

English

**Read Write Inc Set 2 Sounds**

**Key Vocabulary**

|                      |  |
|----------------------|--|
| Phoneme              | A single unit of sound, e.g. <b>m</b> .  |
| Grapheme             | The written sound of a phoneme.  |
| Digraph              | Where two letters represent one sound, e.g. <b>sh</b> .                          |
| Trigraph             | Where three letters represent one sound, e.g. <b>lgh</b> .                       |
| Vowels               | The letters: <b>a, e, i, o, u</b> .  |
| Consonants           | All consonants are the letters except a,e,i,o,u.                                 |
| Segment              | When you break a word into the individual sounds, e.g. <b>s l e e p</b> .        |
| Blend                | When the sounds are then quickly put back together, e.g. <b>g o a t - goat</b> . |
| 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. <b>any</b> .                 |
| Alien/Nonsense words | Made up words to check phonic decoding skills, e.g. <b>flay spoo shoy</b> .      |
| CCVC                 | Consonant/consonant/vowel/consonant words, e.g. <b>skip green spoon</b> .        |
| CVCC                 | Consonant/consonant/vowel/consonant words, e.g. <b>dogs test maths</b> .         |

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, twirl, 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. <b>m</b> .   |
| Grapheme             | The written sound of a phoneme.   |
| Digraph              | Where two letters represent one sound, e.g. <b>sh</b> .   |
| Trigraph             | Where three letters represent one sound, e.g. <b>lgh</b> .  |
| Split Digraph        | Where two letters that represent one sound are split by another letter, e.g. <b>a-e</b> in <b>n a m e</b> . |
| Vowels               | The letters: <b>a, e, i, o, u</b> .   |
| Consonants           | All consonants are the letters except a,e,i,o,u.  |
| Segment              | When you break a word into the individual sounds, e.g. <b>s l e e p</b> .                                   |
| Blend                | When the sounds are then quickly put back together, e.g. <b>g o a t - goat</b> .                            |
| 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. <b>worse</b> .  |
| Alien/Nonsense words | Made up words to check phonic decoding skills, e.g. <b>fleap zane snoap</b> .                               |
| 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/>



The book explores and celebrates how we are all unique. We will use the story to inspire our non-fiction writing including a fact file about an octopus, they are such clever creatures!  
We will also be writing a recount about some animal visitors.

We will be celebrating World Book Day this term by looking at an exciting mystery book! We are looking forward to developing our learning through drama, writing, oracy, observations and art.

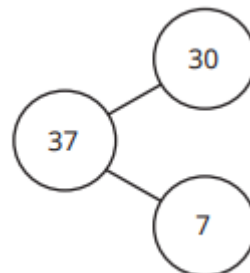
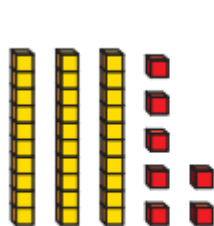
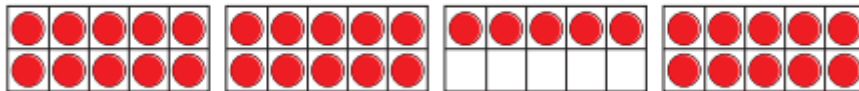
# Mathematics

In Maths, we will be learning about Place Value within 50. We will be counting forwards and backwards, thinking about the number before and after and 1 more and 1 less. We will be learning to count in tens and to partition a number into 10s and 1s.

In our Height & Length unit of work, we will compare different heights and lengths, measure using objects and measure lengths using centimetres.

Finally, we will learn about Mass and Volume, using vocabulary heavier, lighter, full and empty. We will measure and compare different mass and capacities.

How many counters are there?




|    |    |    |    |  |  |  |  |  |  |  |
|----|----|----|----|--|--|--|--|--|--|--|
| 40 | 41 | 42 | 43 |  |  |  |  |  |  |  |
| 32 | 31 | 30 |    |  |  |  |  |  |  |  |


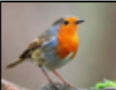


## SCIENCE

### Animals including Humans

This term we will be learning to

- a) Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals
- b) Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- c) Describe and compare the structure of a variety of common animals

| Overview   |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>-Animals are living things.</li> <li>-Like plants, animals need food and water to live.</li> <li>-Unlike plants (which make their own food) animals feed themselves by eating plants or other animals.</li> <li>-Animals are also able to sense (including see, hear, smell, taste, touch) what is going on around them.</li> <li>-Millions of animals live on earth.</li> </ul> |
|  | <div style="background-color: #c8e6c9; padding: 5px; margin-bottom: 5px; border: 1px solid black;">Herbivores (eat plants)</div> <div style="background-color: #fff9c4; padding: 5px; margin-bottom: 5px; border: 1px solid black;">Omnivores (eat plants and animals)</div> <div style="background-color: #ffe0b2; padding: 5px; border: 1px solid black;">Carnivores (eat animals)</div>                              |

| Types of Animals   |   |
|--|---|
| <p><b>Mammals</b></p> <p>-Mammals are warm-blooded creatures. Most have hair.</p> <p>-They give birth to live young. They produce milk to feed them.</p> <p>-Humans are mammals. Other examples are monkeys, lions, bears, dogs, cats and cows</p>               |   |
| <p> <b>Reptiles</b></p> <p>-Reptiles are cold-blooded. They lay eggs/ have scales. They breathe through lungs.</p> <p>-Examples include lizards, crocodiles &amp; snakes.</p> | <p><b>Birds</b> </p> <p>-Birds are warm-blooded. They lay eggs/ often have feathers and wings. Most have hollow bones &amp; can fly.</p> <p>-Examples include robins, penguins &amp; ducks.</p>          |
| <p> <b>Fish</b></p> <p>-Fish are cold-blooded and live in water. They breathe through gills. Have fins/scales.</p> <p>-Examples include sharks, salmon, &amp; rays.</p>       | <p><b>Amphibians</b> </p> <p>-Amphibians are cold-blooded. They live in water and land. They have 3 life stages: eggs, larvae, &amp; adult.</p> <p>Examples are frogs, toads &amp; salamanders. cfrd</p> |

**PSHE**

**RE**

**Who is a Christian and what do they believe?**

This term we are continuing to understand what

**DESIGN TECHNOLOGY**  
**Textiles- PUPPETS**

We will be Exploring methods of joining fabric.  
Then, designing and making a  
character-based hand puppet using a  
preferred joining technique, before  
decorating.

**ART**

**Sculpture and 3D- PAPER PLAY**

We will be creating simple three dimensional  
shapes and structures using familiar materials  
and developing skills in manipulating paper  
and card. We will fold, roll and scrunch  
materials to make our own sculptures.

**PE**

**Net and Wall Games**

We will develop our understanding of attacking  
and defending principles in net games such as  
using a ready position to defend our court and  
placement of a ball into space. We use and  
develop skills such as throwing, catching, tracking  
and hitting a ball. We learn how to score points in  
these types of games and how to play to the  
rules.

**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.

**COMPUTING**

**Programming animations**

This term we will be learning about on-screen  
programming through ScratchJr. We will use  
programming blocks to use, modify, and create  
programs.