

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

**Outline of our work for Summer Term – Year 1**

**Mrs. Roizman**

**What will we be learning?**

Science – Growing Plants / Forces: pushes & pulls

History - Going Places / Toys

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

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

3-D Shapes: sorting 3-D shapes, observing the faces of shapes. Symmetry: creating symmetrical patterns, recognising reflective symmetry. Position: recognising and using the language of position. Time: recognising the number of hours in a day, learning the terms 'midday' & 'midnight', recognising the four seasons in a year, ordering the four seasons of the year, recognising the months of the year. Graphing: constructing a pictograph, interpreting a pictograph. Sorting: sorting data by listing it in a table, interpreting simple tables. Addition: recalling addition pairs to 10, adding beyond 10, using addition to solve money problems, practicing addition strategies. Subtraction: subtracting 10 from a 'teen' number, subtracting 10 from a 2-digit number.

***How you can help at home***

Look for 3-D shapes around you in different objects and point them out. Look for curved faces & flat faces on objects. Look for symmetry in the environment around you (often easy to find in patterns and in nature). Give directions/instructions using the language of position (above, below, behind, in front, left, right). Use the terms 'midday' & 'midnight' when possible. Make a seasons chart. Ask your child to teach you the 'months of the year' song. Try adding different coins together to make different sums.

'Oral/talking games': remember and call out all pairs of numbers that total 10. practice quick mental subtraction and addition. Try subtracting 10 from 'teen' & 2-digit #s. Try adding 10 to different #s.

**Language and Literacy:**

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

Reciting simple rhymes with actions, Re-reading rhymes from text, Substituting and extending rhyming patterns, Using simple dictionaries, Understanding alphabetical order, Making own simple dictionary pages, Using simple sentences to describe, Organising lists, Expressing a written message to a specific audience, Expressing feelings in writing, Response writing, Demarcating sentences with capitals & full stops, Identifying nouns, verbs, & adjectives. Phonics: a with silent e, i with silent e.

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

-Continue reading nightly!!

Other ideas: Practice any little rhymes you know, then write them out together and read them too. Make up and then write your own new rhymes with the same tune/pattern as ones you already know. Look at and explore a dictionary together (choose some words to look up). Look for descriptive parts of stories (adjectives in the text). Write practical lists together (shopping, 'to do', packing, etc.). Write a letter to a friend or family member.

## Science:

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

Concepts 1: There is a variety of plants in our school grounds. Plants need to be treated with care. Some plants provide food for humans. Plants have leaves, stems, roots and flowers. Different kinds of plants have differences and similarities. Plants need water and light to grow.

Concepts 2: There are many sorts of movements. A push or a pull starts or stops a movement. A blow is a push of air. Push and pull forces can be harmful or dangerous. Moving air, water, and other substances generate a push force. Wind can make things move.

Skills: Observing and describing movement as a push or a pull, Describing movement, Identifying forces of movement in everyday actions, Carrying out a simple investigation, Recording procedure and observations, Recording results

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

- Pay attention to flowers and plants that can be found close to your house. Discuss their features and appearances. Encourage your child to help with the garden.

- Think about the movements you make each day and talk *about* whether they are a *push* or a *pull* action: (when in the kitchen, getting dressed, etc.). Talk through movements made at home as they happen, identifying whether they are *pushes* or *pulls*.

## History:

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

Concepts 1: There is a variety of places that we can visit. Some trips can take a long time while others are shorter. When we decide to travel, looking at a map and planning ahead is always a good idea.

Concepts 2: Man-made objects and items change in design over time. There are differences and similarities in objects that we used in the past and today.

Skills: Developing an awareness of the past, Identifying old and new toys, Comparing and making connections between past and present technology, Developing an awareness of the strengths that can be found in both old and newer technology

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

***- If you have access to travel guides and books look at them and explore different places.***

-If you have access to any old toys (saved, from Grandma/Grandpa, etc.), examine and compare to newer versions. Talk about how some of your toys were different to your child's today, and in what ways they are similar, ..(ex: Did you have all the electronic toys?). Talk to Grandma or Grandpa about their favourite toy(s), and toys or games that they don't see anymore today.

## 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).