

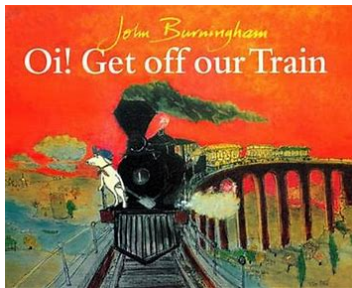
Dear parents/carers,

The days are getting brighter, the signs of Spring are starting to show and with that includes the arrival of Spring 2. We have an exciting half term ahead that is filled with lots of fun opportunities and learning.

Panda Class have thoroughly enjoyed learning about the wider world and have been fascinated by maps, globes and atlases to locate different continents, countries and seas and oceans. At home you can revise and consolidate learning by reading maps at museums and parks, locating what countries food comes from on food packages, spotting street names and building names when you are out on a walk. All these small activities will enhance and consolidate learning from school. In Spring 2, we will continue to link our learning to the topic question of:

'Where shall we go? and why do you want to go there?'

English



In English, the children will explore the work of a significant author to inspire their own writing. We will focus on stories written by John Burningham where children will learn and sequence his stories, innovate their own narratives by changing elements of the main stories and share and use their own creative ideas. We allow our pupils to use creativity, arts and craft and role play to generate their ideas before creating a plan. Children will be encouraged to increase their writing stamina as they produce short narratives. We encourage children to

use the following steps when writing: **'think it, say it, write it and check it'**. As children grow and see themselves as a writer, it is importance to build on pupils' confidence in reading their own writing aloud. We regularly have moments of sharing work to the class at the end of a lesson. This is a skill that will take up as children decode their on handwriting, use a loud clear voice and share learning with lots of bravery and courage. Children will be taught how to use the punctuation of question mark and exclamation mark in their writing.

Oi! Get off our train book opens pupils' minds to endangered animals. Children will take this opportunity to produce their own fact file about an endangered animal. We will look at the features and compare non-fiction and fiction text. When reading with your child, it is a good idea to talk about these features before you start to read and encourage your child to explain how they know it is a non-fiction or fiction book. Please see attached a poster on the features of fiction and non-fiction.

Additional supplementary texts written by John Burningham will be The Town Mouse and the Country Mouse, Mr Gumpy's Outing, Mr Gumpy's Motor Car, Come away from the water, Shirley, Avocado Baby and The Foggy, Foggy Wood by Nick Sharratt.

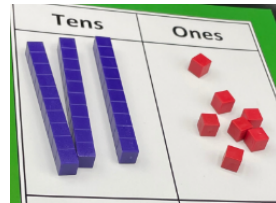
Phonics

Children will continue to progress through the Read Write Inc programme and read books matched to their reading level. Children will take part in daily Phonics lessons that are fast paced, well sequenced and engaging to improve their sound knowledge and decoding abilities. We are working on children's sound recall, reading fluency and reading of nonsense words. During the Phonics screening check, coming up in June, pupils will read both real and nonsense words. Phonics play is a good resource to get children to sort and decode real and nonsense words. It is important that pupils understand that nonsense words do not have word meaning but it is an opportunity to apply their phonics skills. Please ensure your child brings in their reading wallet **everyday** so that they can participate in reading

opportunities with an adult using their own levelled books. Children will learn Set 3 sounds and alternative diagraphs for sounds. Please see attached a complex speed sounds chart.

Maths

This half term children will learn the units of Place value within 50, length and height and Mass and Volume. Children will develop their counting skills to 50 by counting in 1s, 2s, 5s and 10s. They will count forwards and backward from any number, solve missing number tracks and use manipulatives such as dienes to represent their place value understanding of how many tens and ones. They will describe numbers by locating them on a number line, partitioning into tens and ones, representing numbers on a part, part whole model and finding 1 more and 1 less than a number. They will learn to apply these strategies to solve problems and explain their reasoning. It is important that the children understand and use sentence stems to explain their learning clearly. The follow are some example sentence stems:



The number that comes after ___ is ___

The number that comes before ___ is ___

I will/will not say the number, because ...

There are ___ tens in ___

___ ten frames are full, so I know that I have made ___

There are ___ ones in ___

History

As we deepen our exploration of the wider world, children will think about how transport and travel has changed over time. Pupils will dive into the rich history of travel in London as they learn about the changes of transport, describe the differences in the modes of transport from the past to now, acquire their reasons to why transport has changed over time and order vehicles on a timeline based on their understanding. We will attend a trip to the Cutty Sark which was a working ship in 1870 and was built for the Tea trade from China. Children will get to explore the ship as well as participating in an immersive storytelling workshop. Please refer to the list of new tier 1 and tier 2 vocabulary for this unit at the end.

Science

In Science, children will continue their learning on Materials and develop their learning of classifying materials and understanding of material properties to test materials to see how effective they are. They will carry out fair tests where they will change one variable and keep everything else the same. They will test materials for different uses for example what material is best to make an aeroplane, to make bedroom curtains or a toddler's dungaree. If you have any materials that you can donate for our science learning, please bring them and place it in the box in the foyer.

Suitable materials:

Cotton

Denim

stretchy fabric

foil

plastic wrapping

Children will work collaboratively in pairs and small groups to carry out fair tests and keep a record of their results. Children will have the opportunity to discuss their results to draw conclusions of the most effective materials.

Computing

The Computing unit is called Data and Computing. This unit introduces pupils to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.

