

INSTITUT INTERNATIONAL DE LANCY
ENGLISH SECTION

Outline of our work for first half of Spring Term – Year 1

What will we be learning?

Science – Sorting Materials

Geography – My School

Numeracy & Shape/Space/Measures:

We will be developing these skills and concepts:

Numbers to 100: counting in tens, recognising #s up to 100, partitioning 'teen' #s into tens & ones, beginning to partition #s beyond 20 into tens & ones. Addition: adding doubles up to double-5, some awareness of doubles up to double-10, recognising dif. addition pairs to make 7, 8, 9, 10, adding sets of 3 #s, finding the missing # in an equation. Weight: comparing the weight of object in terms of 'heavier & 'lighter', measure weight using non-standard units.

Odd & Even #s: to begin to recognise odd & even #s to 20.

How you can help at home: (check the Math support envelope for connected activity cards each week)

-Do the activities in the 'Math Support' envelope with your child (they correspond directly with the Math programme unit of that week)

Other ideas: Practice writing harder/higher, easy-to-confound #s (ie: 47 versus 74, etc.) Point out occasions to weight objects in real life situations as they may occur (food shopping, bathroom scale). If there is a scale at home, do some fun comparative exploring,..let your child 'play' with it if appropriate.

'Oral/talking games': Count together -while walking, in the car, in a traffic jam, around the house,..count to 100, count dif. sets of #s (the '20s', or the '30s'). Call out a # and ask "How many tens? How many ones?". Find all the pairs (any 2 #s) that add up to a given #. Practice doubling #s (5+5?, etc.). try to add simple sets of three #s mentally (take turns challenging each other).

Language and Literacy:

We will be developing these skills and concepts:

Using rhymes as a model for own writing, Using elements of known poems to structure own writing, Reading & following simple instructions, Writing & drawing simple instructions and labels, Retelling main events of a story in sequence, Using elements of known stories to structure own writing, Reflecting about a story & giving alternative conclusions for the story, Predicting about content of a given story, Writing simple recounts, responses, & opinions, Writing simple 'reports'/information-lists, Identifying: nouns (naming/thing words), adjectives (describing words), verbs (action/doing words). Phonics: ll, ck, ng, nd, nk, sl, pl, fl, cr, dr, fr

How you can help at home:

-Continue reading nightly!!

Other ideas: together, Write mini-stories based on favourite simple picture books read at home: change the ending, change the characters, put a twist in the plot, or just re-write it as is. Talk about a story and come up with how it could have ended differently. 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.

Science:

We will be developing these skills and concepts:

Concepts: There are many materials and they can be named. Materials have different properties which can be recognised using our senses. Materials can be sorted in a variety of ways and according to their properties. Different objects can be made from the same material.

Skills: Grouping materials together & recording this, Recognising materials in everyday items, Using appropriate vocabulary to describe materials

How you can help at home:

-These are the materials we are discussing: (metal, plastic, wood, fabric, glass, stone, paper)

Identify different items around home that are made primarily of a particular material. Look for objects that comprise two or more materials. Collect and sort some different home items into 'material-groups' or 'property-groups' (ie: soft, hard, rough, smooth, heavy, light, etc..)

Geography:

We will be developing these skills and concepts:

Concepts: A plan is a picture of something made by looking down on it (view from above). A plan is useful in identifying the features that are present in a spatial area. The terms and concept of 'left' & 'right' are important when giving and receiving directions.

Skills: Turning a drawing into a plan, Reflecting about the various features that would help to improve a particular environment, Deciphering between 'left & right'

How you can help at home:

Practice drawing plans for familiar spaces or areas (ie: rooms in your home, bedroom, kitchen, yard, playground, park). Identify the main features of specific spaces/areas (ask: What would be important on a map or a plan of this area?). Start practicing/identifying 'left' & 'right'.

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).