




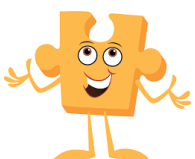






Year 1

Week beginning: 26.01.26

This week we are learning:	
<p>English</p>  An illustration of a green chalkboard with the word 'English' written on it, a stack of books, and a pencil holder with colored pencils.	<p>To list adjectives to describe my puppet. To write a description including interesting adjectives.</p>
<p>Phonics</p>  The word 'Phonics' written in large, colorful, bubbly letters with a star above the 'i'.	<p>New sounds: /u/ o-e o ou /z/ se /s/ se ce /ee/ ey New tricky words: Thought Through Friend Work</p>
<p>Handwriting</p>  An illustration of a notepad with the words 'Neat' and 'Work!' written on it, a pencil, and a star.	<p>To form all letters correctly. To ensure all ascenders and descenders are sitting correctly.</p>
<p>Maths</p>  An illustration of mathematical symbols: a plus sign, a minus sign, a multiplication sign, a division sign, and an equals sign, along with a number 10.	<p>To add by counting on from a number within 20. To use number bonds and related facts to add within 20. To use what I know about number bonds to 10 to find number bonds to 20. To find and make number bonds to 20.</p>
<p>Reading</p>  An illustration of an open book.	<p>To read for pleasure.</p>
<p>PSHE</p>  An illustration of a smiling, anthropomorphic orange letter 'P' with arms and legs.	<p>To tackle a new challenge and understand this might stretch my learning. To tell you how I feel when I am faced with a new challenge.</p>
<p>Music</p>  An illustration of musical instruments: a guitar, a drum, and various musical notes.	<p>Song of the week: 1st movement from Brandenburg Concerto No. 5 To listen to and talk about what they like or dislike about the piece of music. To name instruments they can hear or see. To decide if the music is fast or slow. To explain how the music makes them feel.</p>

<p>PE</p> 	<p>To understand the importance of landing safely and practise safe landing. To perform basic jumps with quality and control.</p>
<p>History</p> 	<p>To recognise in what ways our lives are different from the lives of people in the past. To learn about what life was like for Victorian children.</p>
<p>DT</p> 	<p>To design a friend for Beegu using the design criteria. To select tools/equipment to shape, join, finish and explain choices. To join materials using sewing and gluing, with some support. To evaluate work, linking it to design.</p>

Below are some words you may like to practise reading with your child at home. Remember - the red words are tricky as we can't decode and blend them! You may like to simply read them on the screen or use them as flashcards. If you do not have access to a printer, please ask your child's teacher to print them for you. If your child would like a challenge, can they choose a few of the words to practise writing and spelling?

<p>thought</p>	<p>through</p>
<p>friend</p>	<p>work</p>
<p>done</p>	<p>above</p>
<p>brother</p>	<p>mother</p>

touch

young

please

cheese

fence

choice

monkey

honey