



*I learn -
Transition to Year
1*

What does a week look like in KS1?

Time Table – Week beginning 12.06.23

	9-9:50	9:50-10:35	10:35 – 11:05	11:05 - 12	12-1	1-45	1:45 – 2:15	2:25 - 2:45	2:45 - 3	
MONDAY	Phonics	Literacy	BREAK / fruit	Maths	Lunch followed by Registration	geography	Handwriting / Phonics	Story time	Singing Assembly	
Tuesday	Phonics	Literacy		Maths		art	Handwriting / Phonics	Story time	Assembly	
Wednesday	Phonics	Literacy		maths		PE	ICT	Spelling programme / assembly		
Thursday	Phonics	Literacy		Maths -		Science	assembly			
FRIDAY	P.E / PSHE / music 9 - 9:45 9:45-10:30 10:45-11:30			P.E / PSHE / music		Phonics / spelling prog yr 2 11:30-11:50	Assembly	Choosing Time		

PEN DISCO / READING AT TABLES

homework

- Most important job the children do at home is read and talk to you.
- Listening to library books – bedtime stories.
- Red homework book – copying a sentence 3 times and common exception words 3 times. Please read the sentences and keywords with them each time.
- Maths job in the red book – short and snappy homework.

Weekly learning email - sent out every Friday.



Weekly Learning

Date
24.06.24

Please find below the learning that we will be looking at so that you might have some prompts to say to your child as you walk and talk. In Literacy, we will think back to our learning at Boldwerwood. We will build up to create an information book all about the New Forest. This will include talking about the geographical features and how we can look after the New Forest. In art, we will be creating textile pictures inspired by the forest and the animals that live there. In maths, we will be thinking about place value and using our knowledge to help us with addition and subtraction. In science, we will be thinking about microhabitats. In geography, we will compare our forests to rainforests. In music, we will continue using our voices this half term. In ICT, we will be exploring purple mash. In RHE, we will think about how we feel when we are distracted.

MANY THANKS FOR CONTINUING TO SUPPORT YOUR CHILD'S READING

Useful question prompts to ask when reading with your child

Looking questions (literal questions)	Clue questions (based on the text- deduction and inference)	Thinking questions (offer opinions, links to experience of the wider world)
What do these words mean?	What big ideas are there in the book or what is the book about?	Can you make links between.....?
What has happened?	What kind of person was...?	What do you think about....?
What are the main ideas?	Can you predict what might happen next?	What why do you think.....?
Can you retell the main events?	What do you think was meant by...?	Would this text be better if the writer had....?
What do we know about...?	Describe the relationship between...?	How would you have solved the problem in the story?
How did... happen?	Why did the character act in this way...?	What will happen next?
Who was it that...?	What does the writer want us to think/feel about...?	How was this similar to...?
What happened after....?		How has the writer used.... to show.....?
How does the writer describe...?		Can you make connections to....?
		What questions would you ask the character about.....?



Rhyme of the week

**There was an Old Woman
Who lived in a Shoe**

There was an old woman who lived in a shoe.
She had so many children,
she didn't know what to do.
She gave them some broth without any bread;
Then kissed them all soundly and sent them to bed.



Purple Mash Activities of the week:

Maths – Sequence Snake



Art – Snake



Key Words to practice



Year 1: by here there where

Year 2: gold everybody even great

Reading challenge

Can the children practice and check the common exception words they can read and spell?

They are on the next two pages.

Hold a Sentence

Year 1: I wish I could see the prince.

Year 2: I will think about the punishment.



Philosophical question.

Would you rather have more money or more friends?



Curriculum leaflet and knowledge organiser - sent out before each half term.

Key stage 1 Summer 2

Literacy
We are going to write some poetry around a forest picture. We are going to write information packs on how to best enjoy our local New Forest. We will look at traditional tales around a forest setting.

Science
We will learn about **micro-habitats and the animals that are suited to live in them. We will learn about reproduction in plants and investigate what affects successful plant growth.**

Maths
The children will be learning about solving problems and using reasoning skills. The children will be applying and recalling their number facts helping them to build up their mathematical fluency.

Geography.
We will go to Bolderwood to explore the features of a local forest. We will then compare these features to the Brazilian Rainforest.

Music
We will continue to develop our singing skills. This will end with a performance to the parents.

This term our topic is: Forests

RHE
Feelings and Emotions
We will be learning about a range of emotions, including how to name them and control them when they become very strong.

ICT
The children will be taught to use search engines safely and will present research using either Word or PowerPoint.

