

Class 1 Topic Letter

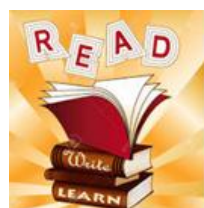
Summer 1 2025



Miss Lazenby will be teaching this half term supported at times by Ms Coxon.

Mrs Chisholm and Mrs Athey will cover PPA time.

Welcome back! I hope everyone has had a lovely Easter Break! We have a very short half term with lots of learning to take place. Please keep checking class dojo for updates.



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. Year twos will begin to add co-ordinating and subordinating conjunctions to their writing and expanding their sentences using expanded noun phrases. We will be looking at the different sentence types such as commands, statements, exclamations, and questions.

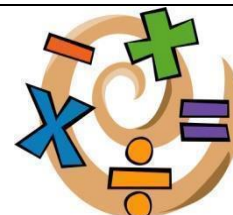
Year 1 will continue our English sessions looking at creating a setting description. We will continue to look at the key features and build up to writing our own setting description using a book as basis to help as using the skills we have been practising in our RWI sessions during the week.

Year 2: Will continue their daily English lessons and start to look at a variety of different genres. This half term will focus on character and setting descriptions, thinking about how we can describe positively and negatively, using a variety of different books to help us. We will look at what a good one looks like, explore key features that are needed as well as expanding our knowledge of key SPaG features that we can use to write a great character and setting description. We will continue to develop our reading comprehension skills.

Key vocabulary: Full stop, capital letter, finger space, statement, questions, question mark, exclamation, exclamation mark, co-ordinating conjunctions, subordinating conjunctions, expanded noun phrase, adverbs, past tense, facts, statistics, coherent

In Numeracy

Year 1 will be starting to develop our learning and understanding of multiplication and division. We will start by developing knowledge of counting in 2s, 10s and 5s, before



moving on to recognising equal groups. We will then move on to learning about adding equal groups, making arrays and doubles before finishing off by making equal groups through grouping and sharing.

We will then start our learning on Money, thinking about unitising and recognising coins.

Year 2 will be starting to develop their knowledge and understanding of fractions. We will start by looking at making parts and wholes, as well as equal and unequal parts. We will then move our learning on to recognising and finding a half, a quarter and a third. We will then think about finding the whole, look at what we mean by unit fractions and non-unit fractions before thinking about equivalent fractions, recognising and finding three-quarters and counting fractions to make a whole.

Key vocabulary for year 1: multiply (\times), divide (\div), recognise, equal, add, array, doubles, grouping, sharing, make, unitising, coins.

Key vocabulary for year 2: parts, wholes, equal, unequal, recognise, find, half, quarter, third, unit, non-unit, three-quarters, counting, fractions, equivalent.

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In History we will be exploring Queen Elizabeth I. We will be looking at who Queen Elizabeth was and when she reigned. We will also be exploring the Tudor times and the main events that happened during Queen Elizabeth's reign. We will also be comparing how her reign was different to the most recent Queen Elizabeth's reign up until 2022. We will also be exploring what Queen Elizabeth was like and what life was like during the Tudor era.

Key Vocabulary: Queen, England, Ireland, Tudor, dynasty, Henry VIII, royal, reign, protestant, church, war, Spain, monarch, throne,

Key Questions: Who was Elizabeth I? What was Queen Elizabeth I like?

Mrs Athey will be teaching RE this half term.



In R.E We will be changing our focus back to Christianity and doing our best to answer the key question of 'What is the 'Good News' Christians believe Jesus brings?'

Key vocabulary: God, Jesus, Good news, Christian, Church, believe, creation, prayer, testament, Vicar, cross, Bible,



In Science we will be starting our learning about plants and seasonal changes. We will be identifying and naming a variety of common wild and garden plants, including deciduous and evergreen trees, identifying and describing the basic structure of flowering plants, including trees. We will be observing and describing how seeds and bulbs grow, exploring what plants need to survive and stay healthy as well as exploring how the four seasons create changes and the impact this has on plants as well as how day length varies.

Key vocabulary: plants, seasonal, changes, variety, common, wild, garden, deciduous, evergreen, trees, describe, basic, structure, observe, seeds, bulbs, grow, survive, healthy, seasons, impact, day length.

Key Questions/I can statements:

I can explain the conditions needed for plants to grow.

I understand and can explain the changes across the 4 seasons.



In Music we will be developing our knowledge of Rhythm and texture.

We will be explain texture in music from examples, explain how rhythm is different to pulse, create our own rhythms that create polyrhythms, learn round songs to be able to perform rhythms and create texture with either singing or playing an instrument.

Key vocabulary: Listen, appraise, song, beat, rhythm, clap, stamp, discuss, tempo, traditional, carols, hymns, dynamics, identify, notes, scales, duration, pitch, rhythm, texture, polyrhythms, create.

I can statement:

I can learn a round song and be able to perform the rhythms.

Miss Lazenby will be teaching Net and Wall games while Mrs Chisholm will be teaching Athletics.



In Net and Wall games we will be expanding our knowledge of a court, thinking about the ready position, we will be developing returning a ball with our hands, learn to play against a partner as well as developing our racket skills and returning a ball using our racket.

In Athletics we will be developing our sprinting action, jumping for distance, jumping for height, throwing for distance as well as with accuracy and applying our knowledge and technique within an athletics carousel.

Key vocabulary: court, space, defend, ready, position, return, ball, against, play, racket, sprint, jumping, distance, height, accuracy, apply, technique, carousel.

I can statements:

I can play against an opponent using a racket.

I can develop my sprinting action.

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In PSHE we will be referring back to our Mental Health, looking at our feelings. We will be consolidating and expanding our knowledge of ways in which we can share feelings, words we can use to describe feelings, things that make us feel good such as spending time with family, strategies that can help us to self-regulate and when to ask for help with our feelings.

Key vocabulary: feelings, self-regulate, strategies, calm, relax, describe, share, good, help.

Key questions:

What can I do to help me manage my feelings?

What helps me relax or become calm?



In Art this half term we will be exploring the medium of clay and creating 3D houses. We will be expanding our knowledge flattening, smoothing and rolling shapes within clay, how to make a basic pinch pot whilst joining at least one clay shape using the scoring and slipping method. We will then draw a design and create the key features in clay using the skills we have learned.

Key vocabulary: casting, detail, impressing, negative space, roll, sculpture, smooth, thumb pot, ceramic, flatten, in relief, pinch pot, score, shape, surface, cut, glaze, join, plaster, sculptor, slip, three dimensional

Key Questions:

Who is Rachel Whiteread?

I can create a 3D sculpture using the skills I have learned.



In computing this half term, we will be looking at programming and how we can move a robot. We will develop our knowledge and understanding of buttons, the language of directions, moving forwards and backwards and creating routes. We will also be looking at being a good friend online, using Digiduck's big decision to help guide us.

Key vocabulary: route, program, robot, buttons, directions, solutions, maps, Digiduck, online, good friend, language, forwards, backwards, left, right.

Key questions:

I can programme a robot with a sequence to get from place A to place B.

I know what I can do to be a good friend online.

Reminders:

- PE lessons will be on a Tuesday and a Friday, please send your child to school wearing their PE kits on these days. On these days please can children 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.
- Please ensure that a warm and waterproof coat is brought to school **every day** and as the weather starts to get colder hats/gloves.
- 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. Logins can be found in the front of reading records.
- 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.

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- The school house in which children are in are also in the front of their reading records as to avoid any confusion.

Best Wishes,

Miss Lazenby