



# **What will my child learn this half term?**

**This document is designed to help you understand what your child is learning and when.**

**You can help at home by researching the topic, rehearsing skills and embedding knowledge.**

**Full curriculum information can be found on our website here: [Lifton Community Academy – Curriculum](#)**

**Year 1 – Owls class**

Each morning, the children will learn the core function skills of English and Maths.  
This will include **handwriting, reading, phonics and maths including number skills.**

|           | Afternoon subjects                                                           |                                       |
|-----------|------------------------------------------------------------------------------|---------------------------------------|
| Monday    | Geography                                                                    | Religious Education                   |
| Tuesday   | Physical education with<br>Plymouth Argyle                                   | Art                                   |
| Wednesday | Physical education                                                           | Relationships and Health<br>education |
| Thursday  | Science, Technology,<br>Engineering and Mathematics<br>(Including computing) | Music                                 |
| Friday    | Science                                                                      |                                       |

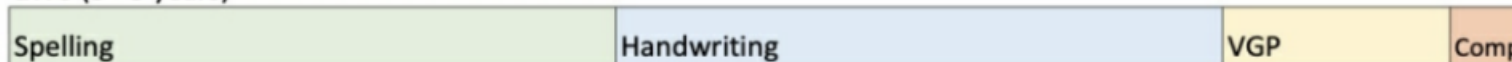
On PE days, please come to school in PE uniform.

## English reading and writing

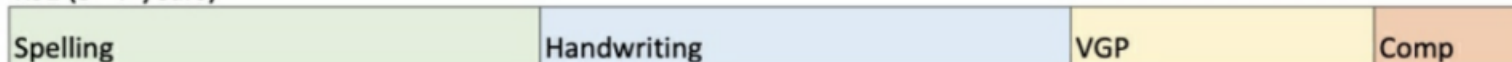
Writing is a complex task and when children are first learning to write, their working memory can become easily overloaded due to the cognitive demands needed for spelling and handwriting.

The diagram below illustrates the proportion of curriculum time that should be allocated to the strands within the English curriculum.

### EYFS (3 - 5 years)



### KS1 (5 - 7 years)



### Lower KS2 (7 - 9 years)



### Upper KS2 (9 - 11 years)



In KS1, children are taught the spelling and handwriting components primarily through Read Write Inc and our Handwriting Core Offer. Vocabulary, grammar, punctuation and composition are taught through this offer and 'Get Writing' in RWInc. In 'Get Writing', children learn how to build sentences – initially orally – and how to 'hold' a sentence in their working memories. The content that children write about is underpinned by the decodable text that they are reading to reduce cognitive load and motivate children to write.

By the end of Year One, we aim for all children to be able to write a grammatically accurate sentence which is demarcated with a capital letter and a full stop. We have made the deliberate choice to focus on sentence construction as children need extensive practice to be able to create sentences confidently and fluently.

# English reading and writing – How you can help at home.

## 1. Read with your child!

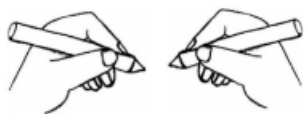
- Read to your child or hear them read their RWi phonics book. You should be reading daily, children love a story or information book and it is a great time to bond with family.
- Use audio books (no videos) for longer or more complex reads if time is limited.

## 2. Write simple sentences

- Ask your child to write simple sentences in a story, on a picture or as part of a task such as a shopping list or instructions for a game. Remember to focus on letter formation, capital letters and full stops.

## 3. Practice letter formation

- Letter formation is key functional skill. Make sure your child can hold their pencil appropriately with a tri-pod grip and are forming letters correctly.



