





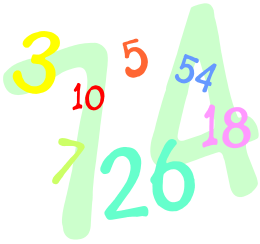
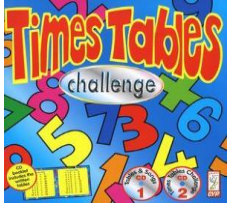


**Oakwood Primary Academy**  
**Learning Journey for this term and how you can support your child**






Summer Term 5 and 6 2021	Year Group 1 Owl and Wren Classes	Traditional Stories/ Stories from around the World
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Dear Parent and Carers,

Please find attached the programme of learning your child will be doing this term. There are many ways which you can help your child at school but the most effective way is to show an interest and to encourage your son or daughter to talk to you about what he or she is learning in school.

<b>English</b> 	<u>Phonics</u> <ul style="list-style-type: none"><li>• Participating in daily Read, Write, Inc sessions</li><li>• Responding speedily to set 1, 2, and 3 speed sounds</li><li>• Blending and segmenting sounds; applying phonic knowledge to decode words</li><li>• Practising holding a sentence</li><li>• Reading nonsense/alien words</li><li>• Changing verb tense</li><li>• Looking at singular and plural nouns</li><li>• Weekly spellings test (on a Friday)</li></ul> <u>Handwriting</u> <ul style="list-style-type: none"><li>• Holding a pencil using a tripod grip</li><li>• Forming upper and lowercase letters correctly</li><li>• Starting to use cursive writing</li></ul> <u>Writing</u> <ul style="list-style-type: none"><li>• Using capital letters, finger spaces and writing words on the line with the correct punctuation.</li><li>• Forming sentences that include nouns and verbs, and adding extra details to their sentences through the use of adjectives and conjunctions.</li><li>• Re-reading their writing to check that it makes sense, and editing their writing to amend and improve it.</li></ul> <u>Reading</u> <ul style="list-style-type: none"><li>• Completing reading comprehension activities aimed at finding information from a text.</li><li>• Listen to and discuss a range of fiction and non-fiction books in relation to our theme.</li><li>• Focus on discussing and understanding new vocabulary related to our theme.</li><li>• Daily reading of a ditty or book of their level, with the class teacher, TA or grown-ups at home.</li></ul>
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<p>How you can help</p> 	<ul style="list-style-type: none"> <li>• Read daily with your child at home. You may have a selection of books at home which are suited to your child's phonics level, but if not, there are many e-book libraries which are free of charge. <a href="https://home.oxfordowl.co.uk/">https://home.oxfordowl.co.uk/</a> - here you can access a wide range of books for each level and they are tablet friendly and free of charge.</li> <li>• When reading with your child, explain and discuss any new vocabulary with them.</li> <li>• Support your child to practise their spellings each day and with any reading comprehension tasks set.</li> <li>• With writing, encourage your child to rehearse their sentence orally a few times before writing it down, and remind them to use their phonic knowledge.</li> </ul>
<p>Mathematics</p> 	<ul style="list-style-type: none"> <li>• Participating in daily Maths lessons.</li> <li>• Focus on measurement including capacity and volume, alongside multiplication.</li> <li>• Learn to identify key mathematical symbols.</li> <li>• Use knowledge and understanding of number bonds to 10 to support with addition and subtraction.</li> <li>• Use a variety of resources to support learning such as number lines, ten frames &amp; counters, hundred square, and number cards.</li> <li>• Learning to count in 2's, 5's and 10's</li> </ul>
<p>How you can help</p> 	<ul style="list-style-type: none"> <li>• Encourage counting, adding and subtracting using numbers to 20, and practise counting in 2's, 5's and 10's with your child.</li> <li>• Play mathematical games involving dice, counting, number matching and identification (e.g. bingo, dominoes, snakes and ladders).</li> </ul>
<p style="text-align: center;"><b>THEME – Traditional Stories</b>  <b>Stories from Around the World</b>          Following a thematic approach, we will be covering the following aspects of the curriculum</p>	
<p><b>STEM</b>          Science, Technology, Engineering and Mathematics</p> 	<ul style="list-style-type: none"> <li>• Learning about seasonal changes and comparing climate between the different countries we explore.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> <li>• Using laptops and i-pads. Operating simple programmes (e.g. Google maps).</li> <li>• Designing and testing fabric for a waterproof coat for Little Red Riding Hood to wear on her journey.</li> <li>• Create a 3D map of journey to Grandma's house through the forest.</li> </ul>
<p>History</p> 	<ul style="list-style-type: none"> <li>• Features of a Traditional Story – stemming from oral history.</li> <li>• Origins of Traditional Story.</li> </ul>

