

Dear Parents/carers,

Welcome back to the Summer Term, where the days are longer, skies are blue and the sun is beaming (hopefully). We hope you have had an amazing Easter break whether it was adventurous or relaxed and that you are ready for the term ahead. This term is another short 6-week term, the penultimate term but a crucial time where children make huge strides in their learning. We want to ensure all children access all subjects and leave Year 1 as confident learners. We always appreciate your support and look forward to more home school partnerships. Please find below all the learning opportunities that we have planned this term.

### English



In English, pupils will explore the wonderful story **Last Stop on Market Street** by **Matt de la Peña** which follows a young boy named CJ and his grandmother as they ride the bus through their city, exploring themes of gratitude, perspective, and community. Along the journey, CJ learns to see beauty in unexpected places and appreciate what he has, guided by his grandmother's wisdom. Through this brilliant text children will retell parts of the story in first person from a chosen character's perspective (grandmother or CJ). We will then learn to use and apply the following conjunctions: **and, or, because, if, when** to explain different acts of kindness and why they are kind. For example, saying thank you is kind because it shows you are grateful. If you see someone on their own in the playground invite them to join your game. As well as inspiration from stories, writing about own experiences is a Year 1 writing expectation. Writing about trips, events, holidays and practical activities are fantastic ways that will prompt children to produce writing on reflection of their experiences. All pupils will be focusing on coherence in writing to make sure their ideas are written down in the correct order, ideas are to the point and clear and that all sentences are written with the correct punctuation. Most will extend their simple sentences with coordinating conjunctions (and, but). Children will continue to develop correct letter formation, letter sizing and correct use of a pencil grip.

### Phonics

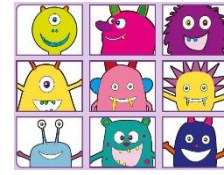
Children will continue to progress through the Read Write Inc programme and read books matched to their reading level. Children will continue to take part in daily Phonics lessons that are fast paced, well sequenced and engaging to improve their sound knowledge and decoding abilities. Most pupils have been taught to set 3 sounds and by the end of the term all children will have been taught set 3 sounds. We will continue to consolidate these sounds in their word reading. We will continue to communicate to parents the sounds children are learning so they can practise these sounds at home too. We will also continue to have a big focus on **speedy reading** and **reading longer words**. Longer word reading is the ability to read multisyllabic words. Pupils will be taught strategies of chunking words and breaking down words to read with accuracy. Pupils will also continue to read alien words and apply their sound knowledge to read unfamiliar words. This will build their confidence for the Phonics Screening Check in Summer 2 (June 8<sup>th</sup> – June 12<sup>th</sup>). Please ensure your child brings in their reading wallet everyday so that they can participate in reading opportunities using their own levelled books. We will continue to send home real word and alien word reading sheets as additional

homework to prepare for the Phonics Screening Check. The following online games are more ways to practise word reading.

[Buried Treasure](#)

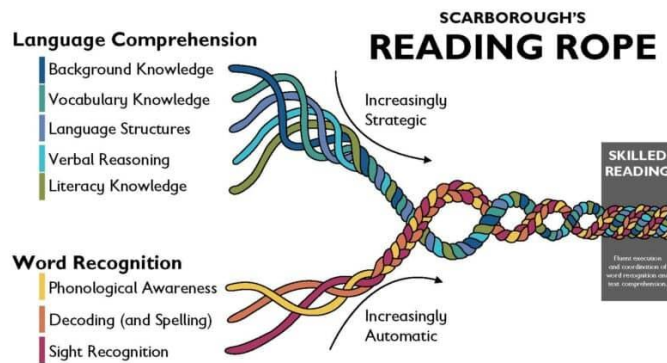
[Dragons Den](#)

[Picnic on Pluto](#)



### Core book challenge

We have seen an increase in the number of books pupils are completing for the core book challenges. Keep up the motivation and encourage your child to engage with these books. Please have a look at home for any books that may be stayed at home for too long. We really admire the confidence and passion children show when sharing their 'Tell Me Grid.' Remember that all children have the rest of the summer term to complete this reading challenge. The Tell me Grids are a very important part of the challenge as it promotes comprehension and inference skills which are skills in addition to phonics that make a fluent reader. Below is a visual on how we see fluent readers. It is a combination of language comprehension and word recognition.



