|  |  |  |
| --- | --- | --- |
| **Maths**   * Count forwards and backwards to 100 * Write and recognise numbers to 100 * Count in 2s, 5s and 10s * 1 more & 1 less * Measure and begin to record lengths and heights * Compare, describe and solve practical problems for lengths and heights * Solve one-step problems involving multiplication and division | **Year 1 Term 4 Who’s Afraid Of The Big Bad Wolf?**  Image result for wolf | **English**   * Form letters correctly * Sequence sentences * Join ideas using connectives * Use full stops, capital letter and finger spaces * Read and write words containing contractions * Re-read and discuss our writing in order to improve it * Listen to and discuss a range of stories and poems * Retell a familiar story * Develop vocabulary * Use phonic knowledge to decode words when reading * Re-read books to build up fluency |
| **Science: Animals (including humans)**   * Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * Identify and name a variety of common animals that are carnivores, herbivores and omnivores * Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) | **Music**   * Use our voices expressively and creatively by singing songs and speaking chants and rhymes * Play tuned and untuned instruments musically * Listen with concentration and understanding to a range of high-quality live and recorded music * Experiment with, create, select and combine sounds using the interrelated dimensions of music | **Computing**   * Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions * Create and debug simple programs * Use logical reasoning to predict the behaviour of simple programs |
| **History**   * Changes within living memory * Significant historical events, people and places in the locality | **RE**   * Why is Easter a time of celebrations for Christians? * Why do we celebrate special times? * What and how do I celebrate? | **PHSE**   * I can tell you when something makes me feel proud. * I can tell you about my gifts and talents. * I can help another person feel proud. * I can use the problem-solving process. * I can understand when I am feeling worried or anxious |
| **PE**   * Perform dances using simple music patterns |

Homework will continue to be sent home each week on a **Friday**. This will be in a named plastic wallet in

your child’s book bag. You will also find a comment sheet to let me know how they got on. Please could homework be handed in on the following **Wednesday** in order that I can mark it. Thank you.

Please also continue to read with your child as much as possible (at least 3 times a week) and encourage

them to use the Mathletics website at home. Reading books will be changed by a member of staff once a

week; please support your child as they re-read their books several times as this will help develop their

fluency and expression.

As ever, your child will also need their book bag (with Reading Journal), water bottle, plimsolls and PE kit (including trainers) in school every day (**all items clearly named, please!**) **Please remember your swimming kits on Tuesdays!**

**Dates for your diary:**

**Wednesday 28th February 2:40pm – Year 1 Class assembly – please come along and watch!**

Finally, we love junk modelling in Year 1 and would really appreciate the odd bag of ‘junk’.

Thank you for your continued support, please do not hesitate to contact me if there is any further information you require.

Mrs Sarah McNaught

Please continue to read with your child at home as much as possible (at least 3 times a week) and record this in their Reading Journal.

**End of Year 1 Reading Expectations:**

Decode words by:

* Using phonic knowledge to segment and blend sounds
* Recognising ‘tricky words’ which cannot be sounded out
* Read words ending in –s, -es, -ing, -ed, -er and

-est

* Reading words of more than one syllable
* Reading contractions such as I’m, I’ll and we’ll
* Re-reading books to develop fluency

Show I understand what I read by:

* Listening to and discussing a wide range of

poems, stories and non-fiction at a level beyond that at which I can read independently

* Linking what I read to my own experiences
* Becoming familiar with a range of traditional

tales and fairy stories, and being able to re-tell them

* Recognising and joining in with predictable

phrases

* Knowing some rhymes and poems by heart
* Talking about new words
* Checking what I am reading makes sense
* Predicting what might happen next in a story
* Making inferences on the basis of what is said

or done in a story