



## Puffins Year 1 and Year 2 Class Newsletter Spring term 2020

Dear Parents and Carers,

I hope you and your child had a lovely Christmas holiday. I very much enjoyed the Autumn term and I am looking forward to another exciting term. In this Newsletter I have outlined what the children will be learning throughout the Spring term. Spring 1 refers to the first half of the term and Spring 2 refers to the second half of the term.

**Spring 1 - Our big question that Alvin Asks is... Do we truly have equality?**

**Spring 2 - Our big question that Alvin Asks is... What can we do to make the world a better place?**

Much of our work will be topic-based with cross-curricular links to specific subject areas. This gives us the opportunity to plan topics of interest to the children as well as encouraging their interests to lead to further avenues of discovery and learning.

### History

During Spring 1 our topic is **Queens Lives and Times**. We will:

- Use a variety of sources such as newspapers, video documentaries, books and the internet to explore the lives of Queen Victoria and Elizabeth II.
- Compare aspects of life in different periods (Victorian era and current Windsor era).
- Understand the reasons for having a Monarchy.
- Explore the powers of the Monarchy.

### Geography

During Spring 2 our topic is **Weather and Seasons**. We will:

- Identify seasonal and daily weather patterns in the UK.
- Collect data about the weather using measuring equipment.
- Explore how seasons and the weather affect us and our school/village.
- Identify weather characteristics of the UK's 4 nations and predict if they will be hotter, colder, drier or wetter.
- Report on the weather by becoming a weather presenter using the Green Screen.

### English

English will be taught daily along with Phonics, Handwriting and Spelling sessions.

Writing and Grammar will be taught through a variety of styles linked to our History and Geography topics. This will give the children a range of exciting and purposeful writing opportunities. Writing opportunities include recounts, newspaper articles, instructions, poetry, story writing, letters, posters and diaries.

The children will learn how to add prefixes (un) and suffixes (ly, er, ed, less, ful, ment) to root words, use connectives (and, but, so, if, when) and punctuate correctly (., ?, !, '). Our writing focus is for children to re-read to check their writing makes sense and explore ways to extend their sentences.

### Phonics and Guided Reading

We follow the Song of Sounds program to teach synthetic phonics in a fun and memorable way. Through song, the children learn how letters go together to form graphemes to support basic early reading. You can access free phonic games on [phonicsplay.co.uk](http://phonicsplay.co.uk). The children are familiar with the games on Phonics Play (Phase 3 – 5). Phonics is taught every morning and is

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then revisited through afternoon Guided Reading sessions. Guided Reading books are specifically designed with words that contain the current phonics sounds. This revisiting approach to phonics gives children 2 opportunities every day to embed sounds; a point of teach to learn the sound and then a second to identify and apply the sound in reading. Each Guided Reading group will have a book that is appropriate to their stage of reading development. Children have the same book throughout the week which enables them to develop confidence, fluency, accuracy and comprehension. Throughout the week every group has a mixture of adult supported reading and independent activities.

### **Phonics Screening and SATs**

In June **all Year 1 children** will participate in the standardised Phonics Screening test set by the Government. This involves reading 40 real and pseudo (made up) words that contain the taught graphemes.

In June **all Year 2 children** will participate in SATs set by the Government (reading, writing and Mathematics). The reading paper focuses on comprehension and reading for meaning.

I will hold a Curriculum evening in March to explain this further and answer any questions you may have (date to be confirmed).

### **Mathematics**

Our mathematics will be taught daily. This is taught in progressive blocks each term. This means that the children will revisit and build upon their prior learning to deepen their understanding. The blocks below explain what the children will be learning this term:

#### **Number (place value, addition, subtraction, multiplication, division and fractions)**

Counting (in Year 1 to 50 and year 2 to 150), partitioning, calculating using + - x and ÷, use number bonds to 20 to solve problems, solve a variety of word problems, find and name  $\frac{1}{2}$  and  $\frac{1}{4}$  of a number, recognise equivalent fractions (year 2).

#### **Measurement**

Use equipment to measure capacity (litres/ml), height and length (m/cm), weight (g/kg), temperature ( $^{\circ}\text{C}$ ). We will use these skills to collect and analyse data about the weather.

#### **Money**

In a world where money is becoming less visible due using bank cards instead of coins and notes to pay, it is important for children to understand the true purpose and value of money. We will explore how children can use, calculate, give change, save and appreciate money.

