



Year 1 – Up, up and away



Would you like to be an explorer? Would you like to be an astronaut?

Project Overview

What's that on the horizon? A fearless explorer? A soaring aircraft? Or a rocket blasting into the star-filled sky? Who would you rather be – an adventurer trekking across icy mountains or a pioneer testing a brand-new flying machine? A brave astronaut stepping onto the Moon or a pilot guiding the very first aeroplane into the air? Pack your map and tighten your straps as we journey through time to meet explorers who travelled far beyond living memory, inventors who turned dreams of flight into reality, and astronauts who took giant leaps into space. Discover how our planet looks from above, spot mountains, oceans, towns and cities, and find out what makes materials stretchy, stiff, bendy or strong. Then sort, test and investigate like real scientists. Ready for lift-off? Ready to explore? Hold on tight—we're going Up, Up and Away!

Recommended Books



This Term We Are Learning ...

English

We will be continuing our RWI storybook lessons this term. Once again, the children have been placed into groups following their most recent assessments. During these sessions they will continue to participate in daily Speed Sound lessons revising phonemes that they have learnt so far and learning new sounds.

	<p>They will be encouraged to use 'Fred Talk' to say the sounds in words and decode these sounds to blend successfully. As their confidence builds, they will apply a growing number of sounds to their writing, using 'Fred Fingers' to identify the number of sounds within a word before attempting to write it. The children will revise and practise letter formation. In addition to this, they will look at 'Speedy Green Words' and 'Story Green Words' which they will come across in their books and 'Red Words' (it's hard to Fred a Red), looking at the tricky part. The children will practise reading these words speedily before reading their storybook. The children read each book at least three times during RWI sessions, the first time for accuracy, secondly for fluency and finally to develop their storytelling voice. In English, they will write sentences linked to the book they are reading, concentrating on checking for capital letters, punctuation and finger spaces. The children will be exploring adventurous vocabulary in our key texts and applying this knowledge to their own writing. They will continue to revisit prior learning about the -ing and -ed suffixes, as well as learning to apply -er and -est suffixes appropriately to root words.</p>
Maths	<p>Maths will focus on the composition of numbers 11-19. The children will read and write numbers in numerals and words and learn that these numbers follow the same mathematical patterns as other two-digit numbers despite their irregular names. They will identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. They will develop an understanding that the numbers 11-19 are made up of 'ten and a bit' and become confident in decomposing numbers into tens and ones and combining tens and ones parts. Given a number, they will identify one more and one less. The teaching of number and place value, as well as addition and subtraction, are embedded throughout the lessons. Children will continue to use =, < and > as well as write and interpret equations and inequalities presented in different ways.</p>
Science	<p>The children will explore the properties of various materials and learn how to group them by these properties.</p>
Geography	<p>The children will answer the question 'What does the world look like?'</p>
Religious Education	<p>Who made the World? The children will learn all about the 'Creation' story and how it is the big story at the beginning of the Bible. They will also explore the unique relationship God has with us all.</p>
Computing	<p>Digital writing The children will be continuing with digital writing this term, where they will continue to practise their typing skills. The children will also learn how to save, edit and format texts.</p>
DT	<p>Moon buggy The children will investigate wheels and axles. They will make a simple moving model using a wheel and axle and will test it on a variety of surfaces, evaluating where it moves best. They will explore and evaluate a variety of space-related toys, e.g. rockets, space buggies, figures etc. and investigate what each toy can do. They will discuss and answer questions about which toy they liked best, why they didn't like others, what the toys are made from, whether a different material might be better and how to improve the toy's design.</p>
History	<p>Firstly, the children will be introduced to various explorers and order them on a timeline. They will then learn about the Wright brothers, their first flight, what they achieved and why they are important. They will also</p>

	research Neil Armstrong and explain why the first moon landing was so special.
P.E.	<p><u>Forest learning (Monday)</u> The children will be applying learning from other curriculum areas in a new context, such as making games using positional language, using natural materials to create a map, learning how to balance on trees and logs and identifying the seasonal changes that are taking place. Children learn how to carry sticks safely and how to respect the living things in the forest environment.</p> <p><u>Tennis (Wednesday)</u> The children will be learning the foundation skills involved with playing tennis. They will learn to move with control within a court and develop confidence and control with a tennis ball in their hands. The children will be learning to track different sized balls and hitting a ball with their hands and aiming it to a defined area.</p>
PSHE	<p><u>Relationships.</u> The children will be learning the importance of families and that there are lots of different types of family; the importance of friends and what makes a good friend; appropriate greetings; recognise their own qualities as a person and a friend and to express appreciation for people who are special to them.</p>

