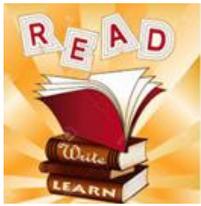




Class 1 Topic Letter Summer Term 2 2022



Miss Trafford/ Mrs Athey supported by Mrs Lewis, Mrs Lamb and student teacher Mrs Latto
Miss Trafford is currently unwell. During this time lessons will be planned by Mrs Athey and delivered either by Mrs Athey or Mrs Marsden in the short term to ensure continuity. If Miss Trafford continues to be absent, then a longer-term supply teacher will be employed. Mrs Athey will continue to plan the lessons and support any staff that may cover any further absence of Miss Trafford so that not a moments learning for these children is wasted in the absence of their regular teacher..



In English we will be continuing with our phonics sessions using the Read, Write Inc scheme of learning. Our phonics sessions are tailored to the children's reading and writing level. These phonics lessons will include writing stories, instructions, poems, and descriptions. We will also be learning key punctuation and grammar rules as part of daily phonics lessons.

Our children who are no longer following the RWI programme will be developing their nonfiction writing. We will be writing information booklets about plants, tourist information leaflets about Cragside and so much more!

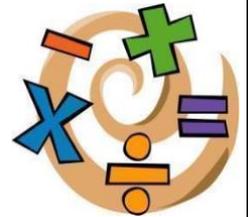
Each morning we continue to have a good 25 minutes or more spent in a 'reading carousel' where we have the opportunity to practice key reading, comprehension, spelling and grammar skills. We will also be spending time consolidating the phonics work the children have been learning throughout KS1, so the children's understanding has been consolidated and forms a good basis for either Year 2 or Year 3 in September. We are lucky to have additional staffing in Class 1 to provide the children with smaller group work which is extremely bespoke to their needs. You may find that they spend time re-visiting past books. Please do not worry, this is a planned part of our work and is designed to provide maximum impact on the children's learning.

Key vocabulary:

Draft, information leaflet, fiction, non fiction, vocabulary, noun, noun phrase, verb, adjective, inference, predict, sequence, discussions, statement, question, command, exclamation, tense, suffix, apostrophe, comma, list poetry, documentary script, annotation, persuasive note, expanded noun phrase, adverb

In Maths

Year 1 will be learning about, position and direction, time, numbers to 100: counting, exploring number patterns, ordering numbers, number bonds to 100 and consolidating all the number work they have learnt so far in Year 1. We will also be learning more about weight and volume.



Year 2 will be finishing off their work on time, developing a further understanding of weight, position and direction volume and temperature. We will spend a good 'chunk' of time developing our understanding of problem solving, mental addition and subtraction whilst working at a faster pace so they feel confident and ready for Year 3. Please support your child by ensuring they know their x2 x5 x10 tables and can recall these facts quickly and easily.

As we head towards the end of term, we will also re-visit any past areas of learning in maths that need a little more practice.

For both year groups please encourage your child to go on Sumdog at home. The maths section is particularly good as it has questions that help support their mental arithmetic agility (speed). The questions are based on your child's ability and become easier or harder as they answer the questions. I will be adding some extra 'Sumdog coins' to children's accounts who are having a go at home as an extra incentive too.



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In Science/ Outdoor Learning we will be learning about plants, in particular the plants that grow around our local area and the plants we will encounter during our work on Cragside (the Formal and Rock gardens in particular) and their collection of Alpine plants and of course the famous rhododendrons.



We will be identifying and naming common wild and garden plants, including deciduous and evergreen trees and we will be describing the basic structure of these plants. We will also be observing how these plants grow from seeds and bulbs. We will also carry out investigations to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. We will make the most of our wildlife areas within the school grounds and newly developed gardening area and also take a walk around Whittingham and near the river to see how the planting changes in different environments.

Key vocabulary: deciduous, coniferous, evergreen, structure, mature, roots, petals, stem, leaves, formal, garden, photosynthesis, wildflowers, marsh planting and Alpine.



In R.E we will be carrying on with our learning of the Hindu Faith. We will be focusing on the lifestyles of Hindu people and how this is influenced by scripture. We will look at how everyday life is influenced by special events, artefacts and traditions. We will then learn about how Hindu lifestyle revolves around family at home, including the importance of vegetarianism in Hinduism.

Key vocabulary: scripture, Raksha Bandhan, Navarati, Durga Puha, belief, Ramayana, vegetarianism and Mandir.

In History: We will be looking at the famous local inventor William Armstrong and the impact his life had not only on our local area but the world around us. **Key Vocabulary:** Archimedes Screw, Hydroelectric power, inventor, engineer, Victorian era.

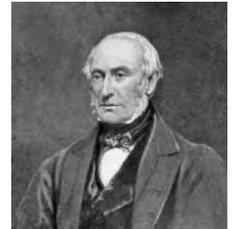
In Music we will continue to have sessions taught by Annelise, our Specialist Teacher from Music Partnership North. However, our big focus for this half term will be learning songs for the very exciting Big Sing for Mini Singers in June which is an amazing opportunity for us! Please continue to practice singing at home (using the song word back and links sent out before half term)! It would be helpful if the song word books could be put back in reading folders after practising at home so we can use them at school each day as we have 11 songs to sing which is quite an effort!



