



# Rye Community Primary School

"A Gateway to learning"



## Term 4 in Clownfish

Welcome back, we hope that you all had an enjoyable and relaxing break. The Year 1 topic for Term 4 is 'Rio de Vida'.

### English

In English we will be writing poetry and postcards. We will be reading Brazilian Myths and writing character descriptions. We will also be reading poetry and non-fiction books about carnivals and Brazil.

#### How You Can Help

Please read with your child every day and talk to them about what they are reading. Ask them questions about the story, characters and the plot. Can they predict what will happen next?

When the children are writing they need to be thinking about their punctuation; using capital letters, full stops and finger spaces. This can be for homework or recording anything they learn from their research.

Please encourage your child to form their letters correctly when they are writing at home. If you are unsure about this please come and ask me.

### Maths

In Maths this term we will develop our counting skills. We will be starting the term with measuring height and length this will be followed by measuring weight and volume.

#### How You Can Help

Practise counting from any given number both forwards and backwards. Practise counting in 2's, 5's and 10's. Learning how to tell the time to the o'clock and half past the hour.



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## PE

Clownfish will have PE on Thursday mornings. Please ensure your child comes to school with the correct, named PE kit and that it is in school every day.

## DT

This term the children will be designing and making musical instruments. Please can you send in any empty boxes, kitchen roll tubes, plastic tubs that could be useful for making musical instruments.

## Homework

Homework will be sent home on a Thursday. Please can Homework books be returned to school by the following Wednesday. Spelling tests will be on a Friday morning. Please continue to read with your child daily and record it in their reading record book.

## Termly Project

Children can choose one of the ideas from the next page to complete at home and bring to school to share with the class by the end of week 4.

Please come along to our end of Rio de Vida topic celebration on Tuesday 31st March at 2.15pm.

## Learning Celebration Dates

Term 4     Tuesday 31<sup>st</sup> March 2.15pm - 2.45pm  
Term 5     Tuesday 19<sup>th</sup> May 2.15pm - 2.45pm  
Term 6     Tuesday 14<sup>th</sup> July 2.15pm - 2.45pm

As always, please do not hesitate to contact me if you have any questions or queries. Thank you for your continued support.

Miss Brewster.



## What will you choose to do?

- Design and create your own bright and colourful carnival outfit. Use old clothes, unwanted fabrics and any other fabulous decorations, such as feathers or sequins.
- Go to your local library and find out as much as you can about Rio and Brazil. Write some 'Amazing Rio facts' in a Rio scrapbook.
- Retell the story of the animated film *Rio* to your family, then make a mini book using words and pictures.
- Find out about some more of Brazil's exotic birds and animals. Are any endangered? What does this mean? Draw some of these animals and write their names. Talk about why they are endangered.
- Choose a Brazilian animal to look at in more detail. Draw it and label the parts of its body. Write a fact file about it, including what it likes to eat and where it might live.
- Design a carnival float. What characters, animals or decorations would you choose? Make a labelled drawing of your float using lots of vibrant colours!
- Find out about some famous Brazilian sports stars – you could choose Pele, Neymar or Ayrton Senna. Unearth some interesting facts to impress your classmates!
- Imagine you are on holiday in Rio during the carnival. Write a postcard to a friend, telling them all about the sights and sounds you have experienced. Draw a Rio scene on the front of your postcard using downloaded images as inspiration.
- Find some Brazilian recipes online and try making them with your family. Rate your chosen recipes out of five stars!
- Look at images of Brazilian plants and flowers, such as orchids or cacti. Make a book or presentation showing some of the rarer varieties and tell your class about them.
- Find Brazil on a world map or globe and show your family. Point out the Equator and explain to them how this affects the weather in Brazil. Which countries are closest to Brazil?



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Put on your dancing shoes and get ready to party in Rio!

This half term, we'll dress up in bright clothes, hang out the bunting and enjoy a carnival party! Afterwards, we'll write about our carnival experiences, compose carnival poetry, create vibrant dances and play carnival rhythms. We'll learn to speak some Portuguese (the official language of Brazil), study maps and globes to locate Brazil and decide what it would be like to live there. As we learn more about Brazil, we'll explore famous legends, follow recipes to make Brazilian carnival treats and scour non-fiction books for fascinating facts. Reflecting on what we have learnt about Brazilian culture, we'll think about celebrations in different parts of the world and decide why people celebrate. We'll also create colourful collages, cards and carnival bunting. Brazilian sporting excellence is paid tribute to when we take the time to practice and hone our sporting skills ready for a mini-Olympics.

At the end of our project, we'll perform songs, lead a language class to teach Portuguese words and phrases to our family and friends and create an exhibition of our work to share with you.

| ILP focus    | Music   |
|--------------|---|
| English      | Poetry, myths and legends, information texts, instructions, postcards |
| Music        | Carnival music, percussion, song lyrics                               |
| Art & design | Carnival masks and headdresses, collage                               |
| Computing    | Digital animations  |
| D&T          | Carnival instruments, flag making, recipes                            |
| Geography    | Locating countries and cities, comparing areas of UK with Rio         |
| Mathematics  | Recognising 2-D shapes  |
| PE           | Dance, football, athletics  |
| PSHE         | Special times, understanding differences, what is fair and unfair?    |

### Help your child prepare for their project

Celebrations are exciting for everyone. Why not look through some old photos together and talk about any celebrations taking place in the pictures? You could also plan a party and choose the decorations, food and music together. Alternatively, use a children's atlas to discover countries around the world. Read the name of each country carefully and find out what it would be like to live there.



**Brasília**

The capital city of Brazil.

**Brazil**

A large country in South America that is famous for its beaches, carnivals and football.

**carnival**

A celebration with parades, costumes, food, music and dancing.

**celebration**

A special event.

