



Year 1 – Spring 2 2026

Sustainability

What can you do to help protect our planet?



Welcome to Spring 2 – The official half way point in Year 1! We have implemented some changes in Year 1 this half term and are pleased to welcome Mr Liddel to the team. The classroom has been divided into two learning spaces, with Roaring Reds and Green Growlers based in one space and Buzzing Blues and Yellow Yellers based in the other. Children are taught by both teachers every day. The children seem to be really enjoying it and the impact on their learning is already being noticed!

Dates to remember this half term:

- Children return – Mon 23rd Feb
- World Book Day – Thurs 5th Mar
- Yogibeas session – Thurs 5th Mar
- Parents Evenings – Tues 24th & Wed 25th Mar
- Y1 Coffee Morning – Fri 27th Mar
- Last day of term - Thurs 2nd Apr



Notices:

PE Days – Mondays and Tuesdays

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**

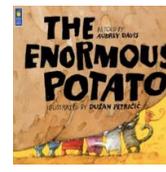
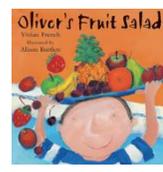
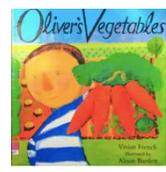
Children are grouped according to their next steps and, once again, will begin this half term in their newly assigned groups. For some children this will mean a change of classroom or member of staff; however children are familiar with all KS1 staff and the RWI routines. In phonics sessions children 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**

As many of our children write the way they speak, a big focus this half term will be on improving our writing through developing oracy skills - clear and accurate pronunciation of sounds and words in grammatically accurate sentences. 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: questions and statements linked to springtime; instructions to plant seeds; retelling a familiar story and writing letters from characters. Children will continue to develop their understanding to more consistently and correctly apply capital letters to start sentences as well as for names, places and days of the week 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 and sample 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 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: Addition and Subtraction within 20

Small steps will include: Doubles; Near doubles; Subtract ones using number bonds; Subtract by counting back & by finding the difference; Related facts; Missing number problems.

Place Value within 50

Small steps will include: Count from 20 to 50; The value of 20, 30, 40 and 50; Count by making groups of tens; Groups of tens and ones; Partition into tens and ones; The number line to 50; 1 more, 1 less

Measurement – Length and Height

Small steps will include: Compare lengths and heights; Measure length using objects; Measure length in centimetres

Science: Plants

Over the course of this unit, children will learn that plants grow from seeds or bulbs. They will be able to identify and describe the basic structure of a variety of common flowering plants, including trees and understand that plants need light and water to grow. They will begin to understand the difference between garden and wild plants as well as be able to name some commonly found in the UK. We will plant sunflowers and make observations as they grow.

Some of these may come home with the children at the end of the half term to be re-potted or planted and nurtured through spring and into the summer.

Computing: Grouping Data

This unit introduces children to the concept of data and information. We will begin by using labels to put objects into groups and labelling these groups. Children will then begin to demonstrate their ability to sort objects into different groups based on the properties they choose. Finally, children will use their ability to sort objects into different groups to answer questions about data.

Usernames 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: Cooking and Nutrition - Smoothies

Children will explore the differences between fruits and vegetables. They will learn where our food comes from, how different fruits and vegetables grow and which parts of the plant we usually eat. They will be given opportunities to explore a range of potential ingredients and invited to smell and taste them. They will learn how to safely prepare ingredients by cutting and juicing before designing and making their own smoothies to share. Children will also be asked to design appropriate packaging for their finished products.

If your child has any allergies it is important that we are aware to inform appropriate choices offered in lessons. Thank you.

Music: Charanga – Round and Round

Using the Bosa Nova style song, 'Round and Round' children will learn to sing, find the pulse, move to the rhythm and play the notes C, D and F on glockenspiels in time with the music. They will also listen to and appraise this song and others including: Livin' La Vida Loca (Latin/Pop) by Ricky Martin; March Of The Empire (Film music) by John Williams and It Had Better Be Tonight (Latin/Big Band Jazz) by Michael Bublé.



Geography: Weather in the UK

This unit of work builds on previous learning in geography and science. Children will be able to name and locate the four countries of the United Kingdom and their capital cities as well as where in the UK we live. They will learn and use the four compass points and use maps and atlases to locate the UK, equator, north and south poles. We will look at typical weather associated with seasons in the UK and use online resources to observe the temperature and rainfall in Orkney and Cornwall, comparing what we find with the weather we are experiencing ourselves.



PE: Gymnastics – continued

Children will continue to develop their static balances, both on the floor and on low apparatus such as benches. They will explore speed and direction when travelling 'like a gymnast'. They will show control and an awareness of safe landing to perform tuck jumps, star jumps and straight jumps as well as master pencil rolls and dish rolls with a view to creating simple 3-4 movement sequences with smooth transitions by the end of the half term.

In the final two weeks we will move our lessons outdoors as we begin our striking and fielding lessons which will continue into the first half of the summer term.

PSHCE: Zones of Regulation

We will continue to develop our understanding of the Zones of Regulation and explore ways we can regulate our emotions when we find ourselves in an unexpected zone for learning. These will include recognising the appropriate use of fidgets in the classroom, 'heavy' jobs and breathing exercises.

The **ZONES** of Regulation®

Virtues

Patience: Patient partners and The Pencil of Patience (story)

Respect: How does the ugly duckling feel?
Making the ugly duckling feel welcome.

RE: Why does Easter matter to Christians?

Through a series of lessons and variety of activities, including watching short film clips, artwork and discussions Mrs McAthey will help children to understand why Easter is important to Christians.

They will explore:

- Why the Easter Story is a 'big story' of the Bible.
- The stories of Holy Week and Easter
- Easter Sunday - Easter eggs and new life
- How Christians show their beliefs at Easter
- What we can learn from the Easter story with regards to what it might feel like when something good happens after something sad.

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. 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. For all other enquiries please email 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:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Adding -er and -est to adjectives where no change is needed to the root word.	Days of the week & Common Exception Words	The sound /k/ spelt with 'k' not 'c', before e, i and y	The split vowel digraphs 'a-e' and 'e-e'	The split vowel digraphs 'i-e' and 'o-e'	The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'.
grander grandest fresher freshest quicker quickest taller tallest slower slowest	Monday Tuesday Wednesday Thursday Friday Saturday Sunday there here they	Kent sketch kit skin frisky skill risky kettle kilt king	made came same take safe date lake these theme complete	five ride like time side home those woke hope hole	June rule rude flute use tube tune huge cute cube

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!