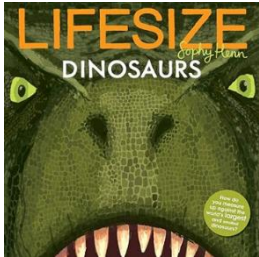



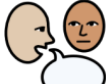



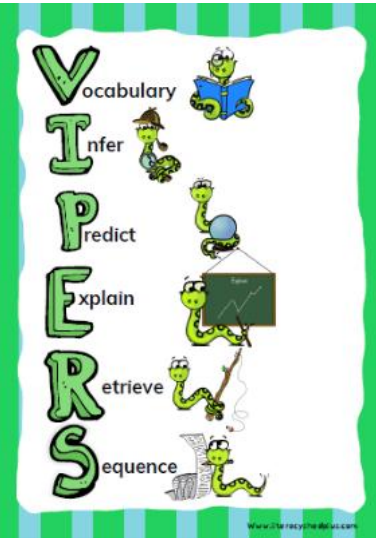







Year 1 Term One	Dinosaur Discovery
<p>This term we will be journeying back in time to the fascinating age of the dinosaurs!</p> <div></div> <p>Our adventure will take us through the incredible world of these prehistoric creatures, allowing us to learn about the different types of dinosaurs and what they needed to survive. We'll be comparing their needs with those of animals and humans today. We'll explore questions such as: Which dinosaurs were herbivores and which were carnivores? How do we know this? And how do these ancient animals compare to the wildlife we see around us now? We will also delve into the remarkable work of palaeontologists, learning how they uncover the secrets of the past through fossils, revealing what life was like on Earth millions of years ago. One of the highlights will be discovering the inspiring story of Mary Anning, a pioneering palaeontologist who made significant contributions to our understanding of these magnificent creatures. Our dinosaur journey won't stop there; we will also be designing and crafting our very own dinosaur puppets that replicate our favourite dinosaurs! We are so excited to share our roar-some learning experience with you!</p> <p>The children already have plenty of questions and we look forward to us all becoming dino-experts and using this knowledge and interest to inspire further learning.</p>	

VALUE OF THE TERM:	COMPASSION
PE DAY:	Tuesday and Friday



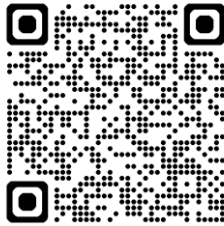


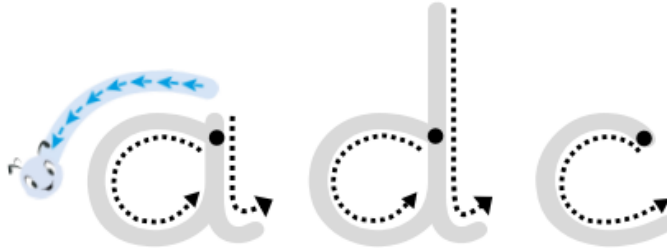
PLAY PROJECTS:	CONSTRUCT COMPOSE CALCULATE CREATE
READING BOOK CHANGE:	EVERY MONDAY

