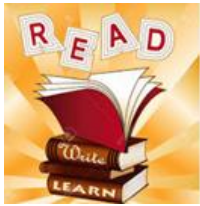


Miss Lazenby supported by Mrs Chisholm and Miss Forest.

Mrs Chisholm will cover PPA time and Mrs Lewis will cover ECT time.

I hope everyone has had a lovely Easter break and are ready to start our final term of this academic year. It seems to have come around very quickly!



In Literacy

We will have daily phonics lessons using the RWinc scheme of learning. Children will be reading and writing in groups which have been carefully chosen to match your child's reading

and writing level. We will also focus on the children's handwriting to ensure that it is clear and legible. During our sessions we will be planning our writing carefully and thinking about how to compose a sentence. Year ones will be looking at consistently using full stops, capital letters and finger spaces as well as adding in some adjectives to make our writing more interesting.

All year 2 children will begin their daily English lessons, building on their RWI knowledge. They will look at developing their knowledge of how to write setting and character descriptions and start to write their own adventure story. They will continue to add co-ordinating and subordinating conjunctions to their writing and expanding their sentences using expanded noun phrases. **Year 1** will continue their Friday English sessions looking at Adventure stories. They will look at the key features, building up to writing their own story, using the skills we have been practising in our RWI sessions during the week.

Key vocabulary: Full stop, capital letter, finger space, statement, questions, question mark, exclamation, exclamation mark, co-ordinating conjunctions, subordinating conjunctions, expanded noun phrase, common exception words, adjectives, adverbs, first, second, third person, clause, pronoun, subject

In Numeracy

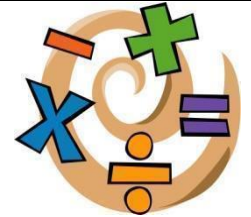
Year 1 will finish their learning on mass and volume before moving on to multiplication and division where they will explore counting in 2s, 5s and 10s,

recognising and adding equal groups, making arrays as well as looking at making doubles. We will then move to learning about fractions where they will explore recognising and finding halves and quarters of objects/shapes and quantities.

Year 2 will finish their learning on capacity, volume and mass before moving on to explore fractions. They will learn about parts and wholes, equal and unequal parts, recognise and finding half, quarter and thirds before exploring unit and non-unit fractions, equivalent fractions, finding three quarters and counting up fractions to make a whole.

Key vocabulary for year 1: mass, volume, compare, measure, multiply (x), divide (\div), recognise, equal, add, array, doubles, fractions, halves, quarters, quantity

Key vocabulary for year 2: compare, order, capacity, volume, mass, parts, wholes, equal, unequal, recognise, find, half, quarter, third, unit, non-unit, fractions, equivalent.



In History we will be completing our comparison unit by looking at toys from the past as well as how household items have changed over the years. We will sort artefacts from then and now (toys/home), describe changes within living memory and aspects of change in national life, ask and answer basic questions about the past and identify some similarities and differences between ways of life between different periods.

Key Vocabulary: toys, homes, past, change, artefacts, then, now, living memory, national life, similarities, differences, periods.

Key Questions:

How can I decide if a toy is from the past or is a modern toy?

What are some of the differences between toys from the past and my toys?



Class 1 Topic Letter Summer Term 1 2024

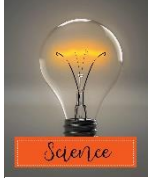


Mrs Lewis will be teaching RE this half term.



In R.E We will be changing our focus to exploring the Muslim faith and doing our best to answer the key question of 'Who is Muslim and how do they live?'

Key vocabulary: Islam, Muslim, Allah, Qur'an, hijab, burka, mosque, prayer, Mecca, Ramadan, Five pillars of Islam, salah.



In Science we will be learning all about plants and their structures. We will be identifying and naming a variety of common wild and garden plants, including deciduous and evergreen trees, identifying and describing the basic structure of a variety of common flowering plants as well as trees, finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy as well as observing and describing how seeds and bulbs grow into mature plants.

Key vocabulary: plants, structures, identify, name, common, deciduous, evergreen, healthy, grow, temperature, observe, mature, seeds, bulbs.

Key Questions:

What are the conditions needed for plants to grow (also how might this change depending on the type of plant i.e. alpine plants, shade loving plants etc)?

How do plants change during the different seasons and that some plants only grow in certain seasons and why?

