



Happy children aiming high.

## Spring I Half Term Information for Parents Year I

Dear Parents and Carers,

Welcome to 2020! I hope you all had a lovely festive period and enjoyed all the fun and games that this time entails. Now that the pesky elves are back where they belong for another year it's time to look to the new year ahead. With this in mind I would like to take this opportunity to thank parents and carers for encouraging their Year I children to grow in confidence and independence. The children are on the whole really keen to come into school by themselves now and this is fantastic! Anyone who is still anxious (that's grown ups too!) about saying good bye each morning on the yard are of course welcome to accompany children into the cloakroom, but may I ask that this is as far as adults come from now on. The children are more than capable of putting their water bottles and folders in the correct places and our classroom routines are well embedded so that they know what to expect when they come in.

Please note that I am still available to speak to before school and should you need to you can catch me on the yard or via the school office as before.

Our whole school theme for the Spring term is '**Sustainability**'. Links will be made across the curriculum to the importance of looking after our planet and its resources and how as individuals, families and communities we can make small changes that can make a big difference.

The following information is intended to give you some insight to the work the children will be doing this half term. I hope you find it useful.

**English:** Alongside Read Write Inc sessions, in which children are grouped according to their stage of phonic knowledge, children will be provided with a variety of reading and writing opportunities, many of which will be cross curricular and link back to our overarching theme. Some of the texts we will read this half term include: Curious Pearl, Science Girl Identifies the Reasons for Seasons; Dragons in the City – a story about a family celebrating Chinese New Year and their customs; Messy Magpie – a rhyming story linked to sustainability, recycling, litter and what we can do ourselves to help look after our planet; The Lighthouse Keeper's lunch – linked to our work on a seaside study, looking after our beaches and coastal wildlife; Don't throw that away! – linked to recycling; The Why should I... series, which includes: save energy, save water and recycle – to help children understand the importance of looking after our planet and how we can take responsibility for aspects of this; Somebody Swallowed Stanley – looking at the impact of littering on our seas and beaches. In addition to these a variety of non-fiction texts will be shared with the children and available to the children to look at with links to life in Victorian Britain. Of course, there will be many more stories and poems that the children will choose for us to read each day too using their 'Pupil Voice', some of these will link to our themes and others will simply be for pleasure.

Alongside the range of texts, we will have a variety of writing opportunities too. Some of these will be: New Year's resolutions; Chinese New Year – similarities and differences to how we might celebrate; Seaside features, labelling and sentence work; Persuasive writing linked to recycling/not littering; Postcard to a class/children who do not live near the coast; Information/factual sentences about life as a rich/poor Victorian child; Labelling and sentence work linked to coal mines; Writing in role as a child in a Victorian classroom; Lists of classroom rules and comparisons to today's expectations; Instructions – how to play a game from Victorian times; Opinion piece – Would we be prepared to spend less time playing on our electronic devices in favour of some of these games? Poetry– linked to weather/winter with use of appropriate adjectives. This list is not exhaustive and may be subject to change dependent on children's suggestions and interest as the term progresses.

### **Maths:**

Using White Rose Maths Hub as a spine to our learning we will initially focus on 3D and 2D shapes before moving on to Place Value to 20 and Addition and Subtraction within 20.

All sessions follow a mastery approach to learning with mistake making and problem solving an integral part of the learning.

Children will work in mixed ability groups to develop their skills and understanding through a variety of activities using real objects (concrete), images (pictorial) and symbols (abstract).

## Science

Children will learn about the reasons for our seasons, with a particular focus on Winter and Spring. We will observe and discuss the changes in the environment as they happen, including the weather, temperature, day length and colours in nature. Children will begin to understand the cyclical nature of the seasons – making links to days of the week/months of the year.

## History

We will look at a timeline of key events during the 19<sup>th</sup> century, why this period is known as the Victorian times as well as making specific reference to mining communities, transport and family life.

Mining: We will look at New Hartley as a mining village. Children will be introduced to basic information about coal mines, to be built upon in Y2. Children will begin to understand that mining families were poor families and begin to make links to sustainability – coal as a power source.

Transport: Our work will include specifically the penny farthing as one of the earliest bicycles and charabanc, a type of horse drawn vehicle or early motor coach, usually open topped. Children will be shown images of vehicles from the Victorian period through to today and asked to order chronologically. We will make links to sustainability by discussing a move back to using bicycles as a main transport and how this would benefit the environment.

Family life (home): Children will learn about key aspects of family life living in the Victorian period and how these would have been vastly different for rich and poor families. We will discuss similarities and differences to life today as well as schooling. We will find out who went to school, what school would have been like and how Queen Victoria changed the law to allow all children free education. We will find out about how and what children played including marbles, hopscotch, blind man's buff and blow football with not a TV or electronic game in sight!

## Geography

Children will learn the generic features of a seaside and be able to use key vocabulary such as: cliff, rockpool, tide, beach, lighthouse, island, ocean. Children will learn about the impact litter is having on our beaches and sea life. We will learn about ways in which we can protect our beaches and we plan to visit our local beach (Seaton Sluice) to identify key features talked about in class as well as to conduct a litter pick. Parent volunteers will be welcomed!