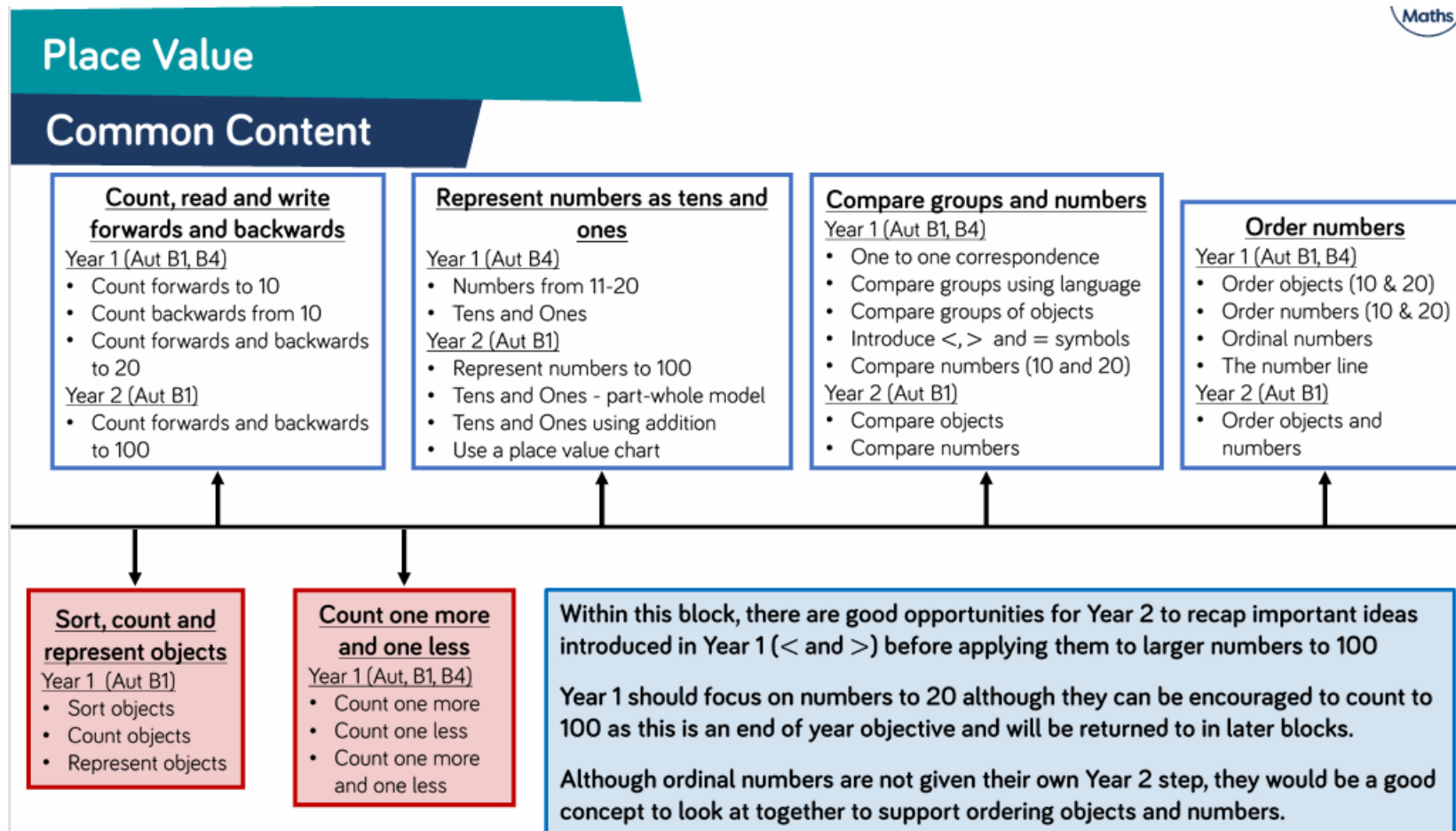
How to hold and position the paper



|                 |                           |
|-----------------|---------------------------|
| Around letters  | c a o d g q               |
| Down letters    | l t b p k h i j m n r u y |
| Curly letters   | e f s                     |
| Zig zag letters | v w z x                   |

