



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 planning their own story based on a familiar story – The Twitches. They will look at the differences between fiction and non-fiction texts and will create their own information text booklets.</p> <p>They will sequence sentences when writing ensuring full stops and capital letters are placed correctly. They will re-read what they have written to check that it makes sense.</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 continue to introduce alternative graphemes for phonemes (See Grow the Code handout) e.g. e.g. ay, ai, a_e, a, and igh, ie, i_e, y, i.</p>	<p>Practise all of the phase three and phase five graphemes so that the children are confident. Practise reading and writing words with these graphemes. Practise reading and writing tricky words from phase two to phase five.</p>
Maths	<p>In Maths children cover the following areas:</p> <p>Measurement: Volume: Measure and begin to record capacity and volume. Compare, describe and solve practical problems for capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)</p> <p>Number: Addition and subtraction (within 20/30): Represent and use number bonds and related subtraction facts within 20, add and subtract one-digit and two-digit numbers to 20 / 30, including zero.</p> <p>Place Value to 50: Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens.</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>Weekly practise of counting forwards and backwards to 20, then 50 then 100. Counting forwards and backwards from any given number especially past the tens numbers. Making comparisons between two numbers using language larger than, more than, greater than, less than, fewer than, equal to, in between. Count in multiples of twos, fives and tens.</p> <p>All these skills will help your child make progress in their maths and they need to be able to do this quickly and with confidence.</p>
Science	<p>This half term the children will be covering the topic 'Amazing Animals!'. Children will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and begin to categorise animals based on their diet, using the terms herbivore, carnivore and omnivore. They will describe and compare the structure</p>	<p>Look at animal books from home or the library with your child. How many of the animals can they name? Are there any new animals they have never seen before? Can they learn new facts about these animals? Identify animals as you take walks</p>

	of various common animals.	together. Can your child explain to you what the terms herbivore, carnivore and omnivore mean?
Computing	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. They will use PurpleMash to create their own animation.	The children do find the trackpad on a laptop quite difficult to master and any 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 Shincliffe was like in the past. They will use OS maps to investigate differences in buildings close to us. They will learn about the colliery and find where the old mine shaft is. They will discover about the history of schools and the railway in our local area.	
PE	The children will take part in gymnastics. They will learn balance, travelling actions, jumps and rolls. They will think of start and end positions and will create a sequence individually and then with a partner.	Creating short gymnastic routines that move smoothly from one element to the other including a balance, travel, jump and roll. Teach it to a family member.
Music	The children will be listening different genres of music and rhythms using body percussion and percussion instruments.	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.
PSHE / SRE	Relationships. We will focus on similarities and differences between people; what is fair and unfair; what is right and wrong and what is kind and unkind. We will end our unit by thinking about and tackling common stereotypes.	Discuss similarities and differences between your child and family members. Talk about behaviours that are unkind / kind / unfair / fair.
French	In this unit the children will continue to learn how to; name and recognise up to 10 shapes in French: attempt to spell some of these nouns: recognise that nouns are commonly associated with an article in French and in this case 'UN' or 'UNE'; have an opportunity to learn and/or revise numbers 1-5.	Count 1-5 in French. Can your child tell you the shape names in French?
Proposed Educational Visit		