How To Help Your Child's Learning

Phonics: Reading:

We expect the children to read at least 3 times a week but strongly encourage them to read each night and to record this in their diary, along with a brief comment. This can be done by your child or an adult, or a mixture of both. We will continue to respond in the reading diaries once a week. If you can ensure they read their black and white Book Bag Book to you as independently as possible as they will already have read this in school 3 times so should be able to 'show off' their super reading to you and then read the additional more glossy book. Printed in the RWI books, is a table of Red Words and Speedy Green Words. Please encourage your child to read these words speedily as automaticity when reading these words will help improve your child's reading fluency. Please remind your child they can change their book talk book as often as they wish.

It is vitally important that your child has their reading folder in school every day please.

Homework

In preparation for Phonics Screening after half term we will be sending home 'Virtual Classroom' links.

The following links may be useful for you to provide additional support to your child in the lead up to the Phonics Screening Check next term:

<https://www.twinkl.co.uk/resources/phonics-screening-survival/assessment-materials-phonics-screening-survival/practice-tests-assessment-materials-phonics-screening-survival>

<http://primarytools.co.uk/pages/phonics.html>

Key Vocabulary

Moon
Earth
continents
oceans
equator
countries
mountains
rivers
space
planets
astronauts
spaceship
terrain
properties
flight
prediction
chronological
timeline

Items Related To Our Topic

European Space Agency Website:
<https://www.esa.int/kids/en/learn>

NASA Kids Club:
<https://www.nasa.gov/kidsclub/index.html>

Space puzzles, quizzes, games etc.:
<https://www.bbc.co.uk/cbeebies/topics/space>

National Geographic for Kids:
<https://www.natgeokids.com/uk/discover/science/space/ten-facts-about-space/>

Information For This Term

PE: Children will need to **come to school in their PE kit every Wednesday please**. This consists of a black pair of tracksuit trousers or shorts, a white t-shirt, and a pair of comfortable sports trainers. If the weather is wet, a spare pair of shoes to wear indoors afterwards is also advisable as, due to its constant use, the field does get rather muddy. Although we are hopeful of warmer weather over the next few weeks, please make sure your child also has a warm sweatshirt or jacket. Please also ensure that **long hair is tied back** and children have **earrings removed** or are able to take them out themselves. This is for health and safety reasons and children will be unable to participate if they have earrings in.

Forest learning : Children will need to **come to school in their PE kit every Monday please**. This needs to be their white T-shirt, dark long-sleeved tracksuit top and long, dark tracksuit trousers. They will need to bring wellington boots and waterproofs (if the forecast is rain) in a bag. Please apply a high factor sun cream on your child when the weather forecast is sunny. Please pack a light weight , long sleeved top or a long sleeved shirt to protect the children's arms from scratches, stings and bites from insects in the warm weather.

Many thanks.

Reminders

- Children must bring fresh drinking **water** daily (no other drinks please) in a **named bottle**.
- Although free fruit is always available for children in KS1, if preferred, they may bring fruit or vegetables from home to eat as a morning snack.
- Please apply a high factor sun cream on your child when the weather forecast is sunny.
- As always, we really appreciate your monetary donations. A small, voluntary contribution of 50p-£1 each week really helps us fund items such as playdough and cooking ingredients and small resources

to enhance our projects etc. Thank-you SOOOOO much to those of you who have made regular donations over the last four terms – your contributions have made an enormous difference.

- In the interest of health & safety, please do not send your child to school with any food containing nuts (unfortunately, this does include many chocolate spreads). We have a number of children in our school who have severe nut allergies, so this is of great importance.

Finally, in the interest of safety, if someone other than the usual adults will be collecting your child, please always let us know.

The Year 1 team.