



FS & KS1 School

Year 1 Newsletter No. 2

17th January 2019



Theme: *What's the Weather Like?* **Science Topic:** *Day and Night*

Term 2.1 Learning Challenge: *Why do we have day and night?*



Why do we have day and night?

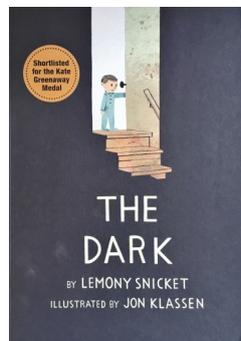
In our classes this week we have been 'knowledge harvesting' which means answering questions about our new topic, **Day and Night**, based on our prior knowledge. We have heard some very interesting ideas about what the sun and the moon do!

How you can help with our Learning Challenge at home: Discuss these questions at

home: *Why is daytime important? What makes daylight? Why is light important? What makes darkness? Does the sun move? How do you know? Does the moon move?*

English ~ The Dark by Lemony Snicket

We read a fantastic book about Lazlo, a little boy who faces his fears about the dark. We described scenes from the story and talked about the character's feelings. We also wrote words and sentences to describe 'the dark'.



Maths ~ Place Value

We used a variety of activities and images to embed our understanding of 2-digit numbers and how they are made. This included finding 1 or 2 more or less of a multiple of 10. We used either a number line or a hundred square chart to practice this.

Homework: Arrow Card Partitioning activity sheet and online learning with Abacus and Mathletics.



Phonics ~ /ai/ as in day and name

We learnt to read and spell the /ai/ sound in different ways. We worked on words which have **ay** and the **split digraph (ae) - a_e**. You will see a lot of these words in our spelling list this week too.

Homework: 'Magic e' with a_e words activity sheet, Practise your spelling list, read a Bug Club book and complete the activities.



For help with usernames for **Bug Club** and **Abacus**, please look at the laminated book mark children were given with their report last term. If you have misplaced it and need your child's username, contact your child's class teacher. Thank you.



Magic e with 'a-e' Read and Write

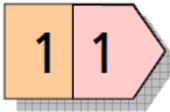
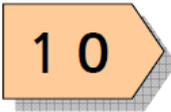
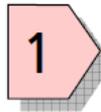
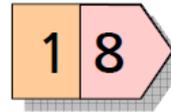
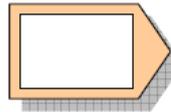
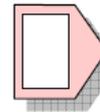
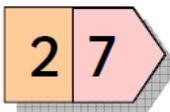
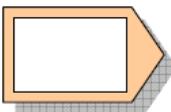
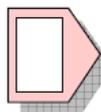
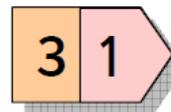
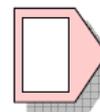
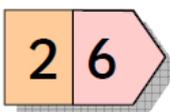
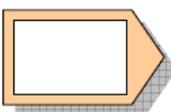
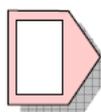
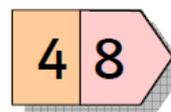
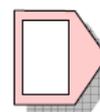
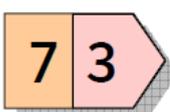
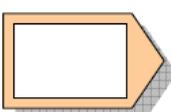
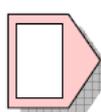
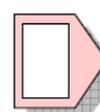
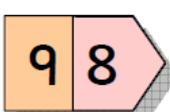
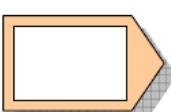
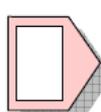
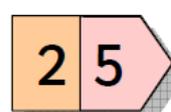
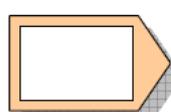
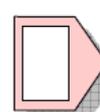
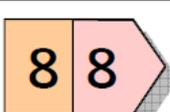
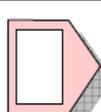
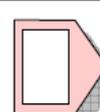
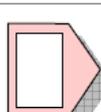
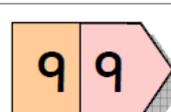
Read the 'a-e' words below. Look at the pictures and write each word under the correct picture. Read the word again to make sure it's correct.

cane	cake	cape	vase	male	game
tape	safe	case	rake	sale	lake
					
					
					
					