Learn Together	Mathematics	English
<p>In Learn Together, we will be exploring the themes of values and communication and the democratic process. We will then move onto how we are all different focusing on our own likes and dislikes and looking at our family and how our families are made up differently. We will look at NSPCC's PANTS focusing on the importance of keeping our parts private.</p> <p>We will be learning to:</p> <ul style="list-style-type: none"><li>Recognise our school values in the classroom, stories and scenarios (compassion, curiosity, justice, respect, perseverance and honesty).</li><li>Practice respectful communications with our peers and adults, engaging in age appropriate debates.</li><li>Learn about what it means to keep something private, including parts of the body that are private</li><li>Recognise what makes them special and unique including their likes, dislikes and what they are good at.</li><li>What it means to be a family and how families are different, e.g. single parents, same-sex parents, religions.</li></ul> <p>This term will focus on the following rights:</p> <div><div><p>2 All children have these rights no matter what their differences are</p></div><div><p>5 My family should help me know and use my own rights</p></div><div><p>8 I have a right to an identity</p></div><div><p>12 I have the right to be listened to, and taken seriously</p></div></div> <p>ARTICLE 2: All children have all these rights and no child should be treated unfairly for any reason.</p> <p>ARTICLE 5: My family should help me know and use my own rights</p> <p>ARTICLE 8: You have the right to an identity.</p> <p>ARTICLE 12: You have the right to an opinion and for it to be listened to and taken seriously.</p>	<p>Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.</p> <p><u>Place Value (within 10)</u></p> <p>Week One:</p> <p>Sorting and counting objects with 1:1 correspondence. Counting objects from a larger group. Counting forwards within 10</p> <p>Week Two:</p> <p>Counting backwards within 10 Numbers as words</p> <p>Week Three:</p> <p>Starting and finishing at any given number. Comparing groups of objects using correct mathematical language (fewer, more and same).*</p> <p>Week Four:</p> <p>Comparing numbers using correct mathematical language (less than, greater than and equal to).*</p> <p>Week Five: Ordering numbers. Representing numbers on a number line.</p> <p>Week Six: Shape 2D and 3D Estimating (<i>making a good guess</i>) on a number line.</p> <p>Week Seven: Recognising squares, rectangles, triangles and circles</p> <p>Week 8: 3D shapes</p> <p><i>*Please be aware that 'fewer' is used when comparing group of objects or things e.g. "There are fewer blue cars than red cars". Whereas, 'less' is used when comparing values e.g. '5 is less than 10'.</i></p> <p><u>NumberSense</u></p> <p>In our daily NumberSense sessions, we will be focussing on:</p> <ul style="list-style-type: none"><li>Subitising numbers within 10.</li><li>Making and breaking 10 e.g. <math>10 - 6 = 4</math> or <math>4 + 6 = 10</math>.</li><li>Making and breaking 4, 3, 2 e.g. <math>1 + 3 = 4</math> or <math>3 + 1 = 4</math>.</li></ul>	<p>Across the term, we will be looking at two focus books and one poet.</p> <div></div> <p>Our first focus book is 'Lifesize Dinosaurs by Sophy Henn. We will be using this book to learn about dinosaur features and will then be labelling and creating captions as well as reminding ourselves about sentence structure using colour semantics.</p> <p>Our second is 'How to look after your dinosaur' by Jason Cockcroft. This is a step by step guide on how to take care of a dinosaur looking at what we may need if we ever had a dinosaur as a pet! We will create lists and then work towards creating instructions.</p> <p>Our focuses in writing this term will be on:</p> <div><div><p>Lowercase letter formation</p></div><div><p>Listening and using sounds to help us spell.</p></div><div><p>Using a sound mat to support our spelling.</p></div><div><p>Saying our sentence aloud to check it makes sense.</p></div></div> <p>Alongside these, we will be aiming to write sentences that include capital letters, full stops and finger spaces.</p>

