

INSTITUT INTERNATIONAL DE LANCY
ENGLISH SECTION

Outline of our work for second half of Autumn Term – Year 1

What will we be learning?

Science – Sound and Hearing

Geography – Our Local Area (continued)

Numeracy & Shape/Space/Measures:

We will be developing these skills and concepts:

Place value of numbers: beginning to recognise the tens & ones in a “teen” number. Sorting: using a Venn diagram to sort numbers & objects into distinct categories. Counting in twos. 2-D shapes: sorting them according to their properties. Position: following instructions for moving along a route, recognising the language of movement. Money: identifying English coins & their characteristics, adding coins to make different totals, recognising the value-relationship between the coins. Subtraction: understanding subtraction as “taking away”, subtracting by counting back, understanding and using the minus sign in subtraction equations, subtracting from 10.. Time: reading the time to the hour and half hour on an analogue clock.

How you can help at home: *(check the Math activities envelope for a connected activity card each week)*

Practice dissecting numbers into tens & ones (thinking & talking game). Sort & categorize objects around home identifying 2 distinct groups. Count in twos together, or back and forth. Look for & name shapes you see around you in real life. Practice “left” & “right” in everyday situations. Look at coins together at home: sort a pile of coins, try adding them up to a total sum, talk about their purchasing value in relation to different items, look at different currencies. Play take away games in every day situations (with small handy items around home). Tell simple subtraction word problem stories and try to solve. Pay attention to the clocks at home. Point out clocks/watches when they’re showing the hour or half past. Point out key times in your every day family schedule.

Language and Literacy:

We will be developing these skills and concepts:

Reading & using captions in a non-fiction text. Using text to find answers. Using language & features of non-fiction texts to create their own written work. Retelling stories identifying the main events. Making a simple picture storybook showing beginning middle and end. Writing in simple sentences using Capitals & full stops. Write a letter. Revising & editing their writing. Practicing alphabetical order. Identifying some nouns, adjectives, verbs (naming, describing, doing words). Writing questions and using question marks. Writing simple recounts linked to topics of personal experience. Exploring and playing with rhyming patterns.
Phonics: initial and final sh, ll, ck

How you can help at home:

Read together. Listen to your child read. Read to your child. Use various kinds of texts. Talk about the text. Try to recount/retell a story (main events). Tell your own version of a favourite simple story. Write your own version of a simple story. Notice and try reading city signs and billboards with labelling and captions. Remind your child about initial capitals and full stops in sentences; point these out when reading a story or looking at print. Count how many capitals and full stops on a given page of print. Talk about naming words, describing words and doing words; name some noun words back & forth between the two of you or ask your child to identify the kind of word you say. Look for question sentences in print around you and in text. Locate question marks around you and in text. Write a letter to family/friends.

Science:***We will be developing these skills and concepts:***

There are many different sources of sound. We can make sounds in a variety of different ways. Sound can be explored using the sense of touch. Different instruments make different sounds. We hear with our ears. We use our sense of hearing for a range of purposes including recognising hazards and risks. Loud sounds can be harmful. Distance affects how sound is heard. Carrying out a simple investigation. Making & recording observations and results.

How you can help at home:

Identify the sounds you hear and notice throughout your day together. Notice obvious/blatant sounds, and hidden sounds. Talk/reflect about what it would be like to be without the sense of hearing. Use the vocabulary: sound waves, vibrations, echo. Name different musical instruments you know. Discuss street safety using your ears. Talk about proper care for the fragile and important ear!

Geography:***We will be developing these skills and concepts:***

All people have a particular kind of home. Observing the local landscape and its features. Understanding there is a relation between location and buildings/features/services. Developing a sense of place in relation to home and school. Describing a route. Within a local area people do jobs. Buildings and community features are linked to the work people do. People have jobs and contribute to their local community.

How you can help at home:

Take note of the services and buildings that surround you in your local area. Identify names of buildings and services you see together (supermarket, sports centre, school, church, police station, pump house, etc.) Observe different workers in the local area; talk about how they contribute to the area through their job. Try making a simple map showing the route between home and school (or another well travelled route) demarking some of the landmarks on the way.

Art:***We will be developing these skills and concepts:***

Asking and answering questions about the starting points for their work and as they develop their ideas before starting a piece. Trying out tools and techniques. Recording what they see and feel from first hand observations of an object. Learning about the visual elements of colour, tone, pattern, line, and shape. Investigating the possibilities of a range of materials & processes. Stating opinion & reflecting about their own experiences & results. Identifying what they might change or develop in their future work.

How you can help at home:

Encouraging your child to slow down and think/reflect/plan before beginning certain tasks that require a plan or a decision first. Encourage risk-taking (when appropriate) & an exploratory attitude as opposed to perfection in all instances. Dissect objects in a visual way, finding different ways of describing what you see. Notice colour, different tones, patterns, lines, shape, and texture around you in everything (natural & man-made objects and spaces). "Brainstorm" how you could construct a simple instrument: -What materials? -How could it be assembled?