Key vocabulary: pulse, singing, movement, percussion, beat, rhymes, chant, round, parts, pitch, perform, and audience.

In Geography

We will be learning about Cragside, Whittingham and the surrounding areas. We will be looking at maps of Cragside and writing directions to enable visitors to navigate around Cragside. We will be looking at ariel photographs of the local area, discussing the key geographical features and adding these into a simple key. We will also be recognising the importance of Cragside's inventions on the world, namely hydroelectric power and how this is a free and environmentally friendly energy source.



Key vocabulary: near, far, left, right, location, features, routes, north, south, east, west, city, town, village, factory, farm, house, office, port, harbour, shop, grounds and observations.



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In RHSE we will continue to learn about people who keep us safe, in familiar and unfamiliar environments including the beach, shopping centres, parks and swimming pools. We will also look at the jobs of the Community Police force and the RNLI, looking at how these people work to provide a safe community. We will then learn some basic first aid using the planning resources from St John's Ambulance. We will learn what to do if there is an accident and how we can help during an emergency.

Key vocabulary: ambulance, first aid, emergency, RNLI, safety, help, and concern.

In Design Technology we will be designing and building our own machine to move water using a simple pulley system. This is inspired by the Archimedes screw at Cragside. We will study the screw and learn how this instrument was so important to the people of Cragside. We will then make, design and build a bridge which can hold a weight, this is inspired by bridges which open to allow boats up stream.

We will plan, make and evaluate our creation against a design criteria.

Key vocabulary: make, design, create, inspiration, inventor, Archimedes screw, machine, functions, and functional.

In Computing we will be making the most of the beauty of the outdoor environment and will work with the iPads to learn how to capture, edit and improve photos and hope to have our own gallery of photos on show! We will use this knowledge to recognise that images we see online and printed may not always be real. **Key vocabulary:** digital, digitally, groups, sorting, labelling, properties, collection, capture, edit, improve, data, online, and online safety.



In P.E we will be doing Athletics for both of our PE sessions as we prepare for our Sports Day on **Thursday 23rd June**. We will be improving our running, jumping, throwing and skipping as we compete in a friendly and supportive way challenging ourselves to be the best we can be. **Key vocabulary:** distance, throw, improve, technique, jump, take part and win.

In Art

We will be learning about the famous floral artist, Georgia O Keefe and trying to re-create our own botanical artwork in her style. Once again, we hope to display this work in and around school and on the class page of the website so you can enjoy our work. **Key vocabulary:** Georgia O Keefe, flowers, botanical art, smudging technique.



Homework is supplied weekly.

Children each have their own CGP maths book and each Friday (please could children hand their books in prior to this, ideally before **Thursday** so can be marked) they are given two pages to complete. These pages link to the concepts that they had been learning in maths either that week or as consolidation of work learnt across the year.

At the beginning of this half term the Year 1 children will be given additional 'alien' words to help them practice their phonics work from the year. Once we are confident with these, I will be moving the children on to new work but of course will let you know the full details when this is to happen.

The children in Year 2 will be given a CGP Spelling, Punctuation and Grammar book and be asked to complete 2 pages per week. Please hand in on or before **Thursday** and new homework will be given on **Friday**.



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I will also be sharing the Year 1 and 2 High Frequency Word List (attached) which has common words for children of this age read and spell as it is really helpful to further develop our spelling knowledge so that we can use these in longer pieces of writing.

All home learning activities are designed to consolidate learning from this year and prepare them for their new school year.

Please can the Year 2 children continue to practice their $\times 2$ $\times 5$ $\times 10$ tables as we hope to become very fluent in $\times 3$ $\times 4$ $\times 8$ in Year 3.

Books are changed every Friday ready for the following week.

Reading for Pleasure books will also be changed weekly. One of the reading carousel activities will be to choose a book in the school library and this will become your child's reading for pleasure book. This is a book that should be read to them or shared together and is not expected to be read aloud as fluently as their school reading book.

Transition Week takes place Tuesday - Friday on the last week of term. Further details to follow.

Reminders

- Our PE lessons are on Wednesday and Friday, please send your child to school wearing their PE kits on these days.
- We run the Daily Mile every day and the children should bring in trainers each day to change into.
- Please read with your child each day, it is very important for your child's phonetic and comprehension development.
- We also have 'Sumdog' which is a fun, interactive way to practice maths, grammar and spellings.
- Mrs Latto will be continuing to work with us as a student teacher and will be supporting teaching in the class and beginning to plan and deliver her own lessons. We are very excited to continue supporting Mrs Latto on her teaching journey.
- While Miss Trafford is absent, please do not hesitate to contact me via email, the school office or Class Dojo.
- Please also find attached our STEM learning activities at home sheet which may be of interest

Best wishes, Belinda Athey

Name: _____

Year 1 Common Exception Words Checklist

Word	R	W	Word	R	W	Word	R	W
the			you			where		
a			your			love		
do			they			come		
to			be			some		
today			he			one		
of			me			once		
said			she			ask		
says			we			friend		
are			no			school		
were			go			put		
was			so			push		
is			by			pull		
his			my			full		
has			here			house		
I			there			our		

