


Subject	What is my child learning about at school?
English	<p>Your child will be learning to retell the story of Little Red Riding Hood. They be completely immersed in the book as they explore the characters, both good and evil. Through drama they will explore how the setting description creates fear in the reader before exploring adjectives to describe their own setting ideas. They will then develop their own 'journey tale' using this traditional story as the starting point. Each day they will practise writing perfect sentences; with adjectives, conjunctions (e.g. and, but), and appropriate punctuation. Over the half term they will become accustomed to checking their work by reading it back and using the purple editing pen to make corrections as guided by their teacher.</p>
	<p>You could support by asking your child to retell you the story at home. They should use full sentences, actions and expression in their voice. In order to support their understanding of adjectives why not make a vocabulary book full of brilliant words they you could use to describe.</p>
Writing	<p>Nelson Handwriting</p> <p>Your child is practising with their 'Perfect Pencil Grip' and 'Posture for Writing'. Pupils are writing number digits and single letters, joined up letters that make a single sound, words and full sentences.</p> 
	<p>You could support by continuing to practise upper and lower case letters at home, as appropriate. You could also encourage them to write with independence; especially for homework tasks as the expectations for children's independent writing stamina is significantly increased in Year 1.</p>
Reading	<p>Sounds-Write (Phonics)</p> <p>Your child is practising their skills of:</p> <ul style="list-style-type: none"> • segmenting (breaking words apart. e.g. plank is p-l-a-n-k); • blending (putting sounds together to make words. e.g. s-p-e-n-t is spent); and • phoneme manipulation e.g. In 'eat' the <ea> makes the /ee/ sound, while in 'break' it makes the /ae/ sound. <p>Guided Reading (Comprehension)</p> <p>Your child is also doing guided reading as part of a small group of six children and an adult, They will practise reading with fluency and expressions. Afterwards they will talk about the text - recalling facts, inferring beyond the words, and discussing the content more broadly.</p>
	<p>You could support by listening to your child read their reading book every night at home. Encourage them to 'say the sounds and read the word'. Exposure to new words that they have to apply their phonic knowledge to will also help to keep them on track ahead of their phonics challenge in June. You could also read harder texts to your child which they cannot read for themselves but can discuss with you throughout in order to support their comprehension skills.</p>
Mathematics	<p>Your child will be exploring numbers to 10 and gaining a deeper understanding of basic number concepts. They will focus on number bond knowledge and using it to create number word problems as well as learning to add and subtract confidently in a range of ways. They will focus in on the numbers both as numerals and written words for example 2 and two. Following this they will begin to compare numbers and count on and back to find the difference. Excitingly, the children will begin to learn how to journal to show their understanding and knowledge.</p>

	You could support by using the language of more, less, compare at home. When discussing numbers try to use the terms numeral and digit to support their learning. The same methods as modelled in family learning still apply.
Core Knowledge	In R.E. your child is learning about Christianity. They will explore the story of creation and discuss how Christians believe this to be the start of the world.
	In Science your child is learning about the human body with a particular focus on senses and internal organs. We will explore how the eye and ear work in depth before labelling diagrams and discussing how they are different to a picture. The children will also be learning about Helen Keller for whom her disability did not hold her back in her learning.
	In Geography pupils are learning about spatial sense. This includes the idea that a map is a representation of a location but from an aerial perspective. They will look at maps of different scales e.g. the world, Europe, the United Kingdom, London, our local area, our school. Children will use positional language to describe location e.g. above, next to and forwards, as well as North, South, East and West.
	You could support at home by talking about and using maps, and showing your child how useful and interesting they can be. Use positional language e.g. "come and sit beside me", or "put the spoon above the plate."
Character	Your child is learning about, bravery judgement and prudence and leadership and teamwork. Pupils are listening to and talking about stories with these character virtues threaded throughout before considering how they apply in their lives. They will then be putting them into practise in the classroom and around the wider school.
	You could support by asking your child how they showed bravery today. You could also encourage them to always speak with a confident voice while making eye contact. Please use the language of good and bad choices at home and help the children to reflect on their choices.
Art	Your child is learning about elements of colour. This includes primary colours and how to mix secondary colours; warm and cool colour. They will explore tint and shade as they make colours lighter and darker. After this pupils will learn about David Hockney's painting 'A Bigger Splas'h, and one of Monet's paintings of the sea. They will discuss how the artist uses tint and shade to make the water look 'real'. Following this they will have a go at using their skills to create artwork in the style of our focus artists.
	You could support by talking to your child about how different colours make them feel. Use the language of dark and light to describe the sunset or parts of the moon.
Music	As well as in their weekly music lesson, your child sings with their class every day. They are learning to sing rounds, and to clap rhythms and beats.
	You could support by singing songs together as a family clapping a rhythm as you sing. Try 'A Sailor went to Sea Sea Sea' www.youtube.com/watch?v=6TOGg-kCU8c
P.E. and Dance	Your child is developing their coordination and control through the development of ball skills in Tennis lessons. They are developing: rolling, patting, bouncing, kicking, steering, throwing and catching skills They are also exploring how their body can move safely as part of a dancing group, and how to move in time with music.
	Please ensure your child has a pair of white trainers, white socks, navy shorts and trousers (to suit all weathers) a Floreat PE t-shirt and a Floreat jumper.