



Shincliffe CE Primary School Home / School Links- Spring 2

During this half term the children in Year One will be looking at the following areas:

Curriculum Area	Content to be taught in school	Possible Activities to be completed at home
English	<p>In English the children will be asked to identify the main characters, events and setting within a familiar story – “Jack and the Beanstalk”.</p> <p>They will sequence sentences when writing and re-read what they have written to check that it makes sense.</p> <p>The children will write a simple non-fiction report about Plants.</p> <p>The children will continue to increase sight vocabulary when reading (High Frequency Words). They will recognise and name capital letters; using a capital letter for names of people, places and the days of the week. In phonics we will be looking at ‘ey’ and the alternative pronunciations for the the sound ‘a’ (as in cat and ‘a’ as in acorn, bacon) and ‘i’ (as in tin and as ‘i’ in mind), and ‘o’ (as in hot and ‘o’ as in old, told)</p> <p>We will revise and apply the phase 5 graphemes and continue to look at the groups of digraphs / trigraphs / single letter sounds that make the same sound e.g. ay, ai, a_e, a, and igh, ie, i_e, y, i.</p>	<p>Use the key-rings sent home to practise all of the phase three and phase five graphemes so that the children are confident. Practise reading and writing words with these graphemes.</p>
Maths	<p>In Maths children cover the following areas:</p> <p>Shape: Consolidate names and properties of 2D shape and then identify and name 3D shapes. Use mathematical language to describe these shapes and recognise shapes in different sizes and orientations.</p> <p>Capacity: Use appropriate language to describe how the capacity of different objects and begin to measure using both standard and non-standard units.</p> <p>Division: Use practical sharing methods to begin to understand division and begin to solve simple problems practically. They will be introduced to the division symbol.</p> <p>Addition/Subtraction: Represent and use number bonds and related subtraction facts for numbers to 10. Begin to solve missing number problems such as $7 + ? = 12$.</p> <p>Position and direction: Use daily language to describe their own position and the position of objects relative to one another. To give and follow directional instructions including left, right, half turn and quarter turn.</p>	<p>Practise quick recall of number facts for all numbers to 10 – both addition and subtraction.</p> <p>Look around the house or while out on walks for different 2D and 3D shapes. Can your child name them and describe them using mathematical language?</p> <p>Give your child different sizes containers. How many marbles/pieces of pasta/toy cars will it take to fill them? Which hold more? Less? Use containers outside or at bath time with water. Can they fill the container half full? Almost empty? Nearly full? etc.</p> <p>Make a simple maze using Lego bricks or objects around the house. Can they follow your instructions to get around it? Use language such as forwards, backwards, sideways, turn right, turn left, over, under, next to, beside, in front of etc. Ask your child to hide an object somewhere in the house or garden. Ask your child to give you directions to make you move to find the object.</p>
Science	<p>This half term children will be completing investigations linked to last half terms ‘Materials’ topic and also to ‘Seasons and the Weather’. They will be encouraged to make simple predictions, make close observations and gather information to answer simple questions which they have helped to create.</p>	<p>Continue to make observations of the weather and the seasons and talk about the changes they see around them. Talk about any ice and snow when it is around and let your child explore it. Can your child explain what happens to the snow and ice as the weather</p>

		changes?
Computing	The children will begin to create their own algorithms to program a Beebot to carry out specific routes. Children will continue to learn how to use a wider range of tools when using the paint program TuxPaint to create a digital picture of a garden / flower. They will learn how to save their work choosing an appropriate file name. The children will begin to understand that an animation is a moving picture made by lots of pictures and they will create their own animation.	The children do find the trackpad on a laptop quite difficult to master and practise at home would be greatly appreciated.
RE	We will continue our work on the topic of 'Belonging' then unpack the question 'What is the Easter Story?'. The children will look at the events on Good Friday and Easter Day and will learn why they are sad <i>and</i> happy days for Christians. They will focus on Christian belief in Jesus as special because he came back to life.	Can your child tell you the Easter Story?
History	The children will learn about what homes were like in the past, mainly the differences between Victorian houses and modern homes. To learn about the differences between certain rooms of the house and the impact of the introduction to electricity.	
PE	The children will continue their dance work about transport. They will create short dance performances working individually, in pairs and in larger groups. They will use different speeds of movement and move in different pathways. The children will complete gymnastic routines including rolling, travelling and jumping in a two-step sequence on mats and equipment.	Building confidence on climbing equipment e.g. trips to the park.
Music	Through the theme of 'Pattern' the children will develop an understanding of metre - groups of steady beat. They will complete different activities involving counting, body percussion and reading simple scores.	Listen to different pieces of music at home, in the car, on the radio etc. Clap along with your child and maintain a steady beat. Create own musical patterns and use different body percussion to perform it.
Art	Children to learn about artist Georgia O'Keeffe and involve themselves in discussions about her paintings of flowers and what they like and dislike about them. Children to paint their own pictures in the style of Georgia O'Keeffe. Children do observational drawings of fresh flowers.	Examining closely flowers at home and discussing their shape and colour.
French	Children will be thinking about the different people who help us and learning the names for these people in French. Through games the children will begin to recognise and read labels linked to these people. They will look at the similarities and differences between French and English uniforms of some of these people.	Can your child tell you the names of people who help us in French while they are out and about?
Proposed Educational Visit		