**flag**

A piece of cloth that represents a country or group.

**legend**

A very old story that might be true.

**myth**

A very old story that explains something about the world.

**national anthem**

The special song of a country.

**patriotism**

Supporting your country.

**percussion**

Instruments that make a sound when they are hit, scraped or rattled.  
Drums are percussion instruments.

**Portuguese**

The language spoken by most people in Brazil.



**rhythm**

A pattern of sounds, words or notes.

.....

**Rio de Janeiro**

A city in Brazil that is famous for holding carnivals.

.....

**samba**

A Brazilian music and dance style that started in Africa.

.....

**serpent**

A large snake.



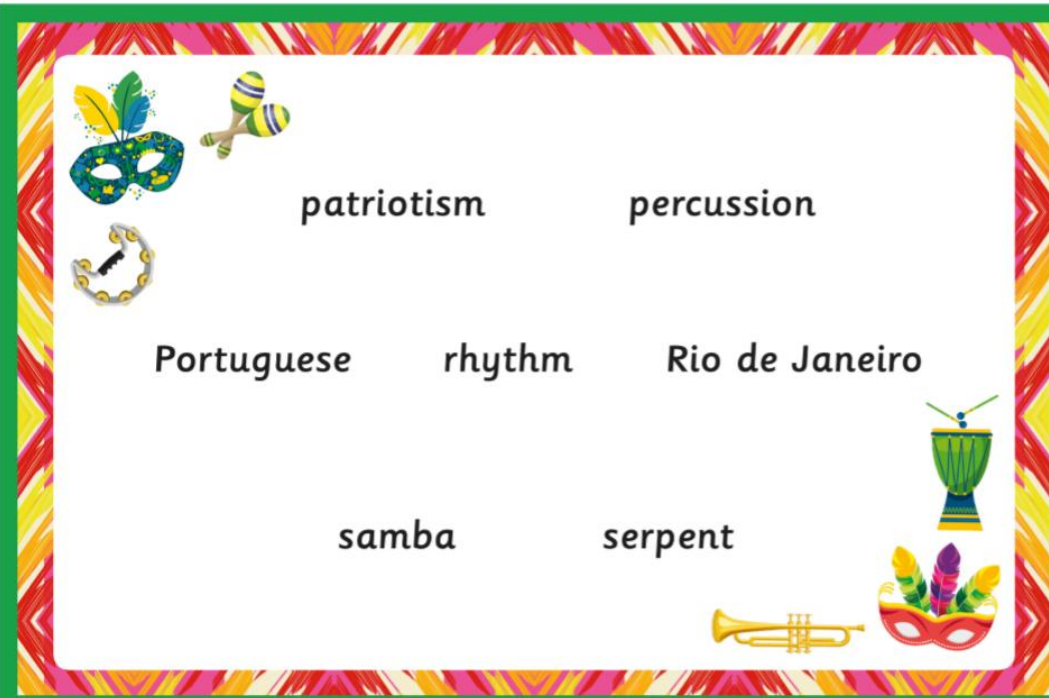
Word mat



Brasília      Brazil      carnival

celebration      flag      legend


myth      national anthem



patriotism      percussion

Portuguese      rhythm      Rio de Janeiro

samba      serpent



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### Year 1 Maths Place Value within 50. - Counting in fives. Measurement

Measure and begin to record lengths and heights.

Compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).

Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.

Compare, describe and solve practical problems for mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).

### Art and Design

-AD 1. Use a range of materials creatively to design and make products.

-AD 3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

-AD 4. To learn about the work of a range of artists.

### Geography - Looking at maps and comparing towns in different countries.

-Ge/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.

-Ge/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

-Ge/1.3 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

-Ge/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

### Year 1 English

Book Study - *Tahiti, The Tortoise* by Gerald Mc Dermott. Information books about Brazil, and Festivals,



### Bookmarks

- Text Files
- Character Description
- Poetry

### Reading

-I can read contractions.

-I can read words of more than one syllable using sounds that I have been taught.

-I can talk about the title and words in books I have read or heard read.

-I can answer questions in discussion with the teacher and make simple inferences.

-I can say sounds for the 40+ graphemes.

-I can explain clearly my understanding of what is read to me.

### Writing

-I can read my sentence out loud so that children in my class can hear and understand me.

-I can talk about my writing with my teacher or children in my class.

-I can read my sentence and check that it makes sense.

-I can write sentences by saying out loud what I am going to write about.

### Grammar, punctuation and spelling

-I can use capital letters, full stops, question marks and exclamation marks.

-I can use the prefix up.

-I can use conjunctions.

-I can spell common exception words.

### Year 1 - RE Festivals and Easter

-I know about different religious festivals.

- The Easter Story.

### Year 1 - PE

Tennis

### PSHE - Healthy Me

-Being Healthy  
-Healthy Choices  
-Clean and Healthy  
-Medicine Safety  
-Road Safety  
-Happy Healthy Me  
**Core Value- Effort and Engagement**

### Music - Listening and playing Samba music

Mu 1 Use their voices expressively and creatively by singing and speaking chants and rhymes. Mu 3 Listen with concentration and understanding to a range of high-quality live and recorded music.

### Computing - Drawing and Typing

-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

### Science - Working Scientifically

-Sci/1.1 asking simple questions and recognising that they can be answered in different ways.

-Sci/1.2 observing closely, using simple equipment.

-Sci/1.3 performing simple tests.

-Sci/1.4 identifying and classifying.

-Sci/1.5 using their observations and ideas to suggest answers to questions.

-Sci/1.6 gathering and recording data to help in answering questions.

### DT

### Making a musical instrument

-DT/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria.

-DT/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

-DT/1.3b evaluate their ideas and products against design criteria.

## Year 1 - Term 4 'Rio De Vida'

