



Spring 1 Curriculum Newsletter

As we near the end of the first half-term of our school year, we celebrate the fabulous learning that has taken place in each class and think ahead to the next half-term.

Fox Class

Phonics

sh th ng nk ai ee igh oa ending –es. Please keep practising sound tins and flash card words at home because it all helps to develop quick recall of the sounds and words, which will lead to fluent reading.

On our website, you can watch the ELS videos for parents to help you to remember the way to say the sounds correctly when we are teaching and using phonics [Essential+Letters+and+Sounds](#)

Reading

Miss Leggett chooses a theme for her 'books of the week' which staff read at story time and make available in the book corner. So far, key themes have been: Winter; books by Benji Davies; Shapes.

Maths: mass and capacity

We have used key words in our practical work: heavy/light; quite heavy/light. Full/part-full/half-full/half-empty/empty. We have estimated how many cups of rice or water it will take to fill a container.

We have been working on our understanding of the 'one more than/one less than' relationship between consecutive numbers-particularly with our focus on 5,6 and 7.

Understanding the World: Winter.

Investigating Winter – We have talked about winter in relation to the other seasons: What is the weather like in winter? What clothes do we need to wear? Why are winter and summer clothes different?

Hibernation – What animals hibernate in winter? Why do they hibernate? Where do they hibernate?

Looking at the world: we have looked at the Polar Regions and compared them to our country, where are they on the globe? What animals live there? Do people live there? Finding out about expeditions to reach these regions-the children were very interested in frostbite!.

RE: Special Books

It has been lovely to share each other's special books; thank you so much for your support. A key learning point has been understanding the difference between *favourite* books, which may change over time, and *special* books, which are always special because they connect us to a person, place or event that is special to us.

Squirrel Class

Phonics

As we know, in English, one sound can be made by different combinations of letters. This half-term we have been learning some of these alternatives:

au ("or" as in autumn, launch and author)

ey ("ee" as in key, money, honey)

c ("s" as in circle)

are ("air" as in hare, glare, flare)

a ("ay" as in apron, table, stable)

ea ("ai" as in break, great)

a ("ar" as in father, task, mask)

We have also learned our split digraphs a_e (cake), e_e (eve), i_e (pipe), o_e (hope), u_e (flute): you might have learned this as 'magic e' which means you pronounce the name of the vowel, not the sound.

English: Jane Considine scheme We have enjoyed re-telling 'Little Red Riding Hood' and collecting stories that feature wolves. We have been describing characters in our stories. We enjoyed 'The Way Back Home' by Oliver Jeffers and have become engrossed in lots of books-fiction and non-fiction-about Space. We are still concentrating on writing good-quality sentences which are punctuated by a capital letter and a full stop.

Maths

We have been developing our place value knowledge up to 20 and ensuring that we fully understand our teen numbers. We are developing our understanding of the difference between 13 and 31, using tens and ones. We have been comparing, ordering, estimating and using number lines to 20. We have been building on our knowledge of number bonds to 10 (pairs of numbers that always go together to make 10, like 6+4) to make number bonds to 20, like 16+4.

Geography

We have been learning that England, Scotland, Wales and Northern Ireland make up the UK. We have learned the capital cities, flags, patron saint and emblem of each country. We have learned where the North Sea, Irish Sea and English Channel are located. We have enjoyed using an atlas. We have begun to learn about 'a bird's eye view' and aerial photographs. We have identified some landmarks from each country.

Science: Everyday Materials.

We have talked about lots of materials (wood, glass, paper, card, plastic, metal) their properties (strong, transparent, flexible, rigid, waterproof, long lasting.....) and why specific materials are chosen for specific purposes. For example, last week we enjoyed exploring which materials are absorbent and which are waterproof; this week we will use this knowledge to choose the most suitable material with which to make an umbrella.

RE: What do Christians learn from stories of Jesus?

We have learned about key events from Jesus' life. We have been exploring how some of these stories show Jesus as 'like us' and some show him as 'like God.'

Hedgehog Class

English: Jane Considine scheme.

As you know, we enjoyed sharing our favourite poems; thank you for your support. We took 'The Desk Fiddler' by Michael Rosen and wrote our own versions; during that week we had a lot of fun playing with language.

We have been enjoying the story of Plop, 'The Owl Who was Afraid of the Dark' and we've used this as inspiration for our own writing. We've imagined that we are Plop the owl and acted parts of the story out before we have written them. We are using some adventurous words to make our writing interesting-while still trying to remember our capital letters and full stops in every sentence. It can be challenging to remember to be adventurous with our word choices whilst remembering 'the basics' of punctuation and we are reading through to check at the end of our learning.

Maths: addition and subtraction.

