

Year 1, Spring 2, Curriculum Learning

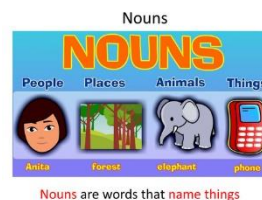
Dear Parents/carers,

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. Year 1 pupils will become historians as they travel back in time to dig fossils with Mary Anning and a more current significant figure, David Attenborough. They will become scientists and investigate and classify animals including humans. We will continue to embed the importance of phonics and early reading. This term we will hold a parent workshop to inform you of the upcoming phonics screening check and expectations of reading in Year 1. We have welcomed a new role play area for the children which is a Pet Shop. We are passionate about play and how it enhances learning. If you have any old pet equipment, paper food boxes/packages or photos of your pets, please share them with us. As always, we thank you for your continued support. We look forward to all the great learning that has been planned in Spring 2.

English

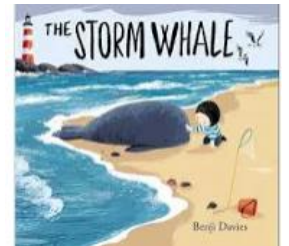
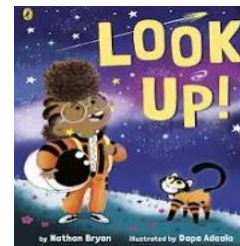
In English this term, our first unit of learning is based on **Stories with familiar settings**. Pupils will explore a variety of stories and reflect on the main events. The features of a narrative that they will explore are the setting, **characters, the problem, solution and ending**. When reading at home with your child, you can encourage them to find these features as you reflect together on what has been read. If your child does not have a library card, please join the Idea Store. All you need is proof of address and yourself and your child can get a card. Regular visits to the library and reading a range of books will encourage their understanding of rich vocabulary and support their creativity in writing.

In this unit children will take part in a detailed planning process for their own narratives before writing their own stories. We are focusing handwriting and consistently remind pupils of their letter formation and presentation of their writing. As we explore different stories, children will learn to recognise **adjectives, nouns** and the **use of conjunction 'and'**. It is important that pupils understand this to develop their abilities of writing sentences to form a short narrative.



The use of visuals, drawings and real books support pupils' creativity when exploring new vocabulary. We will use stories 'Look Up!', 'The Storm Whale', 'The tale of Pterorabbit', 'Here We Are' and familiar Traditional tales to learn about what makes a good story.

We will continue to compose sentences using strategies of **'think it, say it, write it and check it'**. These are easy steps to follow when writing simple sentences to ensure children are writing in full sentences. Children will be supported to **re-read** and **edit** their own writing and to use their phonetic knowledge to write sentences.

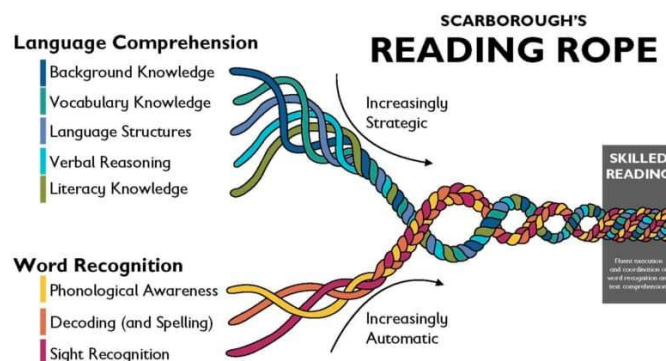


Phonics

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. Most children have already been exposed to some set 3 sounds, we will continue to consolidate these sounds and teach the remaining sounds. **The children have been grouped into new phonics groups based on their understanding and application of set 2/3 sounds.** We will continue to communicate to parents the sounds children have learnt via ping so all the children can practise these sounds at home too. We will also continue to have a big focus on speedy reading this term. The children will aim to read words quickly by using the Fred Talk strategies of segmenting and blending sounds in their head and then reading the word out loud. This is to develop their fluency in reading. 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 send home real word and alien word reading sheets as additional homework. We will explain this further in our Parent Phonics workshop. If you need any further support, please speak to us.

