



# Year 1 – Summer 1

## Equality

### What is Equal?



Welcome to Summer 1 – The start of our final term in Year 1. It might be a short one, but as always it promises to be a busy half term ahead! This newsletter is intended to give you an overview of important dates and key information about the learning opportunities your children will be involved in over the coming weeks. I hope you find it useful.

#### Dates to remember this half term:

- Children return – Mon 28<sup>th</sup> April
- Yogibees session – Thurs 1<sup>st</sup> May
- Bank Holiday – Mon 5<sup>th</sup> May
- Census Day – Thurs 15<sup>th</sup> May
- World Cultural Diversity Day – Wed 21<sup>st</sup> May
- Last day of term – Fri 23<sup>rd</sup> May



#### Notices:

**PE Days** – Wednesdays and Fridays. All jewellery must be removed for PE lessons. Retainers can be worn in place of earrings. No plaster covers.

**Reading Books/Book Bags** – to be in school every day. Please sign/date each time your child reads at home. Aim for a minimum of 3 times each week to enable your child to progress and feel confident when reading aloud.

**Homework** - activities designed to consolidate and improve skills in English and Maths skills are available to access online activities via school360. Please log in and direct your child to the 'pinned' activities.

**Water Bottles** – water only and please do not put these inside book bags.

#### English: **Phonics & Reading**

Children are grouped according to their next steps. In phonics sessions children will continue to learn new/review Speed Sounds and how to apply these to reading and spelling.

Reading sessions are based on a shared RWI text. This text is usually changed weekly, once a range of tasks and activities have been completed. These tasks enable children to:

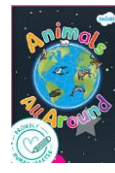
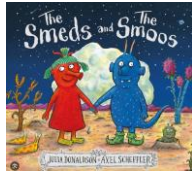
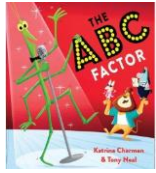
- practice focus Speed Sounds
- develop vocabulary and learn the meaning of new words
- develop sight reading of decodable and common tricky words
- enjoy listening to stories read aloud
- join in with adults reading the story and improve reading fluency and expression
- think about what is happening in the story
- find answers to questions within the text
- read with a storyteller's voice
- 'Magpie' words from texts to use in their own writing
- share linked texts and make links between stories, characters and settings.

#### English: **Writing**

We will continue to focus on improving our writing through developing oracy skills - clear and accurate pronunciation of sounds and words in grammatically accurate sentences to enable the children to more easily spot when their written work does or does not make sense. This will include accurate use of past and present tense. You can help with this by gently correcting errors by modelling the correct pronunciation of words in conversation. Through a variety of activities across the curriculum, children will apply their phonic knowledge and be taught spelling rules to compose lists; captions, labels; an alphabetical list poem; character description; a letter in role as a Smed or a Smoo; questions; diary entry as Rosa Parks as well as a fact file about Rosa Parks.

They will continue to improve their use of capital letters, spaces and punctuation (. ! ?) through proof read and edit sessions. Spelling lessons will focus on different patterns/sounds each week. These are attached to the end of this information sheet and can be used at home alongside the Y1 CEW and HFW.

We read stories every day from a range of picture books, often linked to our theme. Some of the texts focused on this half term include:



We also love to share books from home.  
Please feel free to bring in your favourites!

**Maths:** Small steps will include...

### Place Value within 50

Groups of tens and ones; Partition into tens and ones; The number line to 50; 1 more, 1 less

### Measurement – Length and Height

Compare lengths and heights; Measure length using objects; Measure length in centimetres

### Measurement – Mass and Volume

Heavier and lighter; Measure and compare mass; Full and empty; Compare volume; Measure and compare capacity

### Multiplication and Division

Counting in 2s, 5s and 10s; grouping and recognising equal groups; repeated addition; arrays; doubles; grouping and sharing equally.

### Science: Animals including humans

This unit of work will take us through to the end of Year 1. Children will learn to identify and name, describe and compare a variety of common animals, including fish, amphibians, reptiles, birds and mammals as well as understand that humans are animals too. They will learn about the importance of the foods animals eat and be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores. In addition, they will be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.



### Computing: Moving a Robot

This unit introduces children to early programming concepts. They will explore using individual commands, both with their peers and as part of a computer program. They will work with BeeBots, identifying what each floor robot command does and use that knowledge to start predicting the outcome of programs. Children will also be introduced to the early stages of program design through the introduction of algorithms.