Art / DT
We will be practicing and refining the skills we have learnt throughout the year linked to our Forests Topic. We will design a forest vehicle for DT. We will create a forest inspired sculpture, painting, collage and fabric picture. We will showcase our artwork for our round up.

PE
In preparation for the upcoming sports week and Olympics, we will be participating in a range of athletics sports, such as track and field. We will also be applying our skills in sport games.

RE
Who is God?
Children will be exploring their own ideas about God and finding out what Christians and Hindus believe.

Hook
The children will enjoy a trip to Bolderwood in the New Forest. This will be a great experience to visit our own national forest. We will be thinking about how we can care for our forest. The children will do a presentation on how they would promote forest safety and preservation.

NEW Reminders
Each class will have the opportunity to use the school library **three times a week**. The children will be able to choose a book to read for pleasure at home, to go alongside their coloured reading book which is matched to their reading level. Please remind your child to change their library book on a Monday, Wednesday or Friday. QR codes will also go home on a Friday. Please watch the 3 videos on the QR codes sent home to help consolidate their phonic learning.

NEW
We are lucky enough to be having taught PE lessons on a **Wednesday and Friday**. The children can wear their PE kits into school on **Wednesday and Friday**. Please ensure all items of clothing are named.

Homework

- Please encourage your child to read their phonics book for a few minutes each night and to write a comment in their reading diaries. Some children have read over 150 reads.
- Remember – Hold a sentence homework will go out on a **Friday** and is due back the following **Friday**. You will receive an email every Friday with all the homework, including Purple Mash activities so give these a try! The email will also say what we are learning in class the following week.

purple mash

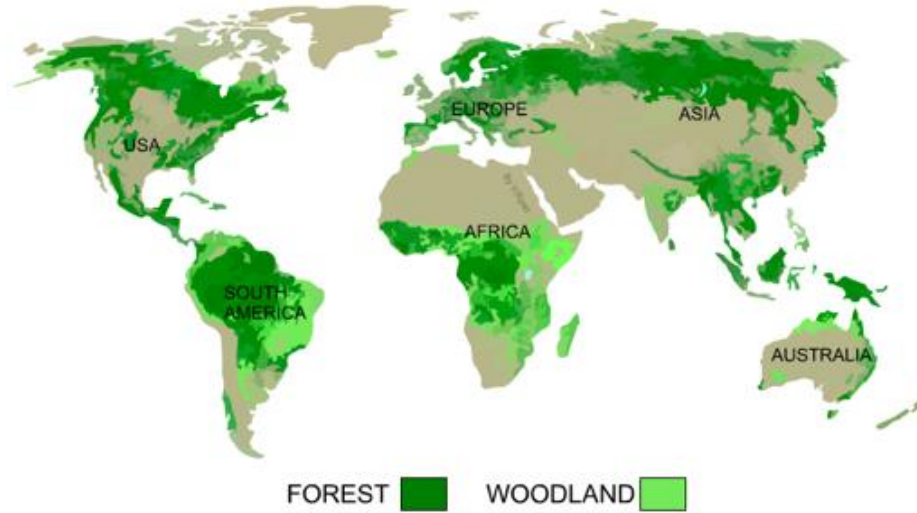
Eling Infant School Knowledge Organiser: Forests



Facts about Forests

Our learning around forests will focus on where they are and how they differ, in relation to the equator. Forests cover 30% of the earth's surface but provide habitat for more than 50% of the animals in the world. However, they are being destroyed or damaged at an alarming rate. Our trip to Bolderwood will give us some inspiration on how we can care and nurture our local forests.

Forests around the World



Tidy by Emily Gravett- Story Synopsis

Deep in the forest lives a badger called Pete with an obsession for tidying up. Pete tidies up the leaves as they fall from the tree, then he tidies up the trees themselves. When that causes a flood, he sets to deal with the mud too. Tidying up mud leads to putting down concrete. But then, how can Pete ever get back into his own home? Pete realises he may need to put everything back!

