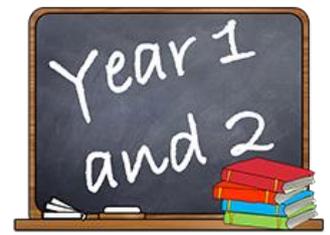




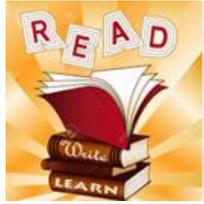
Class 1 Topic Letter Spring Term 1 2024



Miss Lazenby supported by Mrs Lewis, Mrs Chisholm and Miss Forest.

Mrs Chisholm will cover PPA time and Mrs Lewis will cover ECT time.

Welcome back! I hope everyone has had a lovely Christmas and has managed to find some time to spend with family and friends and some time to relax!



In English

We will have daily phonics lessons using the RWinc scheme of learning. Children will be reading and writing in groups which have been carefully

chosen to match your child's reading and writing level. We will also focus on the children's handwriting to ensure that it is clear and legible. During our sessions we will be planning our writing carefully and thinking about how to compose a sentence. Year ones will be looking at consistently using full stops, capital letters and finger spaces as well as adding in some adjectives to make our writing more interesting.

Some Year 2 children will begin their daily English lessons, building on their RWI knowledge. They will start by looking at information texts and then move on to exploring newspapers. They will continue to add co-ordinating and subordinating conjunctions to their writing and expanding their sentences using expanded noun phrases. They will continue to build their knowledge of different sentence types such as commands, statements, exclamations, and questions, adding a variety to their writing.

Year 1 will continue their Friday English sessions looking at recounts. They will look at the key features, building up to writing our own recounts, using the skills we have been practising in our RWI sessions during the week.

Key vocabulary: Full stop, capital letter, finger space, statement, questions, question mark, exclamation, exclamation mark, co-ordinating conjunctions, subordinating conjunctions, expanded noun phrase, subject, verb, sentence openers, single-clause, recount, newspaper,

In Maths

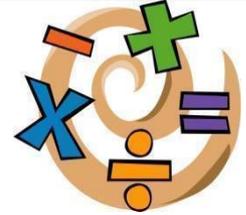
Year 1 will begin this half term by returning to place value looking at numbers up to 20, with a particular focus of understanding numbers 11-20.

Following this, they will continue with place value looking at numbers to 50. They will then return their learning to addition and subtraction within numbers to 20. They will find and make number bonds to 20, explore near doubles and doubles, subtraction - using number bonds, counting back and finding the difference.

Year 2 will start this half term by exploring money. They will count money in pounds and pence, exploring different coins and notes. They will make and compare amounts, calculate money, find change, and make a pound. They will then move on to learning about multiplication and division. They will learn how to recognise, make and add equal groups; explore the multiplication symbol and sentence before looking at making arrays, grouping, and sharing. They will also look at odd and even numbers.

Key vocabulary for year 1: number line, equal to, 2-digit, 1-digit, count, take away, difference, addition (+), subtraction (-), equal to (=), estimate, understanding, doubles, near doubles, number bonds, place value

Key vocabulary for year 2: pence, pound, coins, notes, compare, amounts, calculate, change, multiplication (x), division (\div), symbol, odd, even, equal, groups, sharing, arrays.



In History we will be learning about Florence Nightingale. We will be exploring who Florence is, what she did and why she was known as the 'Lady of the Lamp.' We will also compare hospitals during 1854 and hospitals today.

Key Vocabulary: Florence Nightingale, hospitals, cleaning, care, poorly, sick, war, soldier, Lady of the Lamp, Turkey, Red Cross



Key Questions:

What was it like working in hospitals during 1854?

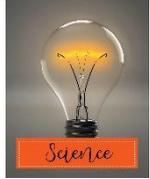
Why was Florence Nightingale known as Lady of the Lamp?

Mrs Lewis will be teaching RE this half term.



In R.E We will be changing our focus to exploring multi-faiths and doing our best to answer the key question of 'What does it mean to belong to a faith community?'

Key vocabulary: faith, community, God, believe, belong,



In Science we will be learning about living things and their habitats. We will identify and name a variety of animals, as well as looking at carnivores, omnivores and herbivores. We learn about the basic needs of animals, including humans, for survival before moving on to identifying that most living things live in habitats to which they are suited and describe how different habitats provide these basic needs. We will also identify and name a variety of plants and animals in their habitats, including micro-habitats.

Key vocabulary: living, dead, never alive, habitats, micro-habitats, food, food chain, alive, shelter, conditions

Key Questions:

What animals are carnivores, herbivores and omnivores?

What is a habitat and how do they vary?

What is a food chain?

Mrs Chisholm will be teaching music this half term.