#### **Time**

Using digital and analogue clocks we will tell the time at o'clock, half past, quarter to and quarter past. We will sequence events in chronological order using vocabulary such as yesterday, today, tomorrow. We will also sequence days of the week and months of the year.

#### **Geometry – Shape, Position and Direction**

We will study both 2D and 3D shape names and properties. We will explore shape properties such as edges, vertices, faces and lines of symmetry. The children will learn to describe and measure whole, half and quarter (right angle) turns. We will link right and left hand turns to the new vocabulary of clockwise and anti-clockwise.

#### **Statistics (Year 2)**

The children will learn to interpret and construct simple pictograms, tally charts, block diagrams and tables to read analyse categorical data.

### **Science**

In Spring 1 our focus is **Materials and their Properties**. We will:

- Identify different materials
- Investigate and describe the properties of different materials
- Find out how materials can be changed by physical force (twisting, bending, squashing and stretching)

In Spring 2 our focus is **Forces**. We will:

- Identify how objects can move in different ways
- Investigate how pushing or pulling can make things stop, move, change shape and go faster or slower
- Find out that bigger pushes or pulls have a greater effect

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## **Art and DT**

As part of our whole school Take One Picture project commissioned by the London National Art Gallery, the children will continue to create Artwork inspired Paulo Uccello. We will also study a variety of inspiring Artists to build upon our skills. In Spring 1 our focus is **Recognising Royalty**. We will link this with our History topic. We will:

- Use tools and techniques to mould, cut, shape, relief and impress to create a clay crown tile
- Design, create and evaluate a junk model castle
- Paint junk model castle using a detailed eye
- Use a mechanism to create a working draw bridge

In Spring 2 our focus is **Weather with Van Gogh**. We will link this with our Geography topic. We will:

- Learn about the work of Van Gogh, describing the differences and similarities between our practise and his
- Draw a weather scene focusing on perspective
- Create an oil pastel 'A Windy Night' taking inspiration from Van Gogh's 'A Starry Night'
- Paint a cloudy scene to create depth
- Use ICT to create a digital sky

## **Physical Education**

**Children should have PE kits in school all the time. Our PE days are Tuesdays and Thursdays.** But we may have an additional PE lesson if the weather is particularly nice. PE kits will go home for washing on Friday to be brought back in on Monday. With the colder weather upon us please make sure your child has a pair of trainers and a jumper for outside PE.

In Spring 1 we will be developing our **Dance** skills by:

- Using movement imaginatively to express and communicate feelings
- Creating a sequence of moves to make short dances with a clear beginning, middle and end
- Dancing with control and co-ordination

In Spring 2 we will be developing our **Gymnastics** skills by:

- Planning and performing a short sequence of linked movements (tuck, dish, arch, straddle)
- Using contrast in sequences (direction, speed, level)
- Thinking of different ways to create a sequence

## **Computing**

We use computing throughout the curriculum in different subjects to enhance learning of that subject. The children will also have taught Computing sessions in which we will:

- Use technology to organise and present ideas, including adding text and images.
- Use the keyboard to add, delete and space text for others to read
- Save and open files on a device
- Program a robot to do particular tasks
- Watch a program execute and spot where it goes wrong so that it can be debugged

## **Religious Education**

As a C of E school we have daily worship assemblies where our core Christian values are explored. In class RE is taught weekly to explore different religious perspectives and beliefs.

In Spring 1 our focus is exploring how Christians believe **Jesus changed lives**. We will:

- Explore how a person's life has changed
- Explain the importance of stories to Christians.
- Understand the importance of Easter to Christians

In Spring 2 our focus is **Passover** in the Jewish religion. We will:

- Explore what Passover is
- Look at and understand symbols

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- Retell an aspect of the story of Passover
- Talk about special meals that happen throughout the year including Passover

## **French**

Using our Green Screen we will journey through France stopping at different landmarks. At each landmark we will:

- Learn how to ask and answer 'how old are you?'
- Count to 20
- Learn to ask and answer questions about body parts
- Practice saying simple sentences about colours

## **Personal, Social and Health Education**

PSHE is a vital part in children's development whereby social and moral skills are embedded. We want all our children to become happy, communicative and effective members of society. These skills are practiced everyday through friendships, turn taking, discussions and peace making. We also have weekly PSHE lessons to develop skills further.

