

English

In English, we will be continuing our RWInc programme to learn all our phonic sounds.

Read Write Inc Set 2 Sounds

Key Vocabulary

Phoneme	A single unit of sound, e.g. m .
Grapheme	The written sound of a phoneme.
Digraph	Where two letters represent one sound, e.g. sh .
Trigraph	Where three letters represent one sound, e.g. lgh .
Vowels	The letters: a, e, i, o, u .
Consonants	All consonants are the letters except a,e,i,o,u.
Segment	When you break a word into the individual sounds, e.g. s l e e p .
Blend	When the sounds are then quickly put back together, e.g. g o a t - goat .
Green Word	A word that is fully decodable and is able to be segmented.
Red Word	A word that cannot be decoded through phonics, e.g. any .
Alien/Nonsense words	Made up words to check phonic decoding skills, e.g. flay spoo shoy .
CCVC	Consonant/consonant/vowel/consonant words, e.g. sklp green spoon .
CVCC	Consonant/consonant/vowel/consonant words, e.g. dogs test maths .

Speed Sounds Set 2



Set 2 Tricky 'Red' Words

all, call, tall, small, ball, any, many, one, anyone, once, some, come, love, where, there, does, who, here, were, watch, other, brother, mother, father, two.

Set 2 Decodable 'Green' Words

day, may, play, say, spray, way, lay, tray, been, green, see, seen, sleep, three, feel, keep, need, bright, fright, high, light, might, night, blow, know, low, show, slow, snow, flow, glow, food, moon, pool, spoon, too, zoo, fool, mood, stool, book, cook, foot, look, shook, took, car, hard, part, sharp, star, start, bar, park, smart, spark, fork, horse, short, snort, sort, sport, worn, air, chair, fair, hair, lair, stair, bird, dirt, girl, third, swirl, whirl, found, loud, mouth, out, round, shout, boy, enjoy, toy.



How Can You Help?

- Share and enjoy books with your child.
- Let your child read what interests them.
- Practise reading and spelling both the red and green words.
- Learn your child's set 2 sounds with them.
- Encourage your child to write as often as possible.
- Read every day with your child and encourage them to infer from the pictures to develop their storytelling skills.
- Ensure you read to your child everyday with excitement and intonation.
- Read stories and spot the sounds we have been learning.

Useful Links and Websites

Ruth Miskin RWI - guidance for parents/carers
<https://www.ruthmiskin.com/en/find-out-more/parents/>
Oxford Owl - free RWI ebooks and further guidance
<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Read Write Inc Set 3 Sounds

Key Vocabulary

Phoneme	A single unit of sound, e.g. m .
Grapheme	The written sound of a phoneme.
Digraph	Where two letters represent one sound, e.g. sh .
Trigraph	Where three letters represent one sound, e.g. lgh .
Split Digraph	Where two letters that represent one sound are split by another letter, e.g. a-e in name .
Vowels	The letters: a, e, i, o, u .
Consonants	All consonants are the letters except a,e,i,o,u.
Segment	When you break a word into the individual sounds, e.g. s l e e p .
Blend	When the sounds are then quickly put back together, e.g. g o a t - goat .
Green Word	A word that is fully decodable and is able to be segmented.
Red Word	A word that cannot be decoded through phonics, e.g. worse .
Alien/Nonsense words	Made up words to check phonic decoding skills, e.g. fleap zane snoap .
Syllables	Where a word can be broken down into different parts.

Speed Sounds Set 3



Set 3 Tricky 'Red' Words

above, buy, worse, walk, talk, bought, thought, caught, whole, wear, through, great, should, would, could, saw, why, now, how, down, over, son, water, school, everyone, their, people.

Set 3 Decodable 'Green' Words

join, voice, coin, make, cake, name, same, late, date, smile, white, nice, like, time, hide, tune, rude, huge, brute, use, June, saw, law, dawn, crawl, paw, yawn, share, dare, scare, square, bare, burn, turn, spurt, nurse, purse, hurt, how, down, brown, cow, town, now, snail, paid, tail, train, paint, rain, goat, boat, road, throat, toast, coat, chew, drew, new, flew, blew, grew, fire, hire, wire, bonfire, inspire, conspire, hear, dear, fear, near, year, ear, sure, cure, picture, mixture, creature, future, adventure, temperature, conversation, celebration, exploration, tradition, congratulation, attention, delicious, suspicious, vicious, scrumptious, precious, ferocious.



