





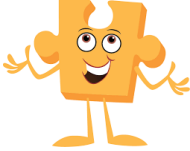








# Year 1

Week beginning: 20.01.25

| This week we are learning:   |  |
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| <p><b>English</b></p>  An illustration of a green chalkboard with the word 'English' written on it. In front of the board are several books and a blue pencil holder containing colored pencils.          | <p>To read and write words that end in the suffix 'ed'.<br/>To take part in drama activities.<br/>To suggest advice to a character.<br/>To read command sentences and identify the verb.<br/>To write a command sentence including a verb.</p> |
| <p><b>Phonics</b></p>  The word 'Phonics' written in a colorful, bubbly font with a yellow star above the letter 'i'.   | <p>To learn the sounds:<br/>le e.g. apple<br/>al e.g. metal<br/>c e.g. ice<br/>ve e.g. give</p> <p>Review<br/><b>Tricky words:</b><br/>School, call, different</p>   |
| <p><b>Handwriting</b></p>  An illustration of a notepad with the words 'Neat Work!' written on it. A yellow pencil is shown writing on the notepad.   | <p>To practise a diagonal join to an ascender: a 'c' to an 'h.'</p>  |
| <p><b>Maths</b></p>  An illustration of various mathematical symbols including a plus sign, a minus sign, a multiplication sign, a division sign, and an equals sign, along with some geometric shapes. | <p>To use 'NumBots' effectively.<br/>To read and write 14-20 in numerals and represent the numbers using manipulatives.</p>  |
| <p><b>Reading</b></p>  An illustration of an open book with yellow pages and a blue cover.  | <p>To read historical diary entries about everyday life and practise answering retrieval and inference questions.</p>  |
| <p><b>Science</b></p>  An illustration of various science-related items including a rocket, a test tube, a beaker, a globe, a sun, and a microscope.  | <p>To identify and describe the materials that an object is made from.</p>   |
| <p><b>PSHE</b></p>  An illustration of a smiling, orange, blocky character with arms and legs, representing a person.   | <p>To understand how to work well with a partner.<br/>To celebrate achievement with a partner.</p>   |

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|---|---|
| <p style="text-align: center;"><b>Music</b></p>        | <p>To learn and sing songs.<br/>         To listen to the music of the week: Fanfarra (Cabua – Le-Le) by Sérgio Mendes and Carlinhos Brown<br/>         To listen to and talk about what they like or dislike about the piece of music.<br/>         To name instruments they can hear or see.<br/>         To decide if the music fast or slow.<br/>         To explain how the music makes them feel.</p> |
| <p style="text-align: center;"><b>DT</b></p>           | <p>To learn how to do an overcast stitch and a running stitch when sewing.</p>  |
| <p style="text-align: center;"><b>PE</b></p>          | <p><b>Gymnastics:</b><br/>         To perform accurate shapes.<br/>         To use whole body to create the shape.<br/>         To use good body tension to hold the shapes.</p> <p><b>Dance:</b><br/>         To explore contrasting modes of moving.<br/>         To demonstrate energetic movement with control.<br/>         To work alone and with a partner.</p>                                      |
| <p style="text-align: center;"><b>History</b></p>    | <p>To recognise similarities and differences between ways of life in the past<br/>         To sort objects into old and new.</p>  |
| <p style="text-align: center;"><b>Computing</b></p>  | <p>To practise logging onto 'NumBots'.</p>  |
| <p style="text-align: center;"><b>RE</b></p>         | <p>To create a timeline of the important events of our lives and think about what human experiences we share.</p>   |

Below are some words you may like to practice 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?

apple

little

sparkle

total

metal

petal

face

nice

ice

give

have

live

school

call

|           |  |
|-----------|--|
| different |  |
|-----------|--|