|  |  |  |
| --- | --- | --- |
| **Maths**   * Count forwards and backwards * Read and write numbers as numerals and words * 1 more & 1 less * Addition and subtraction * Tell time to the hour and half hour. * Use language relating to dates and time * Describe position, direction and movements including whole, quarter turn, half turn, and three quarter turn. * Recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity | Image result for pirates  **Year 1 Term 3 PIRATES!** | **English**   * Form letters correctly * Compose sentences orally before writing * Sequence sentences * Use full stops, capital letter and finger spaces * Spell the days of the week * 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, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | **Music**   * use their 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 | **PE**   * Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| **Geography**   * Use simple compass directions and locational and directional language to describe the location of features and routes on a map. * Devise a simple map and use and construct basic symbols in a key. | **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 | **PHSE**   * Know we learn in different ways. * Choose a realistic goal. * Tell you some of my strengths as a learner. * Resist distractions. * Learn from my successes. * Tell you how I learn best. * Say what I want to happen when there is a goal. * Think of lots of ideas and solutions. |
| **RE**   * Why do Christians pray? * What do I think about prayer? |

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:**

**Monday 5th February – Year 1 Pirate Day – more information to follow!**

**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