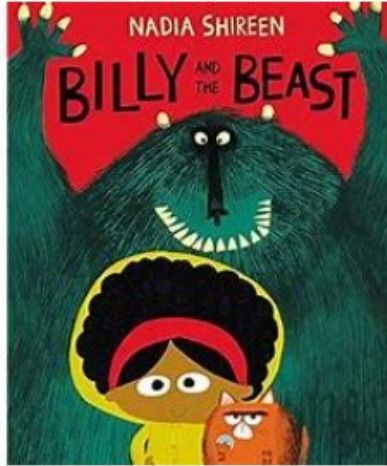
How Can You Help?

- Share and enjoy books with your child.
- Let your child read what interests them.
- Practise reading and spelling both the red and green words.
- Learn your child's set 3 sounds with them.
- Encourage your child to write as often as possible.
- Read every day with your child and encourage them to break down the words into syllables.
- Develop your child's understanding and comprehension skills by asking them questions about what they have read.

Useful Links and Websites

Ruth Miskin RWI - guidance for parents/carers
<https://www.ruthmiskin.com/en/find-out-more/parents/>
Oxford Owl - free RWI ebooks and further guidance
<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

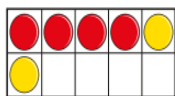
In English this term, we will be reading a fantastic book called 'Billy and the Beast' by Nadia Shireen. We will enjoy writing character descriptions, recipes and our own version of the story.



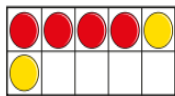
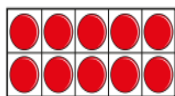
Whilst enjoying the text we will be focusing on developing our vocabulary and oracy skills. We will be working on confidently writing sentences independently and including adjectives in our writing.

Mathematics

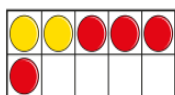
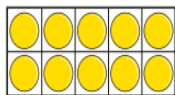
In Maths, we will be focusing on place value within 20, continuing to work on our number fluency. We will be ordering, comparing and estimating using different resources to support our learning. We will continue to develop our knowledge of more and less. We will also focus on addition and subtraction within 20 including doubles and near doubles, number bonds to 20, finding the difference and missing number problems. We will use reasoning and problem-solving questions to support our developing maths mastery.



$4 + 2 = \underline{\quad}$

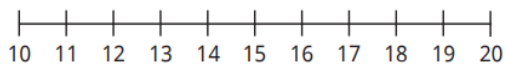
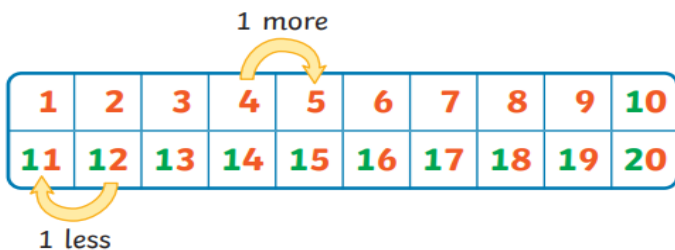
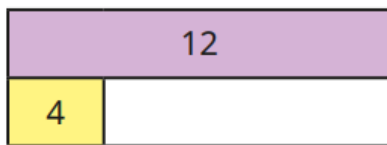
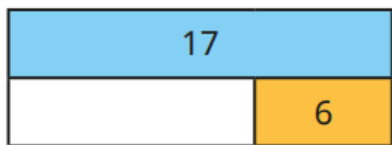


$14 + 2 = \underline{\quad}$



$12 + 4 = \underline{\quad}$

Complete the bar models.



- a) Which number is 1 less than fourteen?
- b) Which number is 1 more than 19?
- c) Write the numbers that are greater than 16

The children will continue to use their rekenreks to develop their understanding of number concepts.



DT

We will learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Then, design and make a moving vehicle.

RE

This term we will begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told.

PSHE

This term we are looking at relationships. We will be looking at our families. We will be looking at different members of our family, how we share common features across families and different activities families enjoy.

SCIENCE

Weather and the seasons
We will continue to develop our knowledge of seasonal change. We will observe and describe weather associated with Winter, using simple equipment.

COMPUTING

Programming Beebots

We will be learning about early programming concepts. We will learn to:

Use individual commands as part of a computer program.

Explore what each floor robot command does and use that knowledge to start predicting the outcome of programs.

Create our own algorithms to move a beebot.

ART

We will be learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.

GEOGRAPHY

In this unit, children are locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.

PE

Target Games

In this unit we will develop their aim using both underarm and overarm actions. Children will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge.

DANCE

We will explore travelling actions, movement skills and balancing. Children will understand why it is important to count to music and use this in their dances. Children will copy and repeat actions linking them together to make short dance phrases.

SWIMMING

This term Year 1 will have the opportunity to use our school pool. Children will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water.