We believe fostering a love for reading in our pupils will enable to access endless opportunities in their lives. If you have any questions about your child's reading behaviours and abilities please come and talk to us. Pupils are offered a range of reading texts and we understand it can get confusing. Attached is a breakdown of what is given to all pupils in their reading wallets. These books offer a range of reading opportunities at home.

### Geography



This term in Geography our unit of learning is called **Mapping and fieldwork**. The children will understand what a map is and its purpose. We will look carefully at a range of maps to identify human and physical features on them. We will then use this knowledge to create imaginary maps and make cross curricular links to stories and settings we have looked at previously in English. For example, the children might draw a map using all the different setting from the Storm Whale which follow Noi's journey in the story. When we have consolidated our understanding of imaginary maps using

familiar stories we will create a real map of different routes in our school, for example from the classroom to the playground, pupils route to school and the local area.

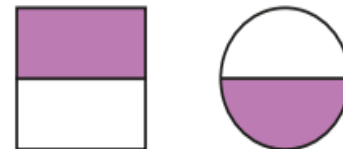
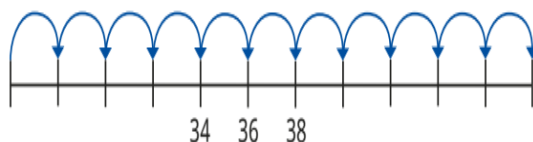
### Science



In Science we will revisit two units of learning which are **Animals including Humans** and **Plants including trees**. When we revisit units of learning there will be lots of discussions, dialogues and recaps, this is to support children to consolidate their previous learning. Each unit will consist of three or more sessions with key questions. The key questions for Animals including Humans are: **What features do animals have (fish, mammals, amphibians, reptiles, birds)? What does food tell us about an animal?** There key questions for plants including trees: **What are the parts of a plant? What are deciduous and evergreen trees?**

## Maths

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



This term in Maths our first unit of learning is based on **Multiplication and division**. The children will learn to count in 2's, 10's and 5's up to 100. First, we will orally count, then we will understand what it looks like by looking visual representations such as a number grid and groups of objects. Children will complete number lines by counting in 2's and be exposed to reasoning and problem solving questions. When learning to count in 10's, children will also begin to understand that if we start at 4, the next number will be 14 followed by 24. We will then look at what it means to have equal and unequal groups. Children will use this knowledge to add equal groups of objects and write number sentences. The children will understand what an array is (rows and columns) and make arrays of objects. Finally, we will explore doubles again. The children will progress from describing doubling as the addition of the same amount to describing it as 2 equal groups, linking to the work done on multiplication in this block so far. They should now be more confident with doubling numbers up to 20. Our second unit of learning is **Fractions**. Children will recognise and find half of a shape and a quantity. Then they will progress to understand quarters, recognising and finding it in shapes and in quantities.

We would also encourage children to use NumBots at home to boot the children's number facts and bonds to 10 and 100. To get the most out of NumBots, regular short practice sessions are most effective. We recommend that children spend at least **5–15 minutes a day** on the programme. NumBots is an engaging and interactive platform that helps children develop key number skills through fun games. It supports counting, addition, and subtraction while building both speed and accuracy. The programme includes:

- **Story Mode** – focusing on understanding mathematical concepts using visuals and varied question styles.
- **Challenge Mode** – encouraging quick recall of key facts such as number bonds, doubling, and mental calculations through timed games.

Children have their login details in their reading records and we handed out letters last term with these details. If you need a reminder of these, please contact your child's teacher.

## Personal, Social and Health Education



In PSHE children will explore the unit '**Relationships**.' First the children will identify members of their own families and learn that there are lots of different types of families. Children will then think about their relationships with their friends and identify what being a good friend means. They will learn appropriate ways of physical contact to greet their friends for example a smile, a gentle hug, kind words. They will know which ways they prefer to be greeted. We will then focus on the wider community and know who can when we need it in the school community. Children will be able to recognise their

own qualities as a person and a friend and will be able to say you why they appreciate someone who is special to them.

