


Subject	What is my child learning about at school?
English	<p>Your child will be learning to retell the story of Farmer Duck. They will be completely immersed in the book as they explore the characters and narrative. Through drama, they will explore the varying characteristics of each character and the different values that the book explores.</p> <p>They will then develop their own 'conquering a monster tale' using this story as the starting point. Each day they will practise rehearsing perfect oral sentences and begin to independently write them as a whole class sitting at desks. This half term will have a particular focus on using persuasive language and conveying this using a confident voice within the classroom. Over the half term the children will be focusing on non-fiction writing and will learn to edit their writing ensuring that they have a capital letter and full stop.</p>
	<p>You could support by asking your child to retell you the story at home. They should practise using full sentences, actions and expression in their voice. In order to support their understanding of persuasive language why not include this within your home or when going to the shops?</p>
Writing	<p>Nelson Handwriting</p> <p>Your child is practising with their 'Perfect Pencil Grip' and 'Posture for Writing'. Pupils are writing number digits and single letters, joined up letters that make a single sound, words and full sentences.</p> 
	<p>You could support by continuing to practise upper and lower case letters at home, as appropriate. You could also encourage them to write with independence; especially for homework tasks as the expectations for children's independent writing stamina is significantly increased in Year 1.</p>
Reading	<p>Sounds-Write (Phonics)</p> <p>Your child is practising their skills of:</p> <ul style="list-style-type: none"> • segmenting (breaking words apart. e.g. plank is p-l-a-n-k); • blending (putting sounds together to make words. e.g. s-p-e-n-t is spent); and • phoneme manipulation e.g. In 'eat' the <ea> makes the /ee/ sound, while in 'break' it makes the /ae/ sound.
	<p>You could support by listening to your child read their reading book every night at home. Encourage them to 'say the sounds and read the word'. Exposure to new words that they have to apply their phonic knowledge to, will also help to keep them on track ahead of their phonics challenge in June. You could also read harder texts with your child which they cannot read for themselves but can discuss with you throughout in order to support their comprehension skills and love for reading.</p>
Mathematics	<p>Your child will be exploring numbers to 10 and gaining a deeper understanding of basic number concepts. They will focus on number bond knowledge and using it to create number word problems as well as learning to add and subtract confidently in a range of ways. They will focus in on the numbers both as numerals and written words for example 2 and two. Following this they will begin to compare numbers and count on and back to find the difference using numbers to 10.</p>
	<p>You could support by using the language of more, less, compare at home. When discussing numbers try to use the term 'numeral' to help their learning as well as supporting them to practise their number formation. You could also help your child with their number bonds to 10 so that they can confidently take their 10/10 badge.</p>

Core Knowledge	<p>In R.E. your child is learning about Christianity. They will explore the story of creation and discuss how Christians believe this to be the start of the world.</p> <p>In Science your child is learning about the human body with a particular focus on senses and internal organs. We will explore how the eye and ear work in depth before labelling diagrams and discussing how they are different to a picture. The children will also be learning about Helen Keller for whom her disability did not hold her back in her learning.</p> <p>In Geography pupils are learning about spatial sense. This includes the idea that a map is a representation of a location but from an aerial perspective. They will look at maps of different scales e.g. the world, Europe, the United Kingdom, London, our local area, our school. Children will use positional language to describe location e.g. above, next to and forwards, as well as North, South, East and West.</p> <p>In ICT your child will begin to explore coding apps and robots using skills taught by the class teacher; they will start to use positional language to perform this with their peers.</p> <p>In Spanish children will begin to verbally explore parts of the human body and animal names. They will engage with this through games, music, drama and informal classroom conversations.</p>
	<p>You could support at home by talking about and using maps, and showing your child how useful and interesting they can be. Use positional language e.g. "come and sit beside me", or "put the spoon above the plate."</p>
Character	<p>Your child is learning about, bravery, judgement, prudence and leadership and teamwork. Pupils are listening to and talking about stories with these character virtues threaded throughout before considering how they apply them in their lives. They will then be putting them into practise in the classroom and around the wider school.</p>
	<p>You could support by asking your child how they showed bravery today. You could also encourage them to always speak with a confident voice while making eye contact. Please use the language of good and bad choices at home and help the children to reflect on their choices. You could also encourage teamwork in the home environment by encouraging your child to work positively with others.</p>
Art	<p>Your child is learning about elements of colour. This includes primary colours and how to mix secondary colours; warm and cool colour. They will explore tint and shade as they make colours lighter and darker. After this pupils will learn about David Hockney's painting 'A Bigger Splash', and one of Monet's paintings of the sea. They will discuss how the artist uses tint and shade to make the water look 'real'. Following this they will have a go at using their skills to create artwork in the style of our focus artists.</p>
	<p>You could support by talking to your child about how different colours make them feel. Use the language of dark and light to describe the sunset or parts of the moon.</p>
Music	<p>Excitingly, we will be starting a new music scheme called Charanga Musical School at Floreat. This half term Year 1 will focus on pulse and rhythm elements of music.</p>
	<p>You could support by asking your child to practice what they have learnt by using a confident signing voice at home.</p>
P.E. and Dance	<p>This half term Year 1 children will be developing team work and co-ordination skills through a range of team based games and challenges. Please see the email dated 11.09.20 for further information.</p>
	<p>Please ensure your child comes into school wearing their full P.E. kit on their PE day. Children will not be getting changed at school until further notice.</p>

General reminder – Please ensure that your child has a waterproof coat in school every day so that they can play outside come rain or shine. As we know, the weather in England can change very rapidly! All coats and PE kits must be clearly named.