In Music we will be learning about the genre of rap. We will explore the different musical features, the music history, expand our musical vocabulary as well as performing through singing and using instruments before composing our own music.

Key vocabulary: Listen, appraise, song, beat, rhythm, clap, stamp, discuss, tempo, rap.

Key Questions:

What is the history of rap?

I can statement:

I can perform through singing and using instruments.

I can compose my own music.

Mrs Chisholm will be teaching our Gymnastics sessions this half term and I will be teaching Multiskills sessions.



In P.E we will be developing our gymnastics knowledge using the floor and apparatus. We will be developing our skills in jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phases. We will also learn to work safely with and around others and whilst using the apparatus.

We will also be developing our knowledge of multiskills. We will be exploring how our body moves when we run at different speeds, developing changing direction and dodging, our balance, stability and landing safely. We will also be exploring jumping, hopping and skipping actions, developing our co-ordination and combining jumps as well as jumping and skipping in an individual rope.

Key vocabulary: actions, dynamics, space, relationships, respect, collaboration, work safely, communication, independence, confidence, perseverance, determination, feedback, reflection, observation, creativity, balance, co-ordination, combining, landing, stability, direction, dodging, speeds

I can statements:

I can use my knowledge to show skills that include jumping, rolling, balancing, and travelling.

I can use work safely with and around others and whilst the apparatus.

I can reflect and improve on my work.



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	<p>I can describe how my body feels during exercise. I can show hopping, skipping and jumping movements with some balance and control. I can work co-operatively with a partner and a small group.</p>
 <p>PSHE In RSHE we will be learning about our families and close relationships, think about who is special to me? We will explore the roles different people play in our lives such as friends, relatives, acquaintances, how to identify people who love and care for us and what they do to help us feel loved. We will learn about different types of families including those that may be different from our own as well as identifying common features of family life. We will then move on learning about friendships, exploring how people make friends, what makes a good friendship and how to recognise when someone feels lonely and what to do to help them.</p> <p>Key vocabulary: relationships, friendships, friends, relatives, acquaintances, love, care, roles, family, special</p> <p>Key questions: Who is special to me? How might families be different and how might they be familiar?</p>	 <p>In Art we will be exploring animal patterns and camouflage and animal silhouettes against different backgrounds. We will use a range of materials creatively to design and make animal patterns, use drawing, painting and sculpture to develop and share ideas, experiences and imagination as well as developing a wide range of art and design techniques in using colour, texture, pattern, line, shape, form and space.</p> <p>Key vocabulary: pattern, camouflage, silhouette, materials, creative, texture, colour, shape, form, painting, drawing, techniques</p> <p>Key Questions: What is a silhouette? What techniques and materials can I use to create an animal pattern? What works best?</p>
 <p>In computing, we will move on to making music where we will explore how music makes us feel, different rhythms, patterns, notes and tempo, how music can be used before finally creating our own digital music. We will then review and edit our piece. We will also be looking at keeping our information private when we are online and how to safely deal with websites that ask us for information.</p> <p>Key vocabulary: device, technology, systems, networks, media, digital, notes, tempo, rhythm, patterns</p> <p>Key questions: How can I create music using digital media? How can music be used in different ways? Why is it important to keep information (password) safe? What do you do if you think someone else knows your password?</p>	
<p>Reminders:</p> <ul style="list-style-type: none"> PE lessons will be on a Wednesday and a Friday, please send your child to school wearing their PE kits on this day. On this day please can children also bring an extra pair of trainers/shoes for use when out at break times. We run the Daily Mile every day, please can the children come to school wearing their trainers and bring their school shoes to change into afterwards, these need a bag that can be hung on pegs to keep them in. Please ensure that a warm and waterproof coat is brought to school every day. 	



Whittingham
CoFE PRIMARY SCHOOL

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- Children in Key Stage 1 should bring a book bag to school and a smaller bag for spare shoes that can stay on their peg. There should be no big bags, as we have limited space in the cloakrooms.
- Homework will be supplied weekly, and updates will be on Class Dojo. Children will continue to be given an activity to complete using their CGP maths book and spellings and times tables when appropriate. Please don't forget that every child has a log in for TTRS which they can access and that this is also part of their weekly homework.
- Please read with your child each day, it is especially important for your child's phonetic and comprehension development. Do not forget to write a comment in your child's reading record. Reading books that come home should be read to an adult at least three times. First time is to enable them to de-code the words, second time for fluency and the third time is for comprehension.
- Sharing stories is also important at this age too so the children will start once more sharing a Reading for Pleasure book. This is a book that is not necessarily able to be read by your child but is to be shared and is chosen as it is a book that promotes a broad and varied story style and language which is not necessarily part of the phonics-based Read Write Inc books.

Best Wishes,

Miss Lazenby