### Religious Education

In RE we will continue to follow the Tower Hamlets syllabus. This term our key question is **'What does it mean to belong to a faith community?'** The children will first begin by learning that we all belong to something and belonging is an important part of our lives. Children will think about themselves and think about where they belong, for example it could be belonging to family, friends, clubs, hobbies. This idea of belonging will be linked to people belonging to a faith and symbols that represent belonging to a religion. Children will then be looking closely at how Christians and Muslims know and show that they belong. We will read stories such as 'The boy who threw stones at trees' a story from Islam and 'The Lost coin' a story from Christianity to understand the idea of belonging.



### Music

Children will continue to learn Music with Khadija. Khadija is a regular cover teacher at Mulberry Wood Wharf and will be joining the school full time in September 2026. The unit of learning is called **'All About Pulse and Rhythm'**. Children will learn about the basic musical concepts of pulse and rhythm. They will understand that pulse is a steady, regular beat like a heartbeat, and practise keeping it through clapping and listening activities. They will also explore rhythm as the pattern of long and short sounds in music, often linked to words in songs, by copying and creating their own patterns. By the end, they will be able to recognise and demonstrate the difference between pulse and rhythm through practical activities. **Keywords:** Dynamics, notes, rest, pitch, duration, tempo and bar.

### Computing

This term children will continue to learn Computing with Khadija. The unit is called **'Programming'**. Children will learn how to **debug simple programs** using a Bee-Bot (or similar programmable toy). They will practise identifying and fixing mistakes in a sequence of instructions, using directional commands such as forwards, left, and right. Through activities like predicting errors, correcting sequences, and testing their programs, they will develop their understanding of algorithms and learn to check and improve their work, including restarting and adjusting their instructions when needed. **Key vocabulary:** Program, algorithm, debug, turn, left, right, clockwise, anticlockwise.

### Art



Our first unit of learning is based on **'collage.'** Children will look at the 'Castle and Sun' art by Paul Klee. They will learn about using collage techniques to create a layered surface for their artwork. Children will also use muted colours to soften an image. They will learn to use lines as well as pattern to suggest something is there. Our second unit of learning is all about **'3D Art.'** Children will learn how to smooth a form out of clay. They will explore a range of materials to understand the importance of weight and balance in construction. Children will use recycled materials to create their own sculpture inspired by 'The Enchanted Owl by Kenjojuak Ashevak.

### PE

PE will take place twice a week with specialist teachers. On Tuesday the children will be taught by our sports coach. The PE unit of learning is **Athletics**. On Wednesday the children will be taught by Khadija and the focus will be on **Cricket**. Children will learn the fundamentals of using the bat correctly and improving their hand-eye coordination and catching skills. They will get plenty of opportunities to catch, throw, field and bat. Children will learn to demonstrate some level of skill needed for fielding in cricket. They will be able to chase down a moving ball, stop the ball using a long barrier, roll and throw the ball underarm with a small amount

of accuracy. Additionally, children will learn the other key attributes which make a good cricket player, such as coordination, agility, balance and fast reactions. **Keywords:** Bat, Ball, Fielding, Grip, Catching, Soft Hands, Watch the Ball, Underarm Throw, Overarm Throw, Power, Batting, Teamwork, Accuracy, Long Barrier, Roll, Bounce, Move Towards the Ball.