Core book challenge

We are now at the halfway point of the academic year! How are you doing with your core book challenge? Which books have you enjoyed the most? Are there any stories that you haven't liked? Come and share it with us! We really the confidence and passion pupils show when sharing their 'Tell Me Grid.' Remember that all children have the whole year to complete this reading challenge. Pupils can hold onto a book for a maximum of 2 weeks to ensure everyone can read all the books. 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.



History



differences in their journeys.

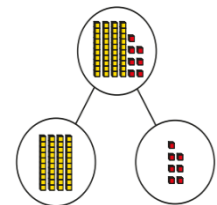
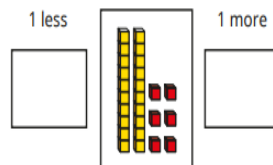
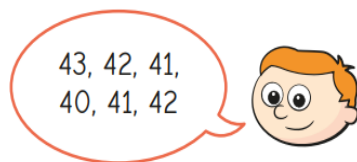
This term in History we will be studying the lives of two significant individuals in the past and present who have contributed to national and international achievements. The children will first learn about who **Mary Anning** was and what she did. We will then look closely at what Mary Anning discovered. To further enrich their learning, children will have an opportunity to create their own fossils out of clay. Following on from this we will learn about who Sir David Attenborough is and what he does. We will then look closely at his achievements. Finally, we will compare Mary Anning and Sir David Attenborough, thinking about any similarities and

Science



In Science our unit of learning is based on **Animals including Humans**. We will start by looking at what an animal is, thinking about the different ways they might move. We will make links to our previous unit on plants and trees, by talking about how animals are different to plants. Pupils will work scientifically to **identify, classify and group** animals. We will look at the different groups of animals such as **mammals, birds, fish, amphibians and reptiles**. We will look closely at the features of each group of animals. Children will sort animals into groups and be able to talk about why they have put them there. They will then think about any similarities and differences between groups of animals based on their features. We will also learn about the food of animals, using key vocabulary such as **omnivore, carnivore** and **herbivores** to describe animals.

Maths



This term children will develop on their place value learning by focusing on numbers between **20- 50**. First we will orally count forwards and backwards from 20-50 and learn to recognise these numbers. The children will then recap the equivalence of 10 ones and 1 ten using representations such as a ten frame or a bundle of 10 straws. We will use this concept to represent numbers 20, 30, 40 and 50. Children will then learn a range of skills such as counting by making groups of 10, represent them in part whole models, estimating on a number line to 50 and finding 1 more and less of given number up to 50. This unit of learning will be followed by the unit based on **Length and Height** where the children will compare lengths and height, measure length using objects and measure length in centimetres. As well as the **Mass and Volume** unit where children will understand, measure and compare mass. They will then measure and compare capacity.

Personal, Social and Health Education



In PSHE children will explore the unit **Healthy Me**. We will begin by understanding the difference between being healthy and less healthy, and know some ways to keep ourselves healthy such as exercise, washing our hands and having a balanced diet. Children will learn how to keep clean such as brushing their teeth and changing clothes frequently. They will understand how germs cause disease/illness and that medicines can help them if they feel poorly. We will discuss the importance of using medicine to keep us safe and healthy the importance of having an adult to support with this. We will then learn about how to keep safe when crossing the road, and about people who can help us to stay safe.

Religious Education



In RE we will continue to follow the Tower Hamlets syllabus. This term we will continue with our key **question ‘Where is a sacred place for believers to go?’** We will begin by identifying the Jewish place of worship and the significant features within a synagogue. Then we will look at the Muslim sacred place of worship, similarly looking at the key features. The children will then find similarities and differences between different places of worship including the church

that we learnt about last term. We will discuss why places of worship are important to our community. We will also learn about the Easter Story and Ramadan and Eid as upcoming events. If there is a celebration your family will be taking part in this term, we would love to hear about it. Please come and inform us so we can share with our class communities.