Forest



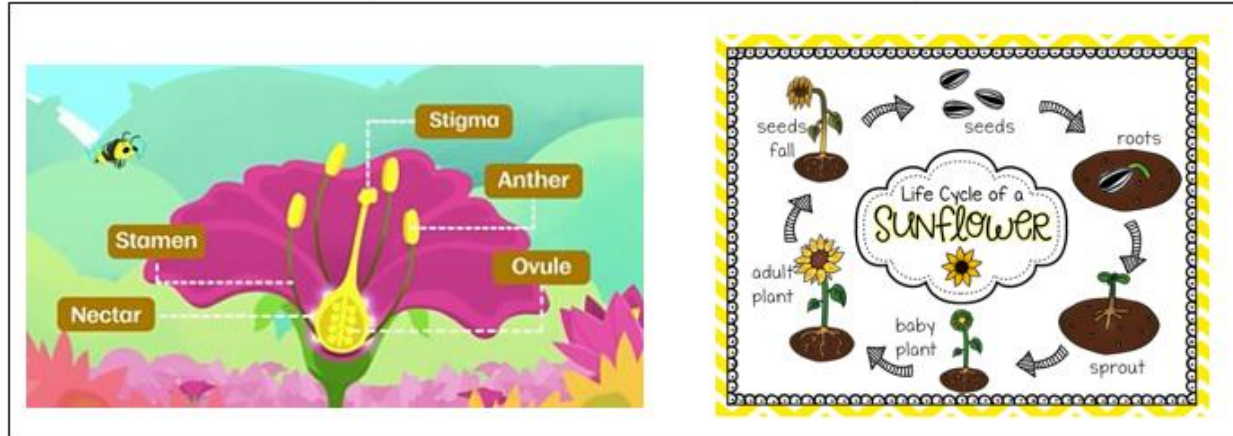
Rainforest



Deforestation



Science - Plant Reproduction



Key Vocabulary

Forest – A large area filled with many trees and other plants.

Rainforest – A highly built up forest, usually found in tropical areas with high rainfall.

Deforestation – The clearing or cutting down of forests.

Equator – An imaginary line that divides the earth into two halves.

Climate – The average measurements of temperature, wind, humidity, snow and rain in a place over the course of years.

Vegetation – The plant life that covers a certain area.

Humid – When the air is very damp, moist and hot. The climate of a rainforest is very humid.

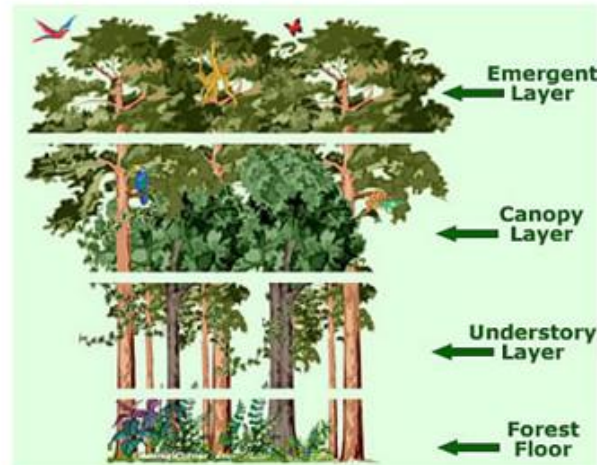
Habitat – A place where an animal lives.

Micro-habitat – A very small part of a larger habitat for extremely small creatures.

Evergreen – A plant that has leaves that stay green throughout the year.

Deciduous – A plant that loses its leaves, usually in Autumn.

Rainforests - Tree Layers



Microhabitats and Minibeasts

Here are some different microhabitats you might have found in the local environment.



Under stones and rocks.



In short grass.



Inside rotting wood.



Under fallen leaves.



In and on the soil.



In tall grass and flowers.

How can you help with transition?

- Talk it out! – Ask them questions about their first days/weeks.
- Calendar – counting down to starting year 1.
- Encourage independence over the school holidays
- Possibly sign up for extra-curricular clubs during the holidays.
- Be patient – give them time to adjust.
- Make sure they get enough sleep!
- If you have any specific concerns about your child during transition, speak to your child's teacher.

Over the Summer...

- Read with your child as often as possible, non – fiction and fiction books. Could they take on the library reading challenge?
- When out and about, talk to them about what they have seen and done, using topic specific language.
- Encourage them to draw, be creative, write, make things, etc as much as possible. They could write a diary or draw a picture of their favourite day out.
- Keep practising phonic words, reading and writing them and explore the year 1 common exception words. Which ones do they already know?
- Play maths games, bake, go to the shops, measure things, tell the time, what numbers can they see in the environment?

Plea!

- Uniform

- Black shoes – no trainers
- **EVERYTHING MUST BE NAMED**
- Book bag – no rucksacks
- Named coat

- PE Kit

- **NAMED** full kit, including Team Eling Hoodie, Team Eling top, shorts, joggers/leggings and plimsolls/trainers – even socks need names!!
- From the first day back please.

