

## Year 1 Parent information - Term 3

Welcome to Term 3 of Year 1!

This term, our Line of Enquiry question is: **'How can we make traditional tales come to life?'**

### PE days

Thursday morning: Gymnastics  
Monday morning: Yoga

### Dates for the diary

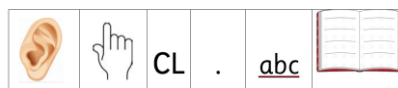
Traditional Tales Dress Up Day – Monday 6<sup>th</sup> Feb  
Traditional Tales Event – parents welcome from 2:45pm on Monday 6<sup>th</sup> Feb

### Books we will enjoy in class this term:



### Writing Fundamentals

Always tools



Using phonic sounds to write words  
Using finger spaces between words  
Using capital letters at the beginning of a sentence and for people's names  
Using full stops at the end of sentences  
Keeping our writing on the line  
Reading our writing back to check it makes sense

### Talk for Writing texts and genre

Journey Tale: The Three Billy Goats Gruff  
Focus: Settings

# Year 1 Home Learning Tasks – Term 1

## Maths Number Facts:

*This term we are learning to add 10 to a single digit number and subtract 10 from a 2 digit number*

### My personal maths target:

*This term I need to fluently recall adding 10 to a single digit number e.g.*

$$1 + 10 = 11, 2 + 10 = 12, 3 + 10 = 13, 4 + 10 = 14$$

*This term I need to fluently recall subtracting 10 from a 2 digit number e.g*

$$11 - 10 = 1, 12 - 10 = 2, 13 - 10 = 3, 14 - 10 = 4$$

## Spelling:

*This term we are practising reading and spelling the Phase 4 and 5 tricky words*

### My personal spelling target:

*This term I need to be able to read and spell the tricky words in my blue tricky word book*

## Phonics:

*This term we are starting to learn new Phase 5 digraphs. Here is a link to the parents section for our Systematic Synthetic Phonics programme Little Wandle for more information about phonics:*

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

### My personal phonics target:

*This term I need to read words containing our new Phase 5 split digraphs*

ai /a-e as in shake, bake	igh / i-e as in time, slime	oa /o-e as in home, phone, tone
oo / yoo / u-e as in cute, rude	ee /e-e as in these, pete, even	

## Reading:

*Children should read at least 5x a week at home to an adult. We encourage adults to discuss children's reading with them.*

*All children have a phonetically decodable book that supports your child's phonetic awareness.*

*As your child learns new sounds you will see these sounds in their books. We have three guide reading sessions a week where every child reads to an adult. On a Friday the book from your child's guided reading sessions will go home with them for you to read together during the week.*

**Please ensure your child's book and reading record come to school with them every day.**

**They will be changed every Friday.**

*Children also take home a wider interest / bedtime book for you to enjoy together weekly.*

*Look at the 'Books coming home' section on the Little Wandle site for more information about how to support your child's reading at home:*

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

## Suggestions of optional wider curriculum activities to answer:

***'How can we make traditional tales come to life?'***

- ★ **Geography** – make a map of your favourite traditional tale. Where do the characters go? What route do they take? Can you add any human (man-made) or physical (natural) features such as buildings, trees or pathways.
- ★ Use a compass to find different rooms in your home. Which direction does your home face?
- ★ Draw your route from home to school. What do you pass? Which direction do you have to walk in?
- ★ **DT** – Have a go at making a sock puppet at home. Watch a YouTube video to help you: (Needlepointers – How to make a simple no-sew sock puppet). Can you make your favourite traditional tales characters?
- ★ **Writing** – Can you write your favourite traditional tale in a different way? What else could happen to the characters? What if the wolf was nice in The Three Little Pigs? Could Goldilocks help the three bears?