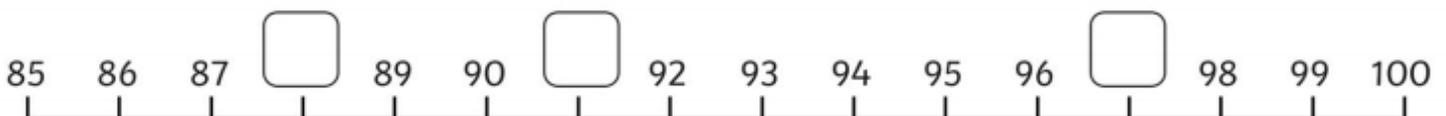
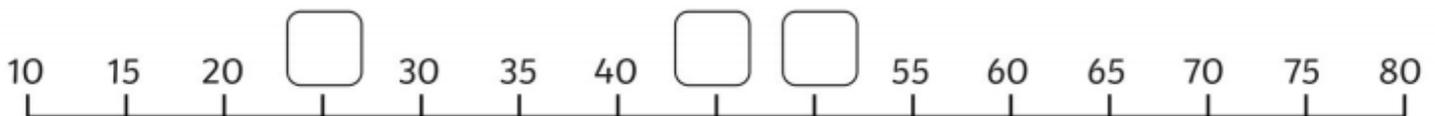
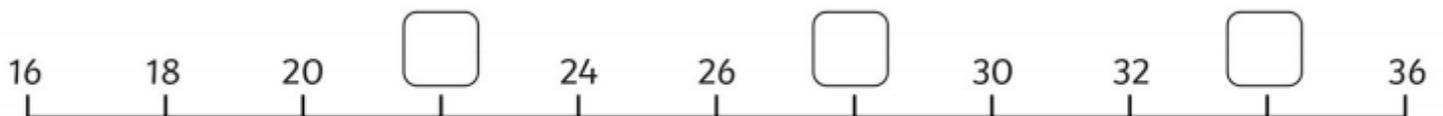
I found this:

Easy
 Challenging
 I needed help

Arrow Card Partitioning - Tens and Ones

 =  + 	 =  + 
 =  + 	 =  + 
 =  + 	 =  + 
 =  + 	 =  + 
 =  + 	 =  + 
 =  + 	 =  + 
 =  + 	 =  + 

Fill in the missing numbers in these number lines.



I found this:



Easy



Challenging



I needed help



This week we have sent our first spelling lists home. Children in Year 1 love the 'grown up' feel of taking a weekly spelling list, however, it is important that parents understand the reasoning behind spellings in Year 1 so that it remains a fun and rewarding part of children's learning and does not become a 'chore'. Here are some points to keep in mind:

- **Words in our spelling lists are chosen to practise the phonics focus of the previous week.** For example, the words *tray* and *leaf* are included to reinforce learning the 'ay' and 'ea' sounds; giving children the confidence to try using these sounds in their writing. Children should be practising their 'sounding out' skills to spell the words, though some children will have memorised the spelling which is fine also.
- **Teachers will discuss the meaning of words, however, Year 1 spellings are not vocabulary lists.** The type of spelling lists where children need to put words into meaningful sentences to show understanding will come later in their schooling. The first step now in Year 1 is for children to explore word building in a structured way and begin to identify simple, regular spelling patterns. For example the 'ai' sound is always in the middle of words - rain, pail, stain.
- **Look, Say, Cover, Write, Check:** This is the method we would like children to use when practising. Checking their own spelling is a very important **skill** as we begin asking children to edit their writing. Mistakes are fine as long as we learn from them!
- *** High Frequency Words (HFW's):** Some words (usually at the end of the list) will be marked by an asterisk (*). This indicates that they are High Frequency Words which children need to learn to spell correctly from memory. Some can be sounded out phonetically (*and, not*) and others cannot (*the, was*). After being sent home as a spelling word, we expect children to spell these words correctly and quickly in their writing across all curriculum areas.
- **Keep it fun!** Magnetic letters, whiteboards, iPads, flashcards, online games and board games (Scrabble!) are all ways to enjoy spelling practice. 10 minutes a day is more than enough to keep your child on track.
- **Communicate with your child's class teacher:** If you have any concerns or queries please contact your child's class teacher for support and guidance.



Spelling practice
doesn't have to
be B-O-R-I-N-G