Name: _____

Year 2 Common Exception Words Checklist

Word	R	W	Word	R	W	Word	R	W
after			eye			only		
again			fast			parents		
any			father			pass		
bath			find			past		
beautiful			floor			path		
because			gold			people		
behind			grass			plant		
both			great			poor		
break			half			pretty		
busy			hold			prove		
child			hour			should		
children			improve			steak		
Christmas			kind			sugar		
class			last			sure		
climb			many			told		
clothes			mind			water		
cold			money			who		
could			most			whole		
door			move			wild		
even			Mr			would		
every			Mrs					
everybody			old					

Starters for Science: Y1 Plants

Starters for Science are 4 activities that parents can use at home to help children develop their science alongside the key learning and vocabulary children are using at school. The activities are easy to resource and provide children with the stimulus to learn and talk about their science topic. Encourage children to use the correct vocabulary as they talk about what they are doing and finding out. Don't forget to share your work on social media

#ScienceFromHome

Key Learning:

In your local area, there will be a wide variety of plants which are growing.

There may be wild plants, garden plants and trees.

These all have specific names which can be identified by their key characteristics through using identification keys.

Some trees will be deciduous, which means their leaves fall off seasonally, usually in the Autumn, and regrow in the Spring.

Evergreen trees keep their leaves all year round.

Plant structures include leaves, flowers (blossom), petals, fruit, roots, bulb, seeds, trunk, branches and stem.

Many plants have their parts in common, but the way they look may differ from plant to plant. It is interesting to observe plants carefully and look for the difference in the varieties you see.

Vocabulary:

plants
local environment
wild plants
garden plants
deciduous/
evergreen trees
leaf
flower (blossom)
petal
fruit
berry
root
bulb
seed
trunk
branch
stem

Trees

Can you see any trees on a walk in your local area or from your window? Are they deciduous or evergreen trees? How can you tell? Can you name them? You can use some of the Tree-ID sheets here <https://www.woodlandtrust.org.uk/blog/2020/03/tree-id-kids/>

Thinking walk

Plan a thinking walk near your home. Plan it so you will pass a lot of different types of plants. Look at the plants carefully. Can you see some things that are similar? What is different? Can you record the similarities and differences in a notebook? <https://www.stem.org.uk/rx33ht>

Spot the plant

Use the Great Plant Hunt identikit to see if you have any of the plants in your local area. Can you sketch one of the plants? <https://www.stem.org.uk/rx33hu>

Grow a seed, make some seeds

Plant a sunflower seed in the Spring. As it grows, can you name the plant parts? You will get a flower full of many seeds. Why not save them and grow one again next year.

If it's not the Spring, don't worry! Why not grow some cress on your windowsill? <https://www.stem.org.uk/rxwtx>

Starters for Science: Y2 Plants

Starters for Science are 4 activities that parents can use at home to help children develop their science alongside the key learning and vocabulary children are using at school. The activities are easy to resource and provide children with the stimulus to learn and talk about their science topic. Encourage children to use the correct vocabulary as they talk about what they are doing and finding out. Don't forget to share your work on social media

#ScienceFromHome

Key Learning:

For plants to successfully germinate, grow and survive, they have certain requirements. These usually include water, light and a suitable temperature.

When a plant's requirements are met it will grow and stay healthy.

Most plants grow from a seed or a bulb. Seeds and bulbs need water to grow but most do not need light as seeds and bulbs contain a store of food inside.

As seeds and bulbs like different temperatures, they are planted outside at different times of the year. This helps them to survive.

After the seed germinates it will start to grow roots and shoots, it becomes a seedling. With the right requirements for growth, seedlings continue to grow into mature plants.

Some plants have flowers, which develop into seeds. Sometimes those seeds are inside fruits and berries.

Different plants need different conditions to grow and be healthy. For example some plants like shady spots and some like full sunshine.

Vocabulary:

As Year 1 plus:

growth

grow

water

light

shade

sun

warm

cool

temperature

healthy

survive

soil

germinate

stages of growth

Vegetable varieties

Think about some different vegetables. Some you might like to eat and others you might dislike. Can you find out how they grow through doing some research? Are they all the same? Which bit of the plant do they come from? Do they grow under or above ground.

Grow a tomato

If you've had salad for lunch can you save two slices of your tomato and plant them in some shallow soil in two different pots.

Water one of the pots and keep it moist as it grows. However, leave the other one dry. Observe what happens carefully. Do you get any growing tomato plants?

Broad bean diary

In an empty jar, swirl a small amount of water around and then empty it. Make a piece of kitchen roll damp and then put it in the jar. Put a broad bean seed in the jar so it rests on the kitchen roll. Every few days, spray the bean and kitchen roll with a little water. Create a diary with diagrams and notes of your bean and how it grows.

The great seed hunt!

What seeds are there lurking in your kitchen? Do they all look the same? Collect some and group them by looking for similarities and differences. <https://www.stem.org.uk/rx33jq>