Art - Draw and explore	History - Mary Anning	Music - The Magical Toybox
 <p>In this pathway pupils are introduced to the idea that artists are inspired by the world around them. Children are empowered to go out into the world, re-see, collect and re-present through drawing.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> <li>• explore composition by arranging the things that I have collected.</li> <li>• use careful looking to practice observational drawing.</li> <li>• combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</li> <li>• cut out and collage to explore composition.</li> <li>• can talk about the work I have made with my classmates, sharing the successes and areas I would like to try again.</li> </ul>	<p>This term in History, we will be learning all about <b>Mary Anning</b> – a fascinating figure from history whose work changed the way we understand the world beneath our feet!</p>  <p>We will be focusing on:</p> <ul style="list-style-type: none"> <li>🔍 Who Mary Anning was</li> <li>📖 What her life was like</li> <li>🦴 What she discovered</li> <li>🌍 Why she is still remembered and celebrated today</li> </ul> <p>By the end of the topic, we'll understand how Mary's determination in finding fossils helped scientists learn about dinosaurs and ancient sea creatures that lived millions of years ago.</p>	<p>In the story of The Magical Toybox, we will be introduced to the music of Tchaikovsky. As the story unfolds we will be engaged in activities designed to increase our awareness of the different elements of music and become more familiar with the instruments of the orchestra, in particular the flute, bassoon and harp.</p> <p>The activities aim to:</p> <ul style="list-style-type: none"> <li>• Develop your child's knowledge and awareness of music through listening, movement and dance and increase their understanding of pulse, pitch, timbre and rhythm.</li> <li>• Help your child use their voice expressively and creatively through songs and chants.</li> <li>• Encourage your child to listen to music critically and think about what instruments are involved and what emotions the music evokes.</li> <li>• Help your child develop an awareness of notated music by exploring, composing and performing basic rhythm and pitch patterns using voice, body percussion and instruments.</li> </ul>
Computing - Technology around us	DT - Textiles (Puppets)	Physical Education - Coordination & Static Balance
<p>In computing, we will develop an understanding of technology and how it can help us. We will become more familiar with the different components of a computer. Across the term, we will develop our keyboard and mouse skills, and also start to consider how to use technology responsibly.</p>	<p>In DT, we will be <b>creating our own dinosaur hand puppets</b> using fabric and simple sewing techniques. We'll learn how simple 3D textile products are made and explore different ways to join and decorate fabrics.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> <li>• cut and join fabrics using simple techniques.</li> <li>• thread and use a needle safely.</li> <li>• Evaluate own and each other's product against the design criteria.</li> </ul> 	<p><u>Coordination: Footwork</u> You child will develop their footwork skills and knowledge by:</p> <ul style="list-style-type: none"> <li>• moving side to side in both directions (side-step), progressing these to include front pivots (180 degree turns).</li> <li>• galloping, leading with either foot.</li> <li>• skipping and hopping on either foot, progressing to learning how to hop-scotch, alternating their hopping leg each time.</li> </ul> <p><u>Static Balance: One Leg</u> Your child will develop their static balance skills and knowledge by:</p> <ul style="list-style-type: none"> <li>• balancing on one leg, keeping their head up and maintaining balance for ten seconds, progressing to thirty by the end of the term.</li> <li>• balancing on one leg, with their eyes closed and head up.</li> </ul> <p>balancing on one leg, with their eyes closed and head up on an uneven surface.</p>
Reading- VIPERS	Science	
<p>Alongside individual and group reading (of Little Wandle books), we also begin to teach whole class reading sessions once per week.</p>  <p>These sessions allow us to focus on developing children's comprehension skills and enable them to demonstrate their understanding.</p> <p>There are 6 key components to reading comprehension. In term 1, we will focus on developing the children's <b>retrieval</b> skills.</p> <p><b>Retrieval</b> involves finding and recording information located in the text.</p>	<p>This term, your child will be learning about the topic '<b>All About Me</b>' in science. The children will explore the different parts of the human body and learn about the five senses. They will develop an understanding of how we use each sense—for example, that our eyes help us see, our ears help us hear, and our tongue helps us taste. This topic is designed to help children become more aware of their own bodies and how they interact with the world around them.</p> <div>      </div>	

Supporting your child at home

Below you will find some optional ways to support your child at home:

Mathematics	Phonics
<p>At school we are learning to recognise up to ten items without counting them; this is called 'subitising'. Subitising helps children to develop a good understanding of quantity. Below are some activities you could complete at home to support this.</p> <p><u>Match my fingers</u></p> <ol style="list-style-type: none"><li>1. You hold out one hand, with some fingers showing and some bent.</li><li>2. Ask your child to copy this pattern with their own hand.</li><li>3. Ask your child how many fingers they are showing.</li><li>4. Repeat the process, showing different numbers each time.</li></ol> <p><u>Hop, jump, clap</u></p> <ol style="list-style-type: none"><li>1. Ask your child to complete an activity such as 'can you hop 3 times?', making sure you show the number on your fingers.</li><li>2. Ask your child to give you an instruction; they should also display the correct number of fingers.</li></ol> <p>As your child grows in confidence, they will start to recognise the number of fingers, rather than counting them one by one. If your child is confident, you could start by using different finger arrangements e.g. the number 2 could be shown using 1 finger on each hand.</p> <p><u>White Rose 1-Minute Maths</u></p> <p>White Rose provides a '1-Minute Maths' application that can be used to practise number facts or subitising at home. You can download this application scanning these QR codes or via: <a href="https://whiterosemaths.com/1-minute-maths">https://whiterosemaths.com/1-minute-maths</a></p> <div><div>Scan to download <a href="#">1-Minute Maths</a></div><div><div> App Store</div><div> Google Play</div></div><div></div></div>	<p>Just like reception, in year one, we follow the Little Wandle phonics programme. Little Wandle have a tailor made section of their website to provide support and information to parents.</p> <p>You can use the link or can the QR code below to find a wide range of information and videos to support your child with their reading and/or Phase 2, 3 and 5 sounds.</p> <p><a href="https://www.littlewandlelettersandsounds.org.uk">For parents   Letters and Sounds (littlewandlelettersandsounds.org.uk)</a></p>  <div><div>Handwriting</div><p>This term we are going to focus on some of our 'curly caterpillar letters'.</p><div><div></div><div><div>a</div><p>"Start on the dot, curve down and around, up, down and hook".</p><div>d</div><p>"Start on the dot, curve down and around, up to the top, back down and hook".</p><div>c</div><p>"Start on the dot, curve down and around, and hook".</p></div></div></div>