



February -
March
2025

Welcome Back

I hope you have all enjoyed a relaxing week and are ready for another busy term. Please pop in to see me if you have any questions or just like further information about something.

Read, Talk and play together

Please remember to try the activities sent out on Tapestry every Monday. These tasks are designed to be enjoyable and a family activity that supports and enhances learning in school.

World Book Day

On Thursday 6th March we will be celebrating World Book Day. The children are invited to come to school in dressed as a word.

Supporting at home

Listen to your child read as frequently as possible.
Log in to Letterjoin and practise letter formation (qr9971 and home).
Help your child to play the White Rose 1 minute Maths app and Numbots for Y1.

Dates

Monday 10-14th March
Science Week Change and Adapt!

Friday 14th March - Holi festival of Spring and Love (Hindu festival of colour)

Friday 21st March - Comic Relief
See weekly newsletter for more dates

100 Days of School

On Thursday 13th February we celebrated 100 days as the Hedgehogs and recognising the many achievements the children have made in this time. We all look forward to see all the amazing things they can achieve in the next 100 days.

Shakespeare Week 24th-28th March

We will be participating in activities linked to Shakespeare week both in school and with the RSC. Please look out for further details.

Curriculum Information

Keep reading this newsletter to find out more about what we will be learning this half term. Please share the vocabulary with your child as talking about this will support them in accessing the learning effectively.



Reception
Year 1

Reception



The following information is designed to give you an understanding of some of the areas of the EYFS curriculum we are working on this half term, it is not everything! Please continue to support your child at home. If you have any questions or would like any further information please let me know. Thank you Miss Howlett.



Prime Area: Personal, Social and Emotional Development:

Self-Regulation:

Talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried.

Give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help

Respond appropriately even when busy with something else.

Follows a longer list of instructions in a range of contexts

Managing Self

Seeks out opportunities to try new things.

Aware of behavioural expectations and sensitive to ideas of justice and fairness.

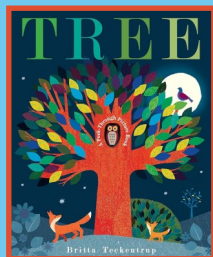
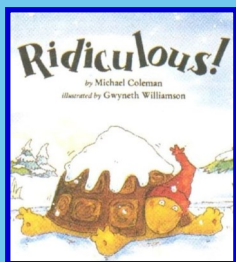
Expresses personal needs.

Accept having to wait a short time for needs to be met.

Building Relationships

Solve problems co-operatively, resolving most conflicts themselves.

Shows sensitivity to the needs of others.



Specific Area: Literacy

Blend, read, segment and manipulate CCVC, CCVCC words including known phonemes / graphemes.

Recognising high frequency words including: is, the, I, for, of, are, was, all, some, come,

Please remember to listen to your child as often as possible and to sign the reading record each time.



Sounds-Write
FIRST RATE PHONICS

<https://sounds-write.co.uk/support-for-parents-and-carers/>



Remember to log into Tapestry to find out more about what we are doing in reception and ways you can support your child at home.



Specific Area: Expressive Arts and Design Craft and Design: Creating with Materials

Finger Painting

To explore paint through finger painting.

To describe the texture and colours as they paint.

To talk about their work and decide whether it is abstract or figurative.

Outdoor Painting

To create natural paintbrushes using found objects.

To use natural paint brushes and mud paint to create artwork.

To talk about their work and decide whether it is abstract or figurative.

Painting to Music

To respond to music through the medium of paint.

To use paint to express ideas and feelings.

Specific Area: Mathematics

Composition of numbers to 10.

Investigating odds and evens

Making number bonds to 10

Comparing numbers to 10.



Specific Area: Understanding the World

The Natural World

Exploring the weather

To describe the effects of different weather conditions.



Exploring the seasons

To begin to notice some of the features of the changing seasons.

Knows the order of the seasons

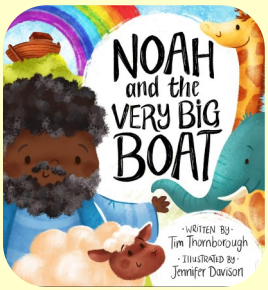
Dress Teddy

To begin to recognise seasonal weather conditions and appropriate clothing.

Forest School

To use the senses to observe and talk about experiences whilst outside.





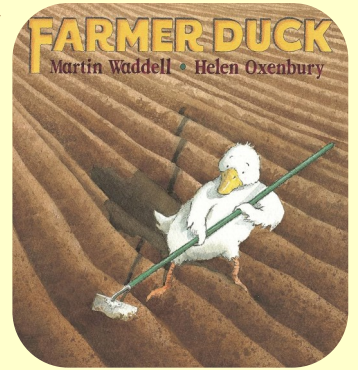
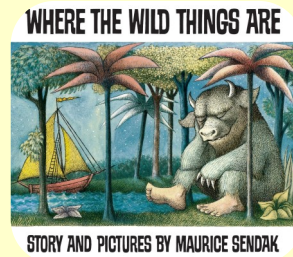
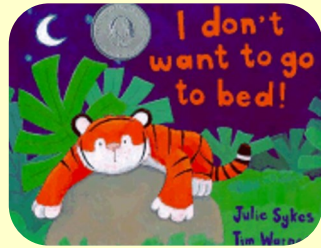
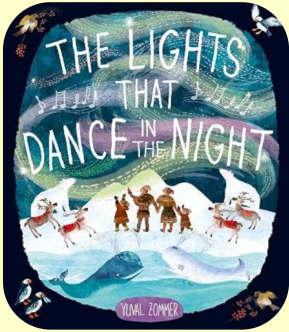
Reception Year 1



Reading
&
Writing



Drawing Club immerses children into a world full of imagination and opens up the magic of tales and stories whilst at the same time enriching their language skills and developing their fine motor and writing.



Daily phonics lessons build the basis for fluent reading, but frequent practise is required to consolidate learning and increase automaticity and fluency. Please use the hints in the letter below when listening to your child read. Further information for parents can be found at <https://sounds-write.co.uk/support-for-parents-and-carers>



A letter home...

This book will help me to practise my reading skills. The words in this book have spellings that I'm learning to read. I need to say the sounds and read the word.

Please encourