

### Term 3

#### Homework

Please ensure that all homework/reading folder items are handed in each week, in line with the home-school contract which was signed.

**Too many children are coming to school ill-prepared.**

This means that the teachers are having to take time away from the children to call parents individually. Additionally, it means that the teachers are unable to keep to their book change and marking schedules.

Thank you, once again, to all parents and carers who have helped to ensure their child is reading every night and completing their homework to a high standard, as well as on time, each week. This will help your child to make the best possible progress.

Happy New Year to you! We hope that you had a relaxing and fun winter break! Year 1 have an exciting term ahead, filled with thrilling learning opportunities...

#### English

In English, this term, we will be completing our 'Stories from Other Cultures' unit, before moving on to 'Traditional Tales'. Within this, the children will learn about the features of such stories, including magical characters, story language (e.g. Once upon a time... All of a sudden..., etc.), as well as their structure (beginning - introduction to setting, character, a sentence about what the character is doing and why, build-up—further information about the character and what the character is doing, problem—the issue(s) that need(s) to be tackled/overcome, resolution - the solving of the problem, conclusion - the final outcome of the story)

Key words explained in child-friendly, loose terms (children must be able to define these words and identify them):

**Author** - the person who write the text in a book.

**Illustrator** - the person who draws the pictures in a book

**Illustration** - drawing

**Character** - the 'people' in the book (e.g. Paddington Bear, Cinderella)

**Setting** - the place/location where the story is set/happens

**Common noun**—the general name given to a person, place or thing (e.g. car, boy, river, etc.).

**Proper noun** - the special name given to a person, place or thing (e.g. Ford Fiesta, Brian, River Nile, etc.)

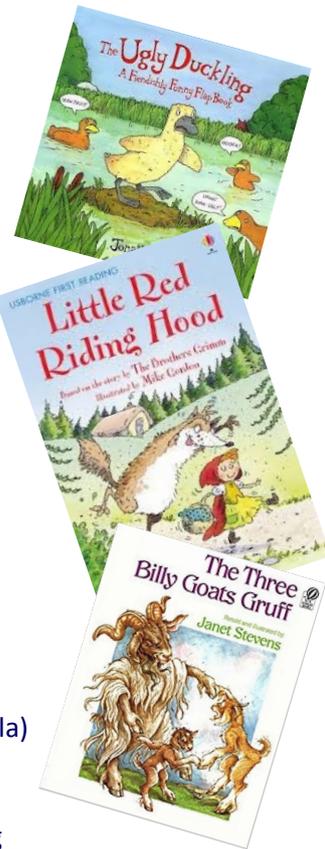
**Adjective** - a describing word , which comes before a noun. It is ideal to see two 'high-level', impressive adjectives separated by a comma.

**Time connectives** - words which help to give order to events. E.g. First..., Next..., Then..., After that..., Moments later..., Suddenly..., Finally..., Lastly..., etc. The children know them to be found at the start of sentences, so they start with capital letters. They also know them to be followed by a comma.

**Repetition** - when words or phrases are repeated within a piece of text for dramatic effect or emphasis (e.g. Sophie was really, really angry).

**Alliteration**—when two consecutive words begin with the same sound (e.g. naughty knight, hefty hippo, etc.) This tool is used to give writing style.

Spelling Homework: For homework, we will continue to practise reading and spelling 'red words', which we are unable to sound out phonetically. Please make a special effort to learn these non-phonetic words, as they will make a significant impact upon the ease with which the children read and write, as well as on the quality of their work. As of the second week of this new term, the children will also be expected to write a minimum of one sentence which features their choice of spelling word, in addition to copying out each word three times.



### Term 3

#### Dates

**Thursday 10th  
January, 9am**

Phonics Workshop for those who have not previously attended

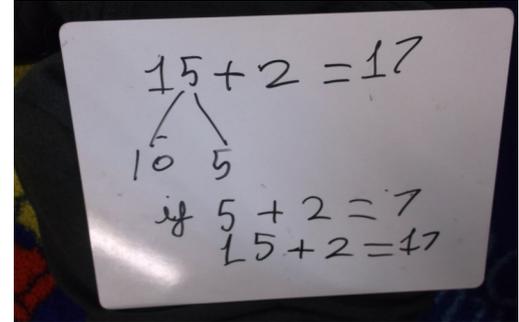
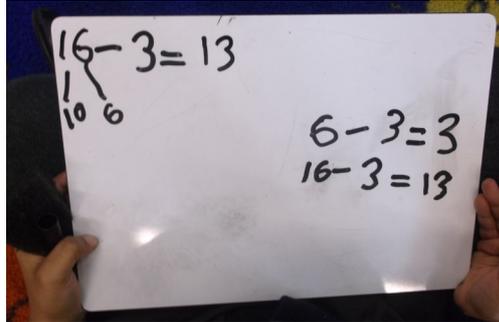
**Monday 28th January,  
3pm**  
Year 1 Open Class

**Thursday 14th  
February, 3-3:30pm**  
International Mother Language Day Celebration: bring in a dish from your country's culture to celebrate diversity with your child's class (nut free)

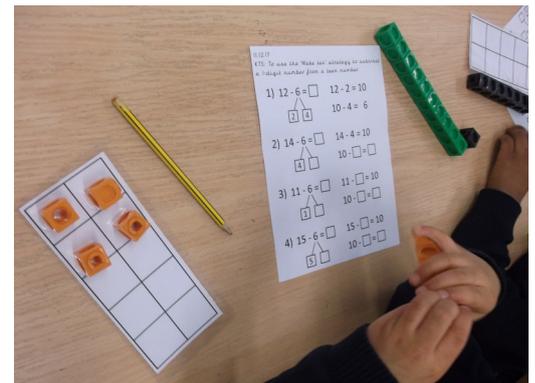
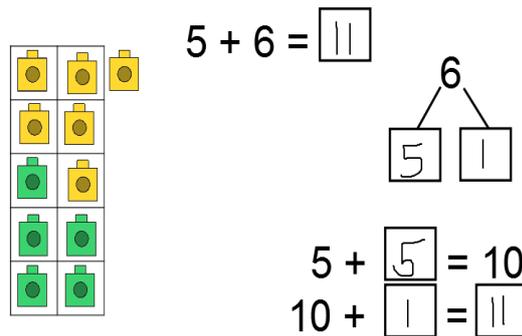
### Maths

In Term 3 maths, we will begin by deepening our calculation strategies within 20. These strategies include using known facts and the 'Make Ten' strategy. The children will also learn how to use doubles to derive near doubles and also explore the = symbol as an indication of equivalence.

Examples of using known facts (if I know..., then I know...).



Examples of the 'Make Ten' strategy



Following our unit on calculation strategies within 20, we will be exploring numbers within 50. In this unit, the children will extend their understanding of the number system to 50. Place value will be introduced through grouping tens, looking at how many ones are left and drawing attention to the patterns that occur. We will learn to compare numbers by considering the tens first, as well as looking at position on a number line. We will also practise counting in twos, fives and tens, and identifying and continuing number patterns.

Key Words: calculation, number bonds/known facts, doubles, near doubles, equals, more, less, group of ten, pattern, ones, digit, left, right, place value, part, whole, greater, greatest, less, least, smaller, smallest, order, between, compare, value, groups of two, groups of five, increase, decrease.

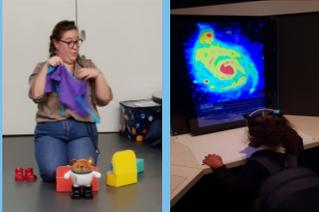
### Art

In Art, the children in Year One will be learning about The Lascaux Cave paintings. The paintings are in a complex of caves in France and are thought to be around 20,000 years old. They will be learning about the lifestyle of the cavemen and women and the animals depicted in these amazing drawings. They will recreate their own cave wall and use a variety of materials, including charcoal, mud and oil pastels to mark make on their background.

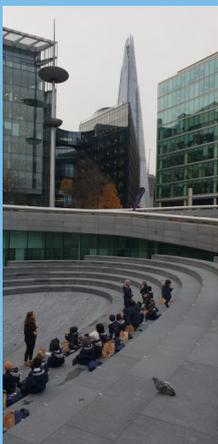
Key words: Stone age, tools, hunter, gatherer, animals, cave and lines.

### Term 3

#### Royal Observatory, Greenwich



#### Unicorn Theatre



## Science

In science, this term, we will be thinking about what light is, how it travels and its connection to sight. We will be exploring different light sources and comparing how much light each makes. Investigations will involve testing the effectiveness of different materials at blocking out light, understanding that darkness is the absence of light.

**Key Words:** **Light source** - An object that makes its own light

**Dark** - no light whatsoever

**Reflective** - a material that light bounces (reflects) off of. All objects that we can see.

**Reflection** - the image that you see when you look at an extremely smooth surface such as a mirror, a glass window or a flat puddle/pond, This is caused by the light rays reflecting in an orderly way.

**Vision** - the sensing of sight.

**Shadow** - the dark area caused when an object blocks light from passing through it.

**Transparent** - much light can pass through.



## Geography

In geography we learn about places and people in the world. This term we reinforce prior learning (i.e. continents, oceans, etc.) and we will explore the earth's surface, and how it is not smooth and flat. We will locate different mountain ranges around the world, also.

**Key Words:** surface, mountains, The Himalayas, Rockies, Andes, Alps.

## History

In history, we learn about real people and real events from the past. This half-term we will be continuing with our Ancient Egypt topic and focusing on treasures of the time, games, clothing and writing.

**Key Words:** Ancient, Egyptians, instruments, harp, boating, contests, hunting, perform, flowing, necklace, perfumed, melted, loose, decorated, shaved, wigs, hieroglyphs, scribes, records, protect.

## PE

Cambridge will be learning 'football', using the language of passing, dribbling, shooting, control, attack and defence. Durham will be learning 'dance', using the language of tempo, dynamics, levels, pathway, canon, unison and gesture.

**Key Words:** Locomotion, Jump, roll, balance, body tension, routine, agility, balance, coordination, speed, power, reaction-time.