<p>Art and</p> <p>Music/Drama</p> 	<p><u>Music</u></p> <ul style="list-style-type: none"> <li>• Listening to music related to our theme and describe the mood, character and story of the music both verbally and through movement.</li> </ul> <p><u>Art</u></p> <ul style="list-style-type: none"> <li>• Design and make finger puppets for the story Goldilocks and the Three Bears.</li> </ul> <p><u>Drama</u></p> <ul style="list-style-type: none"> <li>• Act out a scene from Goldilocks and the Three Bears.</li> </ul>
<p>Computing</p> 	<ul style="list-style-type: none"> <li>• Introduction to 'Health, Wellbeing &amp; Lifestyle'.</li> <li>• Introduction to 'Privacy &amp; Security'.</li> <li>• Identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</li> <li>• Describe who would be trustworthy to share this information with and explain why they are trusted.</li> </ul>
<p>PSHEE</p> 	<p><u>Health &amp; Wellbeing: Who helps to keep us safe?</u></p> <ul style="list-style-type: none"> <li>• To understand how rules and age restrictions keep us safe.</li> </ul> <p><u>How can we look after each other and the world?</u></p> <ul style="list-style-type: none"> <li>• To understand what rules are and how we follow them.</li> <li>• To know how to care for others and support their physical needs.</li> </ul>
<p>RE and Collective Worship</p> 	<ul style="list-style-type: none"> <li>• Who is Jewish and how do they live? [God / Torah / the people]</li> <li>• What does it mean to belong to a faith community?</li> </ul>
<p>PE</p> 	<ul style="list-style-type: none"> <li>• Participating in daily Wake and Shake and fine motor activities.</li> <li>• Exploring different ways of moving our bodies.</li> <li>• Learning 'playground games'.</li> <li>• Learning rules and skills for team games, such as: football, rounders and netball.</li> </ul>

<p>Ready, Respectful, Safe</p> 	<p><u>Recognition Board</u></p> <p>The recognition board is designed for positive praise, reinforcing the RRS behaviors and actions expected in the classroom. It has been a whole school initiative and each class has one focus that is the schools and one that is personal to the classroom. Children can nominate their peers and staff can nominate children too. If we or the children see the behavior we put them on the recognition board. The children are super excited by the board and so motivated to recognize the behavior in themselves and each other. Examples of behaviors or actions expected are:</p> <ul style="list-style-type: none"> <li>• Supporting others</li> <li>• Perseverance</li> <li>• Staying on task</li> <li>• Having kind words</li> <li>• Putting our hand up</li> <li>• Showing kindness</li> <li>• Showing forgiveness</li> <li>• Listening carefully</li> </ul>
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## Parent information for this term

### Teachers in the Year 1

Miss Crocker and Mrs Watson



### Year 1 - Drop off and pick up arrangements for children attending school

The entrance for dropping off and picking up of Year 1 children is the main Reception entrance. Please phone the office if a different adult will be dropping off or picking up your child.

Please stand on the red cross to ensure that you keep a social distance from other adults in the queue.

The blue hatched area allows for parents and children to continue the queue and around the closed carpark area alongside the pathway. Please do not queue across this area.

Please make sure that you keep your children with you while waiting so they do not run around the car park. There are also red lines to indicate out of bounds areas for parents or carers. **Please do not cross any red lines.**

### Social Distancing reminders

- Wear a face covering when you enter the school grounds.
- Keep a social distance from other parents and carers at all times.
- Only 1 adult should drop off and pick up children from school.

It is very important that you continue to support social distancing measures when bringing and collecting your child from school. Please be mindful of other adults and children so that you do not block pathways. Once you have dropped off your child to their entrance or class pod, please leave the school grounds promptly so that other parents and children can make their way to their class.

Thank you for your co-operation in this matter.

### **Covid Symptoms**

No child should come to school if they, or anyone they live with, has symptoms of Covid-19. These are:

**A new persistent cough**

**A high temperature**

**A change in their normal sense of taste or smell.**

Please ring the school office to inform the school of any absence related to Covid or any other sickness as usual. If your child has sickness or diarrhoea then remember that they cannot attend school until after 48 hours after their last bout of sickness. Please leave a message on the school answerphone if this is before school hours.

What to bring to school each day:

- **Reading book and reading diary**
- **Water bottle with 'sports top only' (not squash or flavoured water).**

Please do not send in any additional things in with your child including pencil cases, small toys, birthday cake or birthday sweets, this helps to limit risks of transmission.

### **Home learning**

Please continue to please read with your child regularly.

### **Communications on the School Website**

Please keep informed about dates, events and information by visiting our school website regularly. The parent tab also is the place where you will find all the newsletters, letters, forms and school dinner menu. When you select the **Learning** tab you will see information related to home learning and a range of useful links to help support you and your child.

Thank you for your continued support.

We are so proud of all of our Y1 children and the way they have settled so far this term.

Miss Crocker and Mrs Watson.