

**INSTITUT INTERNATIONAL DE LANCY**  
**ENGLISH SECTION**

**Outline of our work for second half of the Spring Term – Year 1**

**What will we be learning?**

Science – Light & Dark

History– Homes

**Numeracy & Shape/Space/Measures:**

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

2D shapes: sorting shapes according to type and number of sides, exploring curved and straight lines. 3D shapes: naming 3D shapes, sorting shapes according to their properties (sides, corners, faces). Ordering: recognising ordinal numbers to 10 (first, second, etc.), identifying smaller and larger numbers, recognising numbers which lie between two numbers. Addition & money: recognising pairs of #s which total 10, finding the missing # in an addition sentence equalling 10, finding different ways to pay for amounts up to 10p. Graphing: beginning to construct and interpret simple block graphs. Time: recognising that there are 7 days in the week, ordering the days of the week. Addition & Subtraction: finding the missing # in an addition equation, deriving subtraction facts from addition pairs.

***How you can help at home:*** (check the Math activities envelope for a connected activity card 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: Look for lines around you; point out straight ones and curved ones. Look for 3D-like shapes in such structures as buildings, vehicles, and in objects around your home. Play with coins together finding all possible ways to make a specific total. Make a graph together (..about the toys you have at home, or other)

'Oral/talking games': practice repeating ordinal #s together (or back & forth). Repeat the days of the week in order. Sing the 'days of the week song' (ask him/her)

**Language and Literacy:**

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

Applying sentence standards in writing; capitals, full stops, complete ideas, Writing a personal message to a chosen audience, Using appropriate opening & closing statements for a personal written communication, Investigating and learning spellings of verbs with –ed and –ing endings, Identifying common uses of capitalisation (for pers. Titles, headings, emphasis), Adding question marks to questions, Writing about specific incidents from known stories, Re-telling stories giving main points in sequence, Giving personal responses to text explaining opinions & ideas, Picking out significant story incidents, Identifying and discussing story-character attributes, Writing own questions (for information) prior to reading, Recognising that non-fiction books on similar themes can give different information & present it in different ways

Phonics: gr, pr, tr, sp, st, (a-e) =long a with silent e ending, (i-e), (o-e), (u-e)

**How you can help at home:**

-Continue reading nightly!!

Some families may be ready for (or would like to try) reading an appropriate chapter-style book where the story is ongoing and characters & plots are more built up. This often lends itself to more story talk and can help get children hooked on story,.....and reading!

Other ideas: Practice writing sentences together looking for capitalisation & full stops & coherent complete ideas. Write a letter/card to someone; let him/her try first (helping if hey ask) then go through it together making all necessary changes. Ask about his/her opinion on ..anything!, encouraging reflection, critique, appreciation, expression. Re-tell stories/events together. Talk about story-characters while and after reading.

## Science:

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

*Concepts:* There are a wide range of light sources. We need a light source to see in the dark. Light sources are best seen in the dark. Sources of light show up best at night as opposed to day). Objects cannot be seen in darkness. Shiny objects are not light sources. Shiny objects need a light source to shine. The sun is a major source of light for the earth. The light from the sun varies with weather conditions. The sun, moon, and earth have an interdependent relationship.

*Skills:* Observing objects in different light, Carrying out an investigation, Explaining observations, Observing, identifying, and comparing reflective objects and surfaces, Comparing day and night

### ***How you can help at home:***

Look around for different light sources in your home and outside of home too. Do some 'home-light' observations: turn specific lights on in the day noting how bright they are, then do the same at night..compare. Read any simple books about the solar system (looking for details about the sun and earth, day/night, moonlight)

## History:

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

*Concepts:* Life in the past was different than life today. When time goes by some parts of life stay similar and some evolve. Homes and household items have evolved because materials and ideas evolve.

*Skills:* Describing different homes in the past and sequencing them in chronological order, Recognising different household rooms from the past and sequencing them in chronological order, Identifying features of a home built long ago, Recognising common external features of a home, Recognising different household items from the past, Describing the characteristics of household objects from the past, Identifying functional changes in objects over time, Making inferences about aspects of home life in the past, Identifying similarities and differences in home life as time changes

### ***How you can help at home:***

Look at pictures, books, or movies with different kinds of homes (older and newer). Check your home for an antique or old item that has a newer version today; look at it, talk about the changes and try to reason why it may have changed.

## Art:

**\*\*\* It would be great if you could send in any old glossy magazines lying around home. We could use them in our art program. Thanks!**

### ***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).