DT

In DT, children will link their learning from geography and choose a place from the world to recreate in a 3D box. They will start the process by designing a location of their choice that appeals to them by talking, drawing and making mock up makes of their ideas. Then they will make the creation in boxes using their creative skills and transferable skills from home projects that have already made. Finally, the children will evaluate their models and think about how they can make their structures stronger, stiffer and more stable. Please can you collect a shoe box and bring into school for our DT Day on **Wednesday 6th March 2024**.

Personal, Social and Health Education

The unit for this half term is called Healthy Me. The children will work towards creating a Happy, Healthy Me recipe book. In this unit children will learn and discuss the difference between healthy and unhealthy choices, understand how to keep healthy (emphasis on sleep, movement, diet and hygiene), understand the importance of keeping clean through hand washing and how germs can cause illnesses.



RE

We will continue our topic of How and Why do we celebrate sacred times? Children will explore stories from Christianity, Islam and Judaism as we discuss the upcoming events of Easter, Passover (Pesach) and Ramadan. Children will discuss the stories from sacred books to help explain why sacred times are celebrated. Children will explore similarities and difference between celebrations. Children will participate in storytelling, play and singing activities. Children will also reflect on 'Big Days' for them and share how and why they celebrate them. From initial discussions, Birthdays, Sleepovers and Play Dates have been popular events for Panda Class as they like to enjoy time with friends and families, doing things that they enjoy.

Music

Children will use their voices expressively and creatively by singing songs and chants. They will sing simple singing games with actions to develop a sense of beat. Children will mindfully listen to music to engage in active listening by responding to musical signals and musical themes using appropriate movement. Children will create a musical movement picture. Children will also take part in an Irish Drumming workshop where they will have the chance to explore the magic of traditional Irish music, and the rhythms of the bodhrán, Ireland's national drum. Pupils will work together to participate in the Mulberry Wood Wharf Spring Show. This allows our pupils to nurture performing skills and an opportunity to experience performing to a live audience and on a real stage.

This term we will be doing the following:

Weekly PE lessons	Tuesday and Thursday at the Sports Hall
Spelling	Monday (Spell check Friday)
RWI reading book and RWI bookbag Book	Weekly- mostly every 3 days (groups defer)
Core Reading Challenge	Friday
Class Library book	Children choose when they would like to change this (weekly)
Give Me 10	Every Thursday 8am (During Breakfast Club) and 8:50am
Celebration Assembly	Every Friday 3pm (no entry after 3pm)

Daily reminders:

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.

Bookbag – 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 bookbag can also be used to do home reading. Half Termly homework projects, which is submitted on the last week of term. This term's Homework Project is **How shall we get there?** and it is due on **Monday 25th March 2024**. Children will plan a day out using different modes of Transport and keep a diary record of their day. Optional Maths home learning can be accessed via the link on the school website.

Important events / diary dates:

- Travelling Pantomime - Wednesday 21st February
- DT Day- Wednesday 6th March
- World Book Day - Thursday 7th March
- Science Week Workshop – Friday 8th March
- Irish Drumming - Tuesday 12th March
- Spring Show - Thursday 14th March
- Monday 18TH March Cutty Sark Trip
- World Book Day Author Visit – Claire Luther Tuesday 19th March
- R.E author visit date TBC

Thank you for your continued support, Year 1 have so many fascinating learning opportunities this term and we look forward to all the superb learning and experiences that they will achieve.

Year 1 Team

Tier 1 History	Tier 2 History
transport benefits of improvement	underground/tube train (National Rail) low emission buses double decker bus car cart rowing boat sailing boat

Complex Speed Sounds

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		
					c		se			
					ce					

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

Vowel sounds

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

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							

Features of Non-Fiction Texts

Glossary

A glossary is like a dictionary, which explains what key words from the text mean.



Index Page

The index is usually at the back of the book. It lists important words from the book in alphabetical order.



Captions

A caption is a phrase or sentence which explains what is shown or happening in a picture.

Labels

Labels are words which help you to identify a picture and its parts.



Contents Page

A contents page is at the front of a book. It tells you what is in the book in order, listing the titles of the chapters or sections.

Photographs

These are pictures throughout the text to show you what things look like.



Sub-headings

Sub-headings are mini titles throughout a text which tell you what that specific section is about. They are usually bold or bigger than the rest of the writing.



Headings

A heading is the main title of the text, which tells you what the text as a whole will be about.

Features of Fiction Texts

Setting

The setting is where the story is happening. This is usually described at the start of the text.



Characters

There will usually be a variety of characters in a story — some good and some bad. There will usually be one or two main characters.



Theme

There will be a main theme or concept in the story, e.g. good vs evil, romance or a moral to be learnt.

Problem

The problem is when something happens in the story, usually involving the main character, that needs to be solved. Different characters might react to the problem in different ways.



Resolution

The resolution is the way that the problem in the story is solved and how the story comes to its end. Usually, these are happy endings, although sometimes a story may have a sad ending or end with a cliffhanger (an ending which leaves the reader wanting to know what happens next).



Third Person

The story is usually written in third person from the character's point of view. Occasionally, a story may be in first person ('I', 'we' etc).

Vocabulary

The vocabulary used in fiction texts is imaginative to make the story interesting for the reader. The author will use a range of exciting verbs and use interesting adjectives and adverbs to describe settings, characters and actions.

