



# Year 1 – Spring 1

## Sustainability

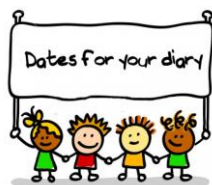
### What can you do to help protect our planet?



Happy New Year and welcome to 2026! I hope Santa was good to you all, parents included, and that you have enjoyed the festive period however you and your loved ones chose to celebrate. We have another 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:

- Teacher Training Day – Mon 5<sup>th</sup> Jan
- Children return – Tues 6<sup>th</sup> Jan
- Children's Mental Health w/b 9<sup>th</sup> Feb
- Safer Internet Day – Tues 10<sup>th</sup> Feb
- Lunar New Year / Chinese New Year – Tues 17<sup>th</sup> Feb



#### Notices:

**PE Days** – Monday & Tuesday

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.

**Homework:** In addition to spellings and reading, children can access age appropriate phonics and maths games via school360.

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

Children are grouped according to their next steps and will begin this half term in their newly assigned groups. 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.

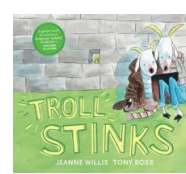
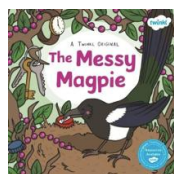
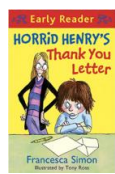
#### English: **Writing**

Through a variety of activities across the curriculum, children will apply their phonic knowledge and taught spelling rules to compose labels, captions and simple sentences for a range of purposes, including Thank you letters/cards; New Year's aspirations; speech and thought bubbles; posters/information texts linked to litter pollution and The Great Fire of London.

They will continue to develop their understanding to more consistently apply capital letters to start sentences as well as for names and places and use simple punctuation (. ! ?) to mark the end of sentences. In addition, they will develop proof reading skills, spotting and correcting mistakes in their own work.

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 Year 1 CEW and HFW word lists previously shared. If you require another copy, please ask.

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: Geometry – Shape

Small steps will include: Recognise and name 3-D shapes; Sort 3-D shapes; Recognise and name 2-D shapes; Sort 2-D shapes; Patterns with 2-D and 3-D shapes.

### Place Value within 20

Using numbers to 20, small steps will include: Count within 20; Understand the value of the numbers 10 - 20 and their digits; 1 more & 1 less; The number line to 20; Use & Estimate on a number line; Compare & Order numbers

### Addition and Subtraction within 20

Small steps will include: Add by counting on; add ones using number bonds; Find & make number bonds to 20; Doubles; Near doubles; Subtract ones using number bonds; Subtract by counting back & by finding the difference; Related facts; Missing number problems.

### Science: Seasonal Change

The focus this half term will be on Winter and early signs of Spring. Through a range of age-appropriate texts, we will begin to understand what is meant by northern and southern hemispheres and that seasons change throughout the year because of the way the Earth travels around the sun.

We will be able to recap what we already know about the seasons and match typical UK temperatures and daylight hours to each season. We will use secondary sources to collect times of sunrise and sunset across the half term and make predictions based on any patterns we notice.



### Computing: Digital Writing

This unit will promote children's understanding of the various aspects of using a computer to create and change text. Children will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing. They will begin to consider the differences between using a computer and writing on paper to create text.

### Safer Internet Day – Tues 10<sup>th</sup> Feb

This year's theme: 'Smart tech, safe choices – Exploring the safe and responsible use of AI'.

### Usernames and Passwords

In order to promote your child's independence in lessons, please continue to practice logging in to (and out of) School360 at home.

### Art: Painting and Mixed Media

'Colour Splash'

Through this fun unit of work children will name the primary colours and mix these to make secondary colours as well as learning how to mix different shades of a secondary colour. They will learn to apply paint consistently to achieve a desired print using a range of materials, colours and patterns. We will look at the work of Jasper Johns as well as Clarice Cliff and apply knowledge of colour mixing to create our own interpretations of their work.



### Music: Charanga

**In The Groove** is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week we will listen and learn a different style of 'In the Groove'. In the Listen and Appraise section of each lesson we will also listen to well-known songs/artists in that week's style from BB King to Ricky Martin and James Brown.



### History: The Great Fire of London

Children will learn about key events of the Great Fire of London. They will compare life in the 17<sup>th</sup> Century to the present day and consider how problems such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. We will consider how and why some things changed as a result of the fire and begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others.



**PE: Gymnastics – led by visiting coaches**

Our visiting coach, Liam, is back again this half term to lead our gymnastics sessions.

In these sessions children will learn about the importance of control and core muscle tension in order to perform a series of individual and partner balances as part of a routine.

They will learn how to jump and land safely as part of their floorwork as well as from a low height when using gymnastics apparatus.

**PSHCE: Zones of Regulation**

In order to recognise and become more independent in self-regulation, children will continue to learn about emotions, what these may look and feel like and strategies that may help in different scenarios.

**Virtues**

**Cleanliness** – Understanding cleanliness and orderliness in the context of putting things away and having a place for everything.

**Fairness** – Considering whether something is fair or not and accepting that we may not always agree. Considering ways in which we can make the world a fairer place.

**Friendliness** – Considering how to interact with somebody new and what makes a good friend.

**RE: Who is Muslim and how do they live?**

Though a series of lessons, Mrs McAthey will help children to further develop their understanding of how the everyday lives of Muslims are guided by their faith and beliefs. They will consider:

- How stories about the Prophet Muhammed guide Muslims.
- How and why Muslims pray.
- What Muslims believe and how they live.
- Why Muslims think prayer, respect, self-control and celebration are good things.

**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**

I will share information such as specific updates and half termly overviews (like this one) via email. These will also be uploaded to our school website [www.newhartley.northumberland.sch.uk](http://www.newhartley.northumberland.sch.uk). You will find useful links to our class Facebook posts and calendar on the website too. You are able to contact school via telephone on 0191 2371218 and can report an absence via email at [hello@nhfs.uk](mailto:hello@nhfs.uk). For all other enquiries please email [admin@nhfs.uk](mailto:admin@nhfs.uk). Please note, all emails, regardless of who they are for must be sent via the admin address. They will then be directed accordingly.

*Many thanks for your continued support,  
Mrs Banks*

Spelling objectives planned for this half term with example words:

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
The sound /ee/ spelt 'e' and with the vowel digraph 'ee'	The vowel digraph 'ea'	The vowel digraph 'ie' making the /igh/ and /ee/ sounds	The vowel digraph 'ea'	The vowel digraph 'ie' making the /igh/ and /ee/ sounds	The trigraph 'igh' Plus, common exception words*
me she we be he see tree green meet week	sea dream meat each scream read head bread meant instead	lie tie pie cried tried dried chief field thief shield	sea dream meat each scream read head bread meant instead	lie tie pie cried tried dried chief field thief shield	right bright light night fright tight high I* by* my*

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!