We have been adding/subtracting within a ten's boundary, when you don't need to exchange a ten (e.g 43+21, 39-17) and across a ten's boundary, when you do need to exchange a ten (e.g 47+15, 32-16). We have also worked on fact families and comparing number sentences.

Geography

We are learning about the 5 continents and the 7 oceans of the world. We are enjoying using atlases and learning about some of the hot and cold regions of the world. We are learning about human and physical features.

Online Safety: Parent/Carer information sessions

These are available on a termly basis - these sessions will be repeated termly to provide multiple opportunities for parents to attend but parents only need to attend one as content will be fairly similar (just updated as and when required).

We will send you marketing materials for you to share with parents/carers ahead of each session.

30 min followed by 15 min Q&A if required.

These sessions are designed to support parents/carers in protecting their children and to help them understand the risks associated with using technology. The session will cover –

- *Current trends – what children are doing online, what apps/ games are popular amongst children.*
- *Understanding the Risks – a look at the risks associated with using technology, in particular when using social media, online gaming & live streaming.*
- *What can you do – some suggestions for how you can support your child with their online lives and what parental controls are available to help you.*
- *Further Support – signposting to services that are available to help you if you need it.*
- Parent/Carer session: https://drive.google.com/drive/folders/1gmaT9qWvRVpcUT_dHn-oNTGoU1vSP7Vz?usp=sharing

Future date in Summer Term: Wednesday 8th May 2024 – 4pm – 4.45pm

Trick Box?



Year R-Breathing Colour



We all experience positive and negative emotions; learning to manage our emotions is a big skill we will need to practise throughout our lives. How we breathe affects our emotions and physical state. We use deep breathing through our nose, into our tummy, and slowly out through our nose to help us feel relaxed. We can breathe like this to change any feeling using colours; we can breathe out our negative colour (e.g. red for angry) and breathe in a calm colour.

Year 1- "Sunny Side."



'Sunny Side' helps us to keep positive when things don't go according to plan.

Year 2- 'Big No.'

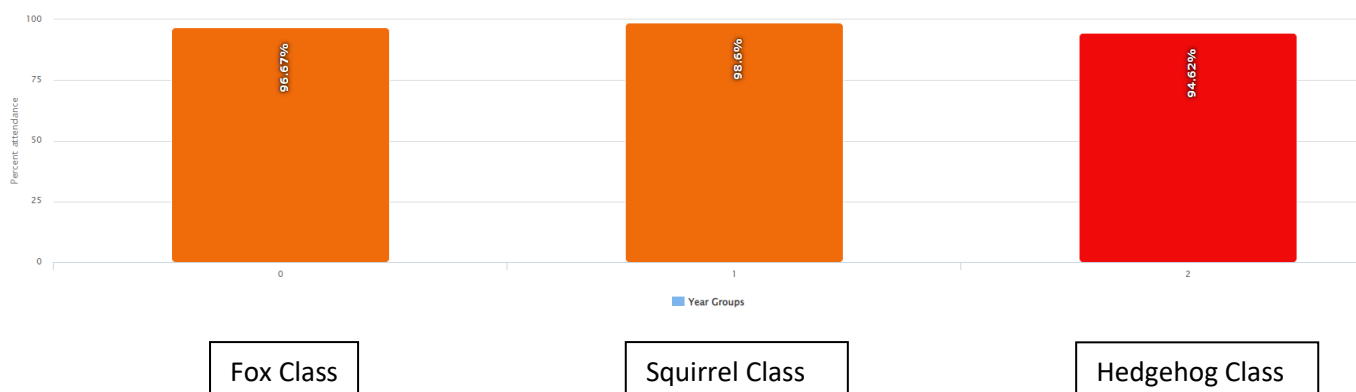


Sometimes we need to say 'No.'
Boundaries help us to feel secure; setting and acting on our own personal boundaries requires confidence and assertiveness skills. It's OK to say 'No' if someone is asking you to do something that might hurt you or someone else.

Attendance

We hope that all of our children are able to attend school 100% of the time. A child is considered to have Persistent Absence if their attendance falls below 90%; this is always cause for concern.

As we approach the half-term, analysing attendance from the start of term to Wednesday 7th February:



Well done Squirrel Class! Year 1 have the best attendance in Spring 1 at 98.6%!

Fox Class= 96.67% and Hedgehog Class=94.62%. Everyone will receive their individual attendance certificate by email on Friday. Those with 100% attendance will receive a special 'Congratulations' email.

Punctuality has been a challenge this half-term and we hope this will improve after the holiday. 40 children out of 64 have been late at least once since September; a total of 49 hours and 24 minutes has been lost.

Every half-term, we 'Talk PANTS' to emphasise that 'Pants are private' and Mrs Ezzard reminded the children in assembly that they can always talk to an adult if they are worried about anything. You might like to use this link to explore the NSPCC website, as it has a wealth of information for families, about all sorts of topics.

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>