# Maths – White Rose maths

We use White Rose maths as a teaching curriculum. There are a lot of great resources on their website including maths tutoring videos, here: [White Rose Education | White Rose Education](https://www.whiterosemaths.com/)



## Maths – how you can help.

1. Use the White rose website for videos and guidance. There are a lot of great resources on their website including maths tutoring videos, here: [White Rose Education | White Rose Education](https://www.white-rose.org/)
2. Sort, count and move objects around the home.
  - a) Talk about numbers as ‘tens and ones’. E.g. 17 has ‘one ten and 7 ones’.
  - b) Compare numbers of objects as ‘greater than’ or ‘fewer than’
  - c) Order numbers to 20 and use ordinal numbers such as ‘fifth’.
3. Use online tools such as Numbots and One Minute Maths to do daily practice.



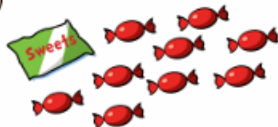
Colour the 7<sup>th</sup> flower blue. Start counting from the left.



A packet of sweets contain 10 sweets.



Amir's sweets

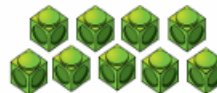
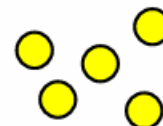


Who has the most sweets?

Use greater than, less than or equal to, to complete the sentences.



is \_\_\_\_\_



is \_\_\_\_\_



Count and write the number of cars in the car park.

| one                                                                                   |                                                                                       | three                                                                                 | four                                                                                  |                                                                                       |                                                                                       | seven                                                                                 | eight                                                                                 |                                                                                       | ten                                                                                   | eleven                                                                                |                                                                                       |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  |  |  |  |  |  |

| Curriculum subjects                                                                       | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Science: Use of everyday materials                                                        | <ul style="list-style-type: none"> <li>• I can sort objects into materials including unusual materials. using observations and ideas to gather ideas to suggest answers to questions. e.g. can you describe them? why is there nothing made from_____ where could we find this material? e.g. why can't a football be made of glass?</li> <li>• I can compare how things move on different surfaces. e.g. does the car move differently on different surfaces and materials?</li> <li>• I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching e.g. can materials be used for something else? e.g. can a stone be squashed, why not?</li> </ul> |
| Art: Kandinsky                                                                            | <ul style="list-style-type: none"> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Science, technology, engineering and mathematics (including computing):<br>Moving a robot | <ul style="list-style-type: none"> <li>• Programming: Can I develop algorithms to control a robot</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Geography: The United Kingdom                                                             | <ul style="list-style-type: none"> <li>• name and locate the four countries and capital cities of the UK</li> <li>• Name and locate the 4 capital cities of the UK</li> <li>• Name and locate the seas surround the UK</li> <li>• Where do rivers meet the sea in the UK?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Relationships and health education: How do I feel today?                                  | <ul style="list-style-type: none"> <li>• Describe basic human emotions</li> <li>• Describe how I feel</li> <li>• Explain why I feel like that</li> <li>• How do I respond to that feeling?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Curriculum subjects                                          | Content                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical education: Multi skills / Football                  | <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> </ul> |
| Religious education: What do Christians believe God is like? | <ul style="list-style-type: none"> <li>• Give clear, simple accounts of what stories and other texts mean to believers.</li> <li>• Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</li> </ul>                                                                                         |
| Music: Hands, Feet, Heart (Harvest service)                  | <ul style="list-style-type: none"> <li>• Sing songs connected to a theme.</li> <li>• Sing collaboratively with others.</li> <li>• Use your body to keep a beat</li> </ul>                                                                                                                                                              |

### **Wider curriculum – How you can help**

1. Research the topics with your child. Use books, atlases or visit museums or other places of interest related to their topics.
2. Talk with your child about what they are learning and add your own knowledge, thoughts or opinions.
3. Practice skills at home such as balances, singing, painting or the use of technology.