**Username and Passwords** - Please continue to practice logging in to (and out of) School360 at home to continue to develop children's independence with this in lessons. Thank you

### Art: Sculpture

After completing our DT unit from last half term by making, tasting and evaluating our smoothies we will move on to our paper based sculpting in Art.

Through a series of lessons children will explore and make a range of tube towers and begin to understand how they can be used to create structures before creating 3D drawings applying this knowledge on individual and collaborative pieces.



### Music: Charanga – Your Imagination

Following the Charanga scheme, children will continue to develop their singing, playing and composition skills as they learn to play glockenspiels along to a focus song. The song this half term is 'Your Imagination' which will allow children to improvise their own verses too.

Through the listen and appraise sections children will listen to a range of well-known songs including: Supercalifragilisticexpialidocious from Mary Poppins; Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack; Daydream Believer by The Monkees and Rainbow Connection from The Muppet Movie.

### History: Rosa Parks

It will primarily be through our history work that we will introduce and address the new theme for the summer term: What is equal?

We will start with a simple social experiment where one group of children will be treated differently to their peers (for a short time!) for no other reason than the colour of the dot on their lolly stick. This will prompt a discussion on equality and fairness at an age-appropriate level and set the scene for us to begin learning about segregation, racism and the events in the life of Rosa Parks. We will find out who she was, what happened to her and understand why her experiences lead to changes in attitudes in society and then changes in the law too.

### PE: Striking and Fielding Games

Children will learn to roll a ball with accuracy from varying distances and angles. They will begin to understand how to retrieve the ball effectively and when this might be used in a game situation. They will be able to apply their throwing and catching skills to throw accurately to a team member or into a space. Children will learn how to hit and kick a ball, tracking its path to maintain control. Once children are confident, they will apply these skills in competitive team games.



### PSHCE: Zones of Regulation

Children continue to develop their understanding of the zones and awareness that it is expected we will experience a variety of emotions across any one day/week in school or at home as well as being more able to identify appropriate self-regulation strategies that work for them both at home and in school.

The **ZONES** of Regulation®

#### Virtues

**Courtesy** – at the lunch table and in the playground.

**Forgiveness** - Thinking about how we show forgiveness to others and understanding that everyone makes mistakes.

**Determination** - Goals can be achieved if we are determined in our hearts and minds. To think about how we can encourage ourselves and each other to keep going!

### RE: Gospel - What is the good news Christians say Jesus brings?

In this unit children will begin to think about what stories from the Gospel mean to Christians, understanding 'Gospel' as 'good news'. They will begin to recognise that Jesus gives instructions to people about how to behave, such as showing forgiveness and living in peace, and give examples of ways in which Christians follow the teachings from the Bible.

We will conclude the unit by considering whether Jesus' 'good news' is only good news for Christians, or if there are key messages for anyone to learn about how to live life. Children will be encouraged to think specifically about forgiveness and make links to our character virtues.



### Our school character virtues

Dotty  
Dragonfly



**Determination**

Eddie  
Elephant



**Empathy**

Hugo  
Hedgehog



**Honesty**

Polly  
Puffin



**Positivity**

Rosie  
Rabbit



**Respect**

Daily a child in our class is identified as showing one of the above virtues through their actions and behaviours. That child will bring home a small certificate to share and celebrate with you and their name will be put on a golden ticket. The golden tickets get put on display in the class jar. At the end of the week one of the golden tickets is selected at random and that child has the opportunity to play games and have a chat with Mrs Dowdney, whilst enjoying juice and biscuits!

### Communication

If you have not already done so, please download the school comms app. We will send regular updates and messages via the app/email. This is also the quickest way for you to contact us with queries or to inform us about your child's attendance. If your contact details change, please ensure we have the most up to date information.

**Many thanks for your continued support,  
Mrs Banks**

Spelling objectives planned for this half term with example words:

Week 1	Week 2	Week 3	Week 4
The /yoo/ and /oo/ sounds spelt with split vowel digraph 'u-e'.	The sounds /yoo/ and /oo/ spelt with the digraphs 'ue' and 'ew'.	Words ending with the sound /ee/ spelt with 'y'.	The vowel digraph 'or' and the vowel trigraph 'ore'.
June rule rude flute use tube tune huge cute cube	blue clue true rescue drew new few grew flew threw	very happy funny party family dizzy smelly silly jolly sunny	for short born horse morning more score before wore shore

Help your child to spot the focus sounds/spelling patterns in the words they read and write. Can they find and add other examples to each list? Feel free to share these in class too!