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| **Task to be completed over this half term** | **Phonics**  Continue to practise your sounds that you find tricky at home.  Continue practising reading and spelling phase 4 tricky words and beginning to read phase 5 tricky words.  **easy challenge medium challenge most challenge**   |  |  |  | | --- | --- | --- | | **Phase 2:**  the  to  I  no  go  into  **Phase3:**  he  she  we  me  be  was  you  they  all  are  my  her | **Phase 4:**  have  like  so  some  come  said  were  there  little  one  when  what  out | **Phase 5:**  oh  their  people  Mr  Mrs  looked  called  asked  could  **Others:**  Who  What  Where  Why  When  How | | | **Maths**  \*How many ways can you find to make 5/6/7/8/9/10 with addition?  \*Can you subtract two numbers within 20 using the draw and cross out method?  e.g. 4-2=2  \*Practise writing your numbers from 10-20, making sure they are the right way around.  Challenge: Write the 10s numbers (10-20-30-40-50-60-70-80-90-100), again making sure the digits are the right way around.  \*We have been discussing length using the words “longer”, “shorter”, “double” and “half”. Maybe you can arrange your toys by height? Or arrange pieces of spaghetti by their length? | **Reading**  \*Continue to read your book with a ‘number’ on it **at least 3 times** a week.  Try to:   * segment and blend using your phonic * read tricky words on sight   \*Can you re-read the sentence once you have sounded it out?  There are decodable book on our Oxford Owl site for children to read 3x a week.  **Look at the stories we’ve studied so far. Can you:**  **-What do these stories have in common?**  **-What is your favourite part?**      Flashlight- Lizi Boyd  Funnybones – Janet and Allen Ahlberg  The Night Box- Louise Grieg and Ashling Lindsay | | **Creative Family project:**  **Submission date:**  **Handed in by Friday 13th December.**  Geography: human and physical features in and around our school.  Think about your favourite place near our school. Could you draw or paint it, or create a model of it in a shoebox?  Physical features: Things that happen naturally, such as trees, ponds and flowers.  Human features: Things that are built by humans. | |
| **Suggested timetable** | **Week 1**  **Practise spellings / flashcards**  **Maths** – Practise forming numbers 1-10-  **Reading** – Read 3 books set on Oxford Owl  *\*Where is the book set?* | **Week 2**  **Practise spellings / flashcards**  **Maths** – How many addition facts within ten can you remember?  **Reading** – Read 3 books set on Oxford Owl  *\*Who is the main character?* | **Week 3**  **Practise spellings / flashcards**  **Maths** – Practise forming numbers 10-20  **Reading –** Read 3 books set on Oxford Owl  \**Does it remind you of any other books?* | **Week 4**  **Practise spellings / flashcards**  **Maths** – Write down addition facts.  **Reading** – Read 3 books set on Oxford Owl  *\*Are there any new and interesting words in your book?* | **Week 5**  **Practise spellings / flashcards**  **Maths** – Practise forming 10s numbers  **Reading –** Read 3 books set on Oxford Owl  *\*Can you think of a different ending?* | | **Week 6**  **Practise spellings / flashcards**  **Maths** – Try some subtraction number sentences.  **Reading –** Read 3 books set on Oxford Owl  \*Who would you recommend this book for? |

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| **In Geography,** we are learning about:   * My school and local area. | **In Science,** we are learning about:   * How animals survive. | **Curriculum Overview**  **Autumn 2**    **Year 1** | **In PSHE,** we are learning about:  **Health and Wellbeing**  Keeping Safe by:   * Who are our safe adults in different situations? * The difference between a secret (you’re told that no one can know and can make us feel worried, scared or sad) and a surprise (everyone eventually finds out and it feel happy or exciting). | **In RE,** we will be learning about:   * Theme/Unit: The Nativity Journey * Concept: Journey’s end |
| **In PE,** we are learning about:   * Ball skills (hands) * Gymnastics (body parts) | **In Computing,** we are learning:   * to use Scratch to program movement. | **In Music,** we are learning about:  - Dimensions Focus: timbre & dynamics | **In Art,** we are:  - Exploring drawing portraits of a teddy linked to illustrator and author Shirley Hughes (Dogger) |
| **In English,** we will be writing a sequence of captions linked to our key text, Flashlight by Lizi Boyd.  **In Reading** we will be Reading complimentary texts including**:**  The Night Box, The Dark – Lemony Snicket, flashlight by Lizi Boyd | | **In Maths,** we will continue to develop our Arithmetic skills.  We will also develop our skills and knowledge in:  - Multiplication and division  -Fractions and Geometry  -Number Place Value  -Addition and Subtraction | |