



Year 1 – Summer 2

Equality

What is Equal?



Welcome to Summer 2 – The final term in Year 1. This year has certainly flown over! We have another fun and very busy half term ahead of us and 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. We hope you find it useful.

Dates to remember this half term:

- Children return – Mon 2nd June
- Glendale Show trip – Thurs 5th June
- Phonic Screening Checks – w/b 9th June
- Father's Day Fry Up – Fri 13th June
- Family Sports Day/Summer Fair – Fri 27th June
- Transition Week – w/b 7th July
- Reports sent home – Fri 11th July
- Year 1 Coffee Morning – Fri 11th July
- Last day of term – Fri 18th July



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/Phonics and Maths will be sent as required. In addition to this, children are able to access a range of age appropriate online activities via school360.

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:

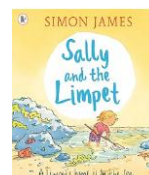
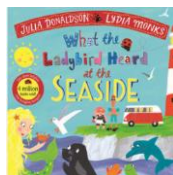
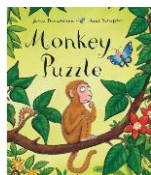
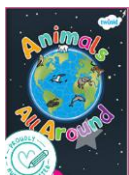
- practice focus Speed Sounds
- develop vocabulary and learn the meaning of new words
- develop sight reading of decodable and common tricky words
- enjoy listening to stories read aloud
- join in with adults reading the story and improve reading fluency and expression
- think about what is happening 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 such as what to pack for a seaside holiday; captions linked to shared stories; labels including parts of the human body and features of a seaside resort; clues to identify animals and an information booklet aimed at reception children on what to expect in Year 1.

They will continue to improve their sentence structure, use of adventurous vocabulary and application of correct punctuation through proof reading and editing 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 and age appropriate chapter books, often linked to cross curricular themes. Texts this half term will include:



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

Maths: Small steps will include...

Multiplication and Division

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

Fractions

Recognising and finding half and quarter of shapes and quantities.

Place Value to 100

Counting from 50-100; partitioning into tens and ones; numberlines to 100; 1 more and 1 less; comparing numbers

Time

Before and after; hours, minutes and seconds, telling time to the hour; telling time to the half hour.

Money

Unitising; recognising coins and notes; counting in coins.

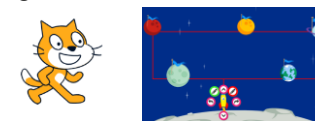
Science: Animals including humans

We will continue this unit of work to ensure children can 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. Children 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: Programming - Animation

This unit builds on children's experience of programming BeeBot floor robots last half term and introduces them to on screen programming. Children will explore the way a project looks by investigating sprites (on screen characters) and backgrounds. They will use programming blocks to use, modify and create programs. Children are also 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

DT: Wheels and Axles

Through this unit children will investigate how wheels move by creating a simple version of a wheel mechanism, including an axle, wheels and axle holder. They will use problem-solving skills to diagnose why wheels do not work effectively and identify what stops wheels from turning. They will learn about the different components of a vehicle with moving wheels and design their own moving vehicle before building and testing their designs. We may be requesting donations of kitchen roll tubes and small boxes, so please start collecting them now. Thank you!



Music: Charanga – Reflect, Rewind and Replay

This unit of work consolidates the learning that has occurred during the year, revisiting songs and musical activities allowing children to continue to embed the foundations of the interrelated dimensions of music using their voices and instruments. The children have enjoyed singing and playing instruments within songs so we look forward to polishing some of our performances by improving our timing, rhythm and improvisation!



Geography: Seaside Study

Through a variety of activities using videos, photographs, maps and atlases (including online resources) children will understand what is meant by a 'seaside' and where to find them. They will be able to apply their knowledge of the four UK countries & compass directions when looking at simple maps to locate seaside resorts. We will consider what we would and would not expect to see at the seaside. Children will also develop their understanding of physical (naturally occurring) and human (manmade) features of a seaside environment and the relevant map symbols to represent these. We will explore how maps help us find our way round new and unfamiliar places and compare photos of a seaside to a map of the same place, identifying the relevant map symbols.

PE: Athletics

Children will develop their throwing, running and jumping skills through a range of activities each week. They will learn key techniques to help them improve and compete with themselves and peers to measure their own progress.

They will begin to think about 'what a good one looks like' and help coach each other to apply taught techniques just like true Olympians! Each lesson will involve whole body warm ups, key skill focus and application of these skills in a game or competitive activity. We hope to be able to showcase some of these improved skills at our family sports day later in the term!



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.

The **ZONES** of Regulation®

Virtues

Emotional Regulation – What is anger?

Gratitude – Thank you cards

Honesty – Understanding the impact of stealing and cheating

RE: What makes some spaces sacred to believers?

Through this unit of work children will consider what makes some places and things special, sacred or holy as well as what things and places are special to themselves and their families. We will talk about why it is important to show respect for other people's precious or sacred belongings and look at photos of different holy buildings and objects found inside them. We will consider why churches are sacred to Christians, synagogues are sacred to Jewish people and mosques are sacred to Muslims. We will end the unit by discussing why some people like to belong to a sacred building or a community and talk about some of the differences between religious and non-religious special places.

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.

*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	Week 5	Week 6	Week 7
The vowel digraphs 'aw' and 'au'.	The vowel trigraphs 'air' and 'are'.	The vowel trigraph 'ear'	New consonant spelling 'ph' and 'wh'	Adding the prefix –un without any change to the spelling of the root word	Adding s and es to words	Read words with contractions (Word reading - English)
saw draw yawn crawl claw author August dinosaur astronaut your (HFW)	air fair pair hair chair bare dare care share scared	dear hear beard near year clear fear bear wear pear	dolphin alphabet phonics elephant when where which wheel while white	unhappy undo unload unfair unlock unwrap unzip untidy unwell unkind	cats dogs spends rocks schools friends thanks catches pushes fetches	I'm I'll we'll she'll you'll they'll we're you're he's they're

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!