Making links with history, children will also learn about Punch and Judy shows, how they became a major seaside attraction during Victorian times. In addition, they will learn the song 'Oh I do like to be beside the seaside', which was first recorded more than 100 years ago.

## Computing

As this half term ends with World Safer Internet Day (11<sup>th</sup> February) the aim will be that all children understand the reason for their individual network logins and passwords for use in school and for websites such as Maths Seeds. Opportunities will be given for children to practise logging in and out of the school network, placing as much importance on logging out – to protect themselves from account misuse.

Children will be able to use our computing sessions to demonstrate their ability to use technology safely and respectfully as well as improve their confidence in using keyboards when we use the computing suite – as many children are more used to using touch screen technology and require additional support and familiarisation with desktop computers.

## Art

This half term will focus on the printing aspect of the curriculum. Children will use a range of objects to create prints and press, roll, rub and stamp to make prints. Links will be made to maths sessions initially – using 3D objects to print 2D shapes, making patterns that include colour, shape and orientation of shapes. Children will also use vegetable prints.

This will lead us into finding out about the work of Arcimboldo – using fruits and vegetables to create images. We will look at Arcimboldo's paintings of the four seasons, making links to our work in science. Children will be encouraged to express their thoughts and opinions on these works as well as begin to identify how they represent each season.

## PE:

Gymnastics this half term provides opportunities for children to learn and practise a variety of skills, including travelling movements, rolls, jumps and balances. Each lesson is based on a different traditional tale and uses the characters and story ideas to provide opportunities for children to develop control, agility and coordination. By making links to well-known traditional tales, it is hoped that children will be able to see how we can take inspiration from books/stories in any subject and enrich vocabulary too. Each session will include planned warm ups and cool downs and links will be made to PSHE curriculum helping children to begin to understand the importance of healthy bodies and healthy minds.

## PSHE:

It is anticipated that much of the PSHE will be covered through discussion arising from the work we do on life in Victorian Britain and comparing that to life today. We will be considering people's feelings and the impact different environments can have on health and wellbeing. We will make links to the overarching theme of sustainability.

Other incidental opportunities will arise through the story books shared in class, which are voted for by the children themselves and therefore cannot always be planned for.

In PE sessions we will make explicit links to exercise and the positive benefits to mental health and wellbeing. In addition, we will include opportunities to discuss and consider physical and emotional safety with regards to work on E-Safety too.

## Music

In weekly sessions led by Miss Smith, singing teacher, children will learn songs, including: Recycle It; Dustbin; This Old Man and Michael Finnigan. These songs will be used to help teach the children about the different elements of singing as well as to learn to sing in rounds. Children will be introduced to the hand signals – Sol-fège – to help them see as well as hear when notes change within a song.

Additional music sessions will be taught on Tuesday afternoons by Mr Benefield. In these sessions children will learn the song 'Oh I do like to be beside the seaside' – linked with history and geography work. They will be provided with a range of activities using percussion instruments in school and the body as percussion as well as listen to Vivaldi's 4 Seasons, making links to seasonal change in science.

## RE

Also taught by Mr Benefield this half term will follow the SACRE syllabus looking at Hinduism: Festivals and Celebrations and Lifestyles. Children will learn about aspects of Hindu lifestyle and what makes Hindu lifestyle distinctive as well as about some of the ways in which belief and practice shape Hindu lifestyle.

**Homework:** In KSI children will have regular reading books and will on occasion, where appropriate be given activities or tasks to enhance their understanding of a concept or to develop skills taught in English or Maths. In addition to this, children will be asked to consider questions or to find out about topic related content. This topic-based homework can be completed in a child's preferred format. This could include pictures, writing, artwork or use of ICT and can be completed with adult support. Whilst these activities are not compulsory, they will certainly enhance your child's understanding of the topic being covered and will be sent home with your child once the topic is up and running.

## How can you help?

- Ensure your child is in school on time and ready to learn. This includes having all the equipment they need for the day, such as PE kit, reading book and reading record.
- Share your child's school reading book with them, discussing characters, events and opinions. This is best done often and in short bursts. Please record a simple signature and page number should your child read to you at home. **Books and records should be available in school every day.**
- Practising common exception words at home will greatly consolidate your child's learning and understanding. Can your child read and spell the words for Year 1? Copies of these have been sent home, however if you require an additional copy please see Mrs Banks.
- Practise mental maths including counting in 2s, 5s and 10s and number bonds to 10 and 20. Discuss money, time and measures with real examples whenever the opportunity arises.
- Encourage your child to tell you what they have been learning about at school and where possible, extend their learning at home, through books, outings, discussions and the internet – reinforcing the importance of online safety at home as well as at school. Always remind children that 'Zip it – Block it – Flag it' applies at home too!
- If you have any interesting artefacts related to the subjects outlined in this information sheet that your child could share for a display or discussion, please bring them into school – we promise to look after them and return them!
- Please check your child's book bag frequently for letters and other information. Any reply slips should be returned to the class teacher who will send these to the office via the class register.
- Finally, please remember to check the school website and app for up to date information.

If you have any queries please remember we have an open-door policy at NHFS and I am available for appointments before or after school and as class teacher, all queries should be directed to myself in the first instance.

Thank you for your support,

Mrs Banks