

Class 1 Topic Letter

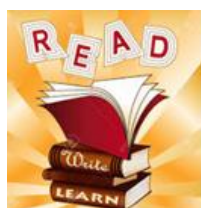
Spring Term 2 2024



Miss Lazenby supported by 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 half term break and ready for our learning in this very short part of the Spring term!



In Literacy

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.

Most year 2 children will begin their daily English lessons, building on their RWI knowledge. They will look at developing their knowledge of how to write 'What am I?' poems and letters this half term. They will continue to add co-ordinating and subordinating conjunctions to their writing and expanding their sentences using expanded noun phrases. They will also look at alliteration, rhyme, repetition, and emotive language.

Year 1 will continue their Friday English sessions looking at 'What am I?' poems. They will look at the key features, building up to writing our own poems, 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, alliteration, rhyme, repetition, emotive language, layout, address, date.

In Numeracy

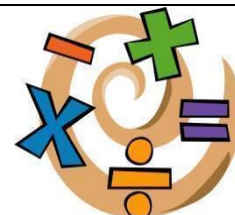
Year 1 will begin this half term by exploring numbers up to 50. They will learn how to count in groups of 10 before partitioning numbers into tens and ones. They

will then use these numbers on a number line before looking at 1 more and 1 less. Following this, they will move on to learning about length and height, comparing, measuring objects, and using centimetres. To finish their learning this half term they will begin to look at mass and volume.

Year 2 will continue their learning about multiplication and division. They will learn more about the 2, 5, 10 times table, dividing by 2, 5, 10, doubling and halving. They will then move on to learning about length and height, measuring in centimetres and metres, comparing and ordering lengths and heights before looking at the four operations. To finish their learning this half term we will begin to look at capacity, volume and mass,

Key vocabulary for year 1: number line, equal to, 2-digit, 1-digit, count, take away, difference, addition (+), subtraction (-), equal to (=), estimate, understanding, tens, ones, partition, more, less, length, height, mass, volume, compare, measure, centimetres.

Key vocabulary for year 2: multiplication (x), division (÷), symbol, odd, even, equal, groups, sharing, arrays, doubling, halving, length, height, four operations, centimetres, metres, compare, order, capacity, volume, mass.



In Geography we will be learning about amazing animals. We will be exploring where different animals are found around the world and think about their type of habitat which also links to our learning in science. We will be looking at different weather patterns and how these conditions aid animals to survive,

Key Vocabulary: continents, oceans, seasonal, weather, similarities, differences, contrast, UK.

I can statements:


I can name and locate the world's 7 continents and 5 oceans.

I can describe the seasonal weather change for the UK.

I can describe 2 similarities and 2 differences between Whittingham and the contrasting area of choice.



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 'Why does Easter matter to Christians?'

Key vocabulary: God, Christian, Easter, faith, pray, Lent, cross, Jesus, sacrifice, tomb, crucifix,



In Science we will be continuing our 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 Reggae. 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/ I can statements:

What is Reggae?

What are the musical features of Reggae?

I can perform through singing and using instruments.

I can compose my own music.

Mrs Chisholm will be teaching our Yoga sessions this half term and I will be continuing our multi-skills sessions.



In P.E we will start to explore mindfulness and yoga. We will develop our skills in being able to copy and remember poses, using flexibility when holding poses, developing balance when holding poses and to create a yoga flow with a partner. We will also be continuing to develop our knowledge of multi-skills, focusing this half term on ball skills. We will explore dribbling a ball, to use accuracy when rolling a ball, throwing with accuracy towards a target and catching with two hands.

Key vocabulary: balance, flexibility, pose, mindfulness, create, flow, dribbling, catching, rolling, accuracy, skill, target, throwing.

I can statements:

I can reflect and improve on my work.

I can work co-operatively with a partner and a small group.



PSHE

In PSHE we will be learning about keeping safe in both everyday situations and online. We will start by looking at how to recognise risk in everyday situations and what actions to take to minimise harm, how to stay safe at home including around electrical appliances and fire safety and how household products can be harmful if not used correctly. We will then learn about how age restrictions and rules online keep us safe.

Key vocabulary: safety, risk, recognise, everyday, harm, appliances, fire safety, restrictions, online.

Key questions:

What can I do to be safe at home?

Why do I need to be careful with medicines?

Why is it important to follow rules when online?



In Art we will be continuing to explore different animal patterns. We will start by exploring weaving and creating an animal pattern using this technique before moving on to creating animal patterns in clay. 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.

Key vocabulary: pattern, camouflage, weaving, materials, creative, texture, colour, shape, form, painting, drawing, techniques

Key Questions:

What is weaving?

What techniques and materials can I use to create an animal pattern? What works best?

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In computing, we will move our learning on to creating our very own pictograms. We will begin to understand what the term data means and how data can be collected. We will then present the data as pictograms and block diagrams before answering questions using the presentations.

We will continue looking at keeping our information private when we are online and how to safely deal with websites that ask us for information.

Key vocabulary: device, technology, systems, networks, media, digital, notes, tempo, rhythm, patterns

Key questions/I can statements:

I can collect the data I need.

I can use a computer programme to present information in different ways.

Why is it important to keep information (password) safe?

What do you do if you think someone else knows your password?

Reminders:

- 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.
- 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