In Spring 1 our focus is **Healthy Relationships**. We will:

- Take part in simple debates about issues in the news.
- Explore how we can improve and harm our environment
- Recognise how others feel
- Share feelings and worries with others
- Understand the importance of not keeping secrets that make you feel uncomfortable
- Recognise the special people in my life

In Spring 2 our focus is the importance of **Valuing Difference**. We will:

- Recognise what I am good at and set simple goals
- Recognise what I like and dislike
- Share and respect views and opinions with others
- Identify and respect the differences and similarities between people

## **Music**

Taking a variety of musical artists and composers we will study how music influences our life, emotions and attitudes.

In Spring 1 our focus is **Music and Me**. We will:

- Express my likes and dislikes about a piece of music and describe how it makes me feel
- Explore what rhythm and pulse is
- Improvise a simple rhythm using different instruments including voice
- Understand what lyrics are and how they affect melody

In Spring 2 our focus is **Musical Creation**. We will:

- Listen, copy and repeat a simple rhythm or melody
- Explore and understand pitch, tempo, timbre, texture and structure

## **Home Reading**

Reading scheme book changes will continue to take place on a **Monday** and **Friday**. Library books can be changed every Monday. This will enable the children to read a variety of texts and genres. It is important to record this in your child's reading record so we can monitor your child's progress.

Home reading involves all kinds of shared reading activities, both at home and out and about. This includes reading books, recipes, ingredients, instructions, the time it takes to cook foods, shopping lists, TV guides, newspapers, magazines, road signs and shop signs.

With regards to Story Wings please continue to fill in the front of your child's reading record and complete the activities so they can earn their Story Wings badge. Well done to those children who have already earned their Story Wings badge, please continue to read widely to develop a love for reading.

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When reading with your child please prompt them with comprehension questions. These can be found in most school scheme books at the front or back. There are two key areas of reading; word reading and comprehension. Before children can move on to the next coloured book band they must be able to answer a variety of questions surrounding what they have read. It is important for children to become comprehensive readers, not just word readers.

### **Communication**

If you have a message for myself or the LSA in the class, please use the red book and remind your child to put their red book in the 'message box'. During registration I ask and remind all children to put their red books or any letters in the 'message box'. All books in the message box are checked for messages. We encourage and remind children to put their red books in the message box to support and build independence. It also supports us as checking each child's bag daily would detract from valuable learning time.

I am free for general questions and brief conversations at the end of the school day. Or if you wish to discuss any aspect of your child's school life in more depth, please contact the office to book an appointment with me.

**If your child goes on the bus please ensure the weekly timetable is filled out** so we can make sure your child goes home accordingly. We will follow this timetable so for your convenience you do not need to write in the red book every day about the bus. If for any reason bus/school pick up changes on a particular day then please let us know using the red book and remind your child to put their red book in the message box.

**If your child is being collected by someone different please let us know in the red book.** To safeguard and protect all children we will not release children to someone different without your parental consent.

### **Homework - Friday to Friday**

Homework will be given out on Friday to be returned by the following Friday. Homework will consist of either English or Maths and will be based on the current learning of the child. Children know to put their completed homework in the pink tray next to the message box.

Spellings will also be sent home on Friday, these will be linked to the current learning of the child. The spelling test will be completed every Friday. In Spring we will revisit spellings so they become embedded for the children. **Please make sure children bring their spelling folder and spelling book to school every Friday.**

### **Forest Friday**

After a successful and thoroughly enjoyable first term of Forest Friday, we will continue throughout the Spring. Please make sure your child has their Forest Friday waterproof clothing and wellies in school. These will be sent home at the end of every term to check sizes.

Forest Friday is a fortnightly session where Wrens and Puffins join together to learn about the curriculum in the outside environment. The children have said that the outside environment is their favourite classroom and we agree!

### **Show and Tell - Friday**

I love hearing about the things and stories children show and tell on a Friday. Show and tell must be linked to learning. Children know to put their things in the blue show and tell tray.

Show and tell is a great opportunity for children to present to the class something that is special to them. It is also a fantastic question and answer time, all led by the children. It is lovely to see how passionate the children are during show and tell and to see the children confidently conversing with one another.

Before Christmas, we asked for parents to provide three 2<sup>nd</sup> class stamps for each child so that the children can write for a real purpose and audience. Please may we remind parents to kindly send three 2<sup>nd</sup> class stamps in with your child by the beginning of next week.

I would like to take this opportunity to thank you for all of your support.

Miss Chandler  
Puffins Class Teacher

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