Mrs Chisholm will be teaching music this half term.



In music we will be learning about the genre of Swing music. We will explore the different musical features, the music history, expand our musical vocabulary as well as performing through singing and using instruments before composing our own music.

Key vocabulary: Listen, appraise, song, beat, rhythm, clap, stamp, discuss, tempo.

Key Questions/ I can statements:

What is Swing music?

What are the musical features of Swing music?

I can perform through singing and using instruments.

I can compose my own music.



In P.E within Athletics we will be developing our skills in moving at different speeds over varying distances, developing balance, changing direction quickly, exploring hopping, jumping and leaping for distance, developing throwing for distance and developing accuracy.

Key vocabulary: skill, defending, ready position, opponent, sending, hitting, speeds, distance, balance, direction, change, hopping, jumping, leaping, throwing, accuracy.

I can statements:

I can develop my throwing skills including my accuracy.

I can reflect and improve on my work.

I can work co-operatively with a partner and a small group.

Mrs Chisholm will be leading our Forest school sessions this half term.



In Forest school we will be learning about our natural environment and how to use tools safely.

The focus of our forest school sessions this half term will be to focus on developing our skills through team building, communication, problem solving and nurturing.

Key vocabulary: tools, natural, safety, environment



In PSHE we will be learning about safe relationships. We will start by looking at recognising that some things are private and

the importance of respecting privacy including parts of the body that are private, how to respond safely to adults they don't know, how to respond if physical contact makes them feel uncomfortable or unsafe, knowing that there are some situations why they should ask for permission and also when their permission should be sought and about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually).

Key vocabulary:

Key questions:

Why is it important that I keep my body safe and what do I do if someone makes me feel unsafe?



In Art we will begin to look at the artist Georgia O'Keefe and flower art. We will use a range of materials creatively to design and make products, use drawing, painting, and sculpture to develop and share ideas, experiences, and imagination, develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, as well as learning about a range of artists describing the differences and similarities between practises and disciplines.

Key vocabulary: pattern, camouflage, materials, creative, texture, colour, shape, form, painting, drawing, techniques

Key Questions:

Who was Georgia O Keefe?

When was she born and where did she live?

What 2 main things did she like to paint?

What is unique about her flower pictures?



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In computing we will start by exploring our e-safety topic of sending emails and how we can use these to communicate safely with our school, families and communities. We will then move on to exploring robot algorithms, looking at giving instructions, making predictions, mats and routes, creating and designing an algorithm as well as exploring debugging.

Key vocabulary: device, technology, systems, emails, communication, school, families, communities, digital, e-safety, algorithm, robot, instructions, predictions, mats, routes, creating, designing, debugging.

Key questions/I can statements:

How is email useful?

What do we need to do to keep ourselves safe using email?

I can give a set of instructions and make predictions when using a robot algorithm.

I can create and design an algorithm.

Reminders:

- We will be returning to Forest school this half term which will be on a Wednesday, please can children come to school in PE kits and bring wellies and waterproofs just in case the weather is wet.
- PE will continue on a Friday and PE kit will need to be worn. On this day please can children also bring an extra pair of trainers/shoes for use when out at break times.
- We run the Daily Mile every day, please can the children come to school wearing their trainers **and** bring their school shoes to change into afterwards, these need a bag that can be hung on pegs to keep them in.
- Please ensure that a warm and waterproof coat is brought to school every day.
- Children in Key Stage 1 should bring a book bag to school and a smaller bag for spare shoes that can stay on their peg. There should be no big bags, as we have limited space in the cloakrooms.
- Homework will be supplied weekly, and **updates will be on Class Dojo**. Children will continue to be given an activity to complete using their CGP maths book and spellings and times tables when appropriate. Please don't forget that every child has a log in for TTRS which they can access and that this is also part of their weekly homework.
- Please read with your child each day, it is especially important for your child's phonetic and comprehension development. Do not forget to write a comment in your child's reading record. Reading books that come home should be read to an adult at least three times. First time is to enable them to de-code the words, second time for fluency and the third time is for comprehension.
- Sharing stories is also important at this age too so the children will start once more sharing a Reading for Pleasure book. This is a book that is not necessarily able to be read by your child but is to be shared and is chosen as it is a book that promotes a broad and varied story style and language which is not necessarily part of the phonics-based Read Write Inc books.

Best Wishes,

Miss Lazenby