Music

Children will continue to learn Music with our Junior Jam specialist teacher Dolvani/ Maria.

This term children will focus on how they can create sound with their bodies, their voices and with instruments using ostinati. They will learn the difference between lyrics and instrumentals and look into the sounds of different instruments before creating soundscapes. Children will investigate body percussion and begin composing using these sounds. The class will learn about graphic scores and explore the different ways of interpreting them, as everyone is unique in their way of thinking. Children will improvise question and answer phrases and link this with their compositional skills.

Computing

Children will be continuing their learning Computing with our Junior Jam specialist teacher Adele/ Charlie. In Computing this term, children will learn be introduced to digital photography in the modern era. They will learn about the basic principles of photography such as focal point, foreground and background, and the importance of light. Children will also learn about photo editing using apps such as Adobe Photoshop Express. They will have a different project each week introducing a new keyword. Each week they will learn how that keyword translates when taking their photo and how it improves it. Keywords: Focus, Focal Point, Background, Foreground, Light, Rule of thirds, Limb chop, Perspective.

DT

In DT, our first unit of learning is all about ‘**mechanisms.**’ Our key question for this unit is ‘How can you make



a picture move?’ Children will be shown simple movement by sliding mechanisms and understand push and pull to make something move. First the children will create a paper weave to practise the skills they will need to use when making their own product in the upcoming sessions. Then they will learn about three examples of slider mechanisms and be shown how each is made. They will have a go at practising a chosen slider mechanism. Finally, the children will design a slider

product such as a greetings card or novelty toy which has a movable image and create it. Our second unit is based on ‘**Textiles.**’ Children will develop their skills from Spring 1 by create a running stitch using wool and a needle. They will be introduced to a range of open weave fabrics. Finally, children will apply their sewing skills to make a hand warmer monster.

PE

PE will take place twice a week with specialist teachers. On Tuesday the children will be taught by our sports coach Gabrielle. The PE unit of learning is Games. On Thursday the children will be taught by our Junior Jam teacher Leonardo. The focus will be on Football. Children will be taught valuable techniques such as ball mastery, passing, ball control, shooting and tackling. In addition, children will also get to learn and understand the rules, teamwork and good sportsmanship. Also, they will start to be slowly introduced to duelling and competing for the ball, which is an important part of football.

Important dates and events:

- Thursday 6th March Book Swap
- Friday 7th March 2025- World Book Day Celebration. Dress up as your favourite character.
- Week Beginning 10th March 2025- British Science Week
- Tuesday 18th March 2025 & Wednesday 19th March 2025 - Parents Evening (A ping message will be sent to you to sign up for slots)
- Monday 31st March 2025- School closed for Eid celebrations
- Friday 4th April 2025 - Last day of term
- Date TBC- Parents Phonic Screening Workshop. (We will be sending out information regarding a parent workshop via ping.
- Trip to TBC

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 and Class Library book	Friday
PE	Tuesday PM & Thursday AM

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 **31.3.25**.

This half term your home project is to create your own **magical pet**. You can draw, build or collage a model of your pet and then write **a fact file** telling us what your magical pet is like.

Does it have super power?

What does it eat?

Where does it live?

What things do you have to do to look after it?

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 Shireena

Science Key Vocabulary

<div> <div></div> Tier 2 multiple meaning or high frequency </div>		<div> <div></div> Tier 3 subject specific </div>	
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

History Key Vocabulary

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
legacy	the result of your actions	fossil	rock that holds remains of creatures that lived millions of years ago
inspire	someone who makes you want to do something	documentary	factual film or television programme
revealed	show others something they didn't know	significant	worth paying attention to
explore	travel through unknown places	naturalist	person who studies animals and plants
similar	having some of the same qualities	expedition	a journey of exploration

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		g							
	ch				ge							
					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							