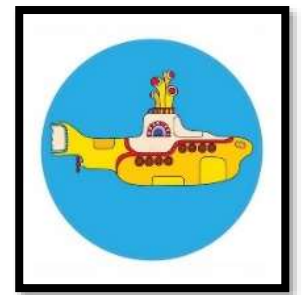




This is the Year One Newsletter For Week Beginning: 15th January 2024



Thank you to those who have completed their 1960s questionnaire. If you have not yet done so please do if you can (will send again through Dojo). They really help to bring the topic to life through your own friends' and family members' experiences. No rush on this, any time before half term would be great.

What's Happening Next Week:	How You Can Help at Home:
<p style="text-align: center;"><u>English</u></p> <p style="text-align: center;">The Tiger Who Came to Tea – written in 1968</p> <p>This week, the children will get to work on the The Tiger Who Came to Tea, a 60s classic written by the amazing Judith Kerr, in 1968.</p> <div data-bbox="292 1010 707 1534" data-label="Image"> </div> <p>The children will retell the story adding their very own worrisome animal coming to tea at Sophie's house.</p>	<p>What would be a tricky animal to have come to tea?</p> <p>A hedgehog clearly would not be a problem unless it was an unusually large one or a well-behaved cat, but how about an elephant or a large snake? What is the most unusual animal your child could think of for an impromptu visit? It doesn't have to be a dangerous one necessarily, just one that wouldn't be great to have inside a family home.</p> <p>They could draw a picture and write a sentence underneath. EG; 'A giraffe wanted to come in for tea.'</p> <div data-bbox="818 1270 1468 1632" data-label="Image"> </div>
<p style="text-align: center;"><u>Phonics</u></p> <div data-bbox="368 1823 547 2002" data-label="Image"> </div>	<p style="text-align: center;"><u>Our Tricky Words will be:</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">Mr school</div> <div style="text-align: center;">Mrs call</div> <div style="text-align: center;">Ms different</div> </div>

This week, we'll be looking at...

le making the /l/ sound, like in: apple

al, making the /l/ sound, like in: metal

ce making the /s/ sound like in: ice

ve making the /v/ sound like in: give

How many of these digraphs can you child spot
in words in their books?

(More detailed phonics info at end of
newsletter.)

How many of these can your child get into a
sentence? Could they even get all of them in?

Send in any examples through Dojo.

Maths – Teen Numbers and Base 10

This week the children will continue to explore
numbers between 10 and 20. We will be doing
this by using all our maths equipment and
representing these numbers in different ways.
We will ask the children to look at how many
groups of ten can be made in each number (1)
and how many ones are left over (4/5/6/7/8/9).



They will rehearse the stem sentence for the
numbers.

14 has **1** ten and **4** ones.

At home you could be practicing spelling the names of
the numbers between 10 and 20. Emphasising the -teen
at the end of most of the words. It is a common
misconception at this age; children confuse -teen
numbers with numbers ending in zero, e.g.: 14 and 40,
as they sound similar when spoken.

11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

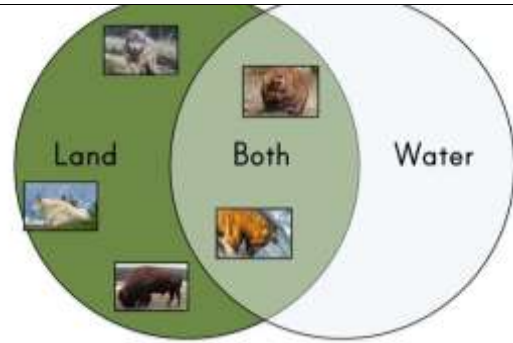
Science – Comparing Animal Groups

Last week we worked hard to learn lots of
features of the 5 main animal classification
groups. This week we will compare **two animal
groups; birds and mammals** to extend and
embed this learning.

Have a go at this again...

Do you have any toys animals at home? How many
different ways could you group them? What are
some of their common features?

...now that you know more features and ways of
classifying animals!



Design Technology - Placemat design

After looking at the work of Bridget Riley, the children will design their placemat.



Why not find out a bit more about Bridget on-line or see if the library have any books about her or 60s art in general? Your child could have a go at replicating some of her work.

<https://www.tate.org.uk/kids/explore/who-is/who-bridget-riley>

Computing

The children have been really enjoying learning how to programme EaRL Coding Robots. This week we will focus on combining 'forwards' and 'backwards' commands to make a sequence.



You could have a go at doing some 'unplugged' coding with your child. Have a look at this activity which helps children think about the instructions they need to give.

<https://teachyourkidscode.com/coding-unplugged-with-a-deck-of-cards/>



History – Shopping and Packaging

We'll be looking at the changing face of shopping in the 60s and how the rise of the supermarkets and self-service led to changes in packaging. The main example we'll be using is how eggs were packaged.

Do you have any egg boxes at home? Let your child inspect them. Do they think they are easy to stack? How well do they protect the eggs? Are they environmentally friendly?



RE – Islam

We will be learning about who the prophet Muhammed is and the Qu'ran.



You could watch this video, in which an Imam called Aimal explains how a Rehal helps to hold important books and why it is important to him as a muslim.

<https://www.bbc.co.uk/iplayer/episode/m001ld4b/whats-in-your-bag-series-1-8-imam>

Have a lovely weekend.

The Year 1 team 😊

Little Wandle - Letters and Sounds

Year 1 Phonics Home Learning

Phase 5 - Spring 1 Week 3
Focus - le /l/ al /l/ c /s/ ve /v/



Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -

le	/l/ apple	al	/l/ metal
c	/s/ ice	ve	/v/ give

We will be reading and writing words. Can you see this week's focus phonemes?

apple	equal	have	space
sparkle	ice	final	live
leave	puddle	mice	petal

We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

I can see a giant, white beetle swimming in the puddle.

They can carry the huge metal elephant up the stairs.

The mice are eating nice apples.

The space puzzle is hard to solve.

We will be practising tricky words. Can you spot the tricky part of the word?

Mr Mrs Ms school call different

We will be spelling words. Can you write these words? Can you use the correct phonemes?

bubble total face give