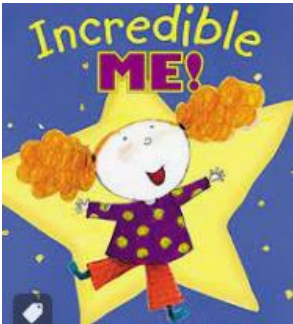


| | | |
|---|---|---|
| <p><u>Writing Outcomes</u> Make Your Day</p> <ul style="list-style-type: none"> • Recount of my own day <p>Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> • Diary Entry • Instructions to make a sandwich | <p><u>History</u> Toys Toys past and present Order the decades chronologically.</p> | <p><u>Maths</u> Place value Identify 1 more and one less. Count 1-10 forwards and backwards Compare numbers Add and subtract Add and subtract numbers to 10.</p> |
| <p><u>Phonics</u> ai, ee, igh, oa, oo, oo, or ar, ur, ow, oi, er, ure, ear, air. <u>Trick words</u> are, all, some, come, so, do, little, out, were, what.</p> | <p style="text-align: center;">Hummingbird Class Term 1 Incredible Me</p>  | <p><u>Science</u> My Body Parts of the body, identify, name and label. Identify the five senses.</p> |
| <p><u>SMSC</u> <u>PSHE</u> Identifying my different feeling and emotions. <u>RE</u> Creation: Does God want Christians to look after the world? Christianity.</p> | | <p><u>Music</u> Sing songs and rhymes about me and my family Clap and move to the pulse Create and perform sequences of body percussion Create sound effects to represent different toys</p> |
| <p><u>Art</u> Self portrait Creating self-portraits using a variety of media. Develop techniques using colour, pattern, texture, line, shape and form. Use knowledge of different artist and their styles to develop styles</p> | <p><u>P.E.</u> Fundamentals Running, jumping, and hopping Show agility, balance and coordination. Show control and balance when travelling at different speeds.</p> | <p><u>Computing</u> Technology around us What is technology and how do we use it responsibly? Use technology safely and respectfully. Use technology purposefully.</p> |

Hummingbirds

Class Spellings for Autumn 1

Please find below your child's spellings for this term. Ensure that you help your child to practise them in preparation for a spelling test each **Friday**

A useful technique to use is:

Look carefully at the word

Cover the word, try to remember it
















Write the word from memory

Check to see if you have spelt it correctly

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Tested on 15.09.23 | Tested on 22.09.23 | Tested on 29.09.23 | Tested on 06.10.23 | Tested on 13.10.23 | Tested on 20.10.23 |
| his | as | we | some | so | what |
| is | of | me | come | do | like |
| the | into | be | my | little | have |
| to | her | they | by | out | there |
| go | was | he | are | it | here |
| no | you | she | all | has | were |

Year 1 Term 1 Homework Grid

| | | |
|--|--|---|
| <p><u>Reading:</u></p> <p>Read daily, recording in contact book.</p> <p>Discuss the following questions with your grown up:</p> <ul style="list-style-type: none"> • What do you think the book is about? <ul style="list-style-type: none"> • Who is the author? • Who is your favourite character? <ul style="list-style-type: none"> • What could happen next? • How were the characters feeling when Happened? How do you know? | <p><u>Writing/Handwriting</u></p> <p>Practise writing the following words using cursive writing:</p> <p>I, is, the, to, go, no, has, his, as, of, into, her, was, you, he, she, we, be, me, they, my, by.</p> <p>Use the these words in a sentence.</p> | <p><u>Maths:</u></p> <p>Log in to Numbots and complete the set times tables.</p> |
|--|--|---|

| | | |
|--|---|--|
| Optional activities | | |
| <p><u>Art:</u></p> <p>Create a picture of yourself or your family using natural resources that you find outside. This could include sticks, leaves, rocks and stones, pinecones.</p>  | <p><u>Music:</u></p> <p>Make your own instrument using natural resources or using junk materials.</p>  | <p><u>History:</u></p> <p>Research and design your family tree.</p>  |
| <p><u>PE</u></p> <p>Create your own obstacle course in the garden or park, plan it out first and then take photos of you completing it.</p>  | <p><u>Science:</u></p> <p>Walk around the local area and record what you can see, hear, smell, touch.</p> <div style="display: flex; flex-wrap: wrap; justify-content: center; gap: 10px;"> <div style="text-align: center;">  VISION </div> <div style="text-align: center;">  HEARING </div> <div style="text-align: center;">  SMELL </div> <div style="text-align: center;">  TASTE </div> <div style="text-align: center;">  TOUCH </div> </div> <div style="display: flex; flex-wrap: wrap; justify-content: center; gap: 10px; margin-top: 10px;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div> | <p><u>Writing:</u></p> <p>Draw 6 pictures for story about a character.</p> <p>Write labels for the people, objects and places in your story.</p> <p>If you want to challenge yourself, try writing a simple sentence for each part of your story using capital letters, finger spaces and full stops.</p>  |

