

**Mathematics and Numeracy** following the 'New Heinemann Maths' scheme.

**Number** – Matching numbers to objects. Develop oral counting skills both forwards and backwards, be able to count during rhymes. To be confident identifying the numbers to 10. Children will be able to add to 5/10.

**Measures** – To know the language full, empty and half full. Children will explore using practical activities and be able to explore the different shapes that water takes in different containers. Children will develop their estimation skills.

**Shape and Space** – be aware of different shapes, be able to name common 2D shapes. Be able to use shapes to create a picture and be able to describe different shapes. Begin to look at 3D shapes. Create patterns using 3 colours/shapes.

**Handling Data / Sorting** – be able to decide criteria for sorting and place items on a variety of diagrams e.g. tree. Work on three criteria.

**Problem Solving** – to be able to sequence events in the correct order.

**Play (Indoor/Outdoor)** TOPIC – Spring/Fairy tales/The Jungle

Through these topics children will experience opportunities to develop a wide variety of skills within all the areas of play (role play, creative play, writing, dough play, small world play, construction play and ICT).

**The World Around Us**

- Learn about different materials
- To learn how we look after/care for our planet
- Routines at school. How others live
- Identify similarities and differences between pets/other animals
- Develop an awareness of other countries and climates
- Be able to identify differences between our country and others

- How things change – water to ice and back again. How to melt ice – make predictions

**Other Information** –

**Uniform** –

BOYS - Grey trousers, red school sweatshirt, grey polo shirt.

GIRLS - Grey skirt or trousers, red school sweatshirt, red polo shirt, grey tights or long white socks.

SHOES - Black flat soft soled shoes. Trainers to be worn on P.E. days only.

**P.E.** – P.E. kit required twice per week (as advised by the class teacher). Children can come to school in their kits on allocated P.E. days only. No jewellery to be worn – plasters can cover earrings if required.

**Breakfast Club** – Open for all year groups from 8.00am. If attending, children must order breakfast e.g. toast/cereal. Parents are billed at the end of each month.

**Attendance** – all absences must be accounted for. Please telephone/email school indicating reason for absence or complete appropriate section in your child's homework diary. Holidaying during term time is discouraged – teachers will not be required to set work in advance or to provide work as a means of 'catch up'. The Department of Education no longer provides an attendance code for such absences.

**Homework** – as advised by class teacher.

**School dinners cost £15.50 per week (£3.10 per day) and should be booked in advance using the ParentPay App.**

**Break/Lunch** – school follows a healthy break programme – Y1 and Y2 break is provided by school. Parents are billed £2.50 per week on the ParentPay App– We are also a NUT FREE school – please strictly adhere to this. One ‘treat item’ is permitted in lunchbox. This is closely monitored by lunchtime supervisors.

**Essential Items Required** – red book bag (from School Days or S.D. Kells) and a strong A4 folder with zip. A box of tissues to donate to the class is also useful.



**Monday to Friday**

**3.00 p.m. – 5.30 p.m.**

**Qualified Assistants**

**Can be used flexibly**

**£3 per hour (£7 for entire session)**

**Snack provided after 4.00 p.m.**

**Collect child from assembly hall door.**

**Thank you for supporting this service.**

**LISBELLAW PRIMARY SCHOOL ‘Learning for the Future.’**

**INFORMATION FOR PARENTS**

**Date: Term 3, 2025 – 2026**

**Year 1**



**Key areas of the curriculum to be covered this term: -**

**Literacy** - Children will....

**Reading** –

Enjoy a range of stories and rhymes, be able to talk about what has been read, be able to use pictures to make predictions, talk about their personal experiences and be able to sequence a simple story.

Be able to share a simple story. Begin books with words – 1-1 matching, finger pointing, answer simple questions and be able to talk about what they have read

**Writing** –

Observe and see the teacher writing, be able to make recognisable marks on paper, continue to develop letter formation and begin to develop an awareness of finger spaces and full stops. Continue to copy simple sentences. Some children will begin to use their sounds to write words.

**Talking and Listening** –

Be able to listen to and follow a set of longer instructions, listen to a rhyme, develop a knowledge of letter sounds, be able to identify given letter sounds and begin to use these to create CVC words, experiment with and enjoy rhyme, retell a story using picture prompts, ask and answer questions to find information, work collaboratively in groups, explain what they have done, initiate and join in conversations, take part in group oral language activities, be able to take on a role and be able to communicate their thoughts and feelings. Identify syllables – clapping out. Follow more detailed instructions.

**\*\* areas/topics listed do not include differentiated work**