**Important dates and events:**

- **Monday 20<sup>th</sup> April 2026**- Panda Trip to the Library rescheduled.
- **Monday 27<sup>th</sup> April 2026**- Year 1 ‘Changing Me’ Parent Meetings in the hall, 9- 9:30am.
- **Tuesday 28<sup>th</sup> & Wednesday 29<sup>th</sup> April 2026** - Parent Meetings (TBC more information to come)
- **Monday 4<sup>th</sup> May 2026**- No school - Bank Holiday
- **Monday 11<sup>th</sup> May 2026**- Lion & Panda class Trip to London Docklands Museum (TBC more information to come)
- **Friday 22<sup>nd</sup> May 2026** - Last day of Summer Term 1

**This term we will be doing the following:**

Real and alien word reading sheets	Part of phonics screening preparation. Given weekly, every Friday
Spelling & Handwriting	Spelling & handwriting sheets given out on Friday (spell check following Friday)
Reading record	Please read with your child during the week and sign their reading record. Checked every Thursday.
RWI reading book and RWI additional book	Books changed weekly or every 3 days (dependent on group)
Core Book Reading Challenge and Class Library books	Thursday
PE	Tuesday & Wednesday

**Daily reminders: Please make sure all jumpers/ cardigans are labelled**

**Our uniform consists of:**

- A purple sweatshirt or cardigan with school logo
- Purple or white polo shirt with school logo
- Black trousers, black skirt or black pinafore
- Lilac/purple school gingham dress (summer)
- Black shoes
- If a headscarf is worn this should be black, white or purple

**Our PE kit consists of:**

- A white polo shirt with school logo
- Black jogging bottoms or black shorts
- Black plimsolls or suitable trainers

Please can all clothing items be labelled with your child’s name.

**Water**

Please make sure your child brings a water bottle to school.

**Book bag** – Please check regularly and take out letters and communication

This should carry the reading wallet with:

- RWI Reading book
- RWI book bag book
- class library book
- reading journal
- Core Book Challenge – optional

### **Homework:**

Year 1 home learning involves weekly spelling and daily reading of Phonics book. Additional books in book bag can also be used to do home reading. Half Termly homework projects, which is submitted on the last week of term. This term's home project is due week beginning **18.5.26**. This term, pupils will revisit what they have learned about David Attenborough during our history topic, 'Significant People'. They will have the opportunity to write him a birthday letter, create a fact file and draw an animal he has explored or featured.



Thank you for reading this newsletter and we hope you are informed well about your child's learning in school. As you can tell their learning journey in Year 1 is flourishing and lots of progress will be made this term. Thank you for your continued support.

Yours Sincerely,



Hafsa and Naimah

## Science Key Vocabulary- Revisiting units of learning

### Animals including humans

 <b>Tier 2</b> multiple meaning or high frequency		 <b>Tier 3</b> subject specific	
blood	red liquid found inside animals	mammal	a warm-blooded animal that makes milk for its babies
senses	the things that make us aware of the world	amphibian	animal that lives on land and in water
young	another word for babies	reptile	animal with cold blood and scaly skin
feathers	things that grow out of a bird's skin	herbivore	animal that eats plants
fur	soft hair found on some animals	carnivore	animal that eats other animals
scales	thin plates on the skin of fish and reptiles	omnivore	animal that eats plants and animals

### Plants including trees

 <b>Tier 2</b> multiple meaning or high frequency		 <b>Tier 3</b> subject specific	
bud	growth on a plant that becomes a leaf, shoot or flower	nutrients	substances essential for life and growth
trunk	main woody stem of tree	stem	central, long, thin part of a plant
branch	part of tree that grows out from trunk	deciduous	(of trees) sheds leaves in autumn
bark	protective outer covering of tree	evergreen	(of trees) keeps leaves all year
seed	food store from which a new plant grows		
wild	growing naturally without human help		

## Geography Key Vocabulary

### ☰ Tier 2 multiple meaning or high frequency

built	having been made by putting parts together
human	relating to people
imaginary	existing only in the mind
natural	existing in nature
place	a particular position or area
space	the three-dimensional area in which things exist

### ☰ Tier 3 subject specific

aerial	existing or taking place in the air
connected	joined or linked together
environment	the surroundings or conditions in which plants and animals live
feature	a distinctive part or aspect
fieldwork	practical work carried out in the outdoors
location	a place where something exists

## Complex Speed Sounds Chart

### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
			gn		c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck		gu		ge							
	ch				dge							

### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
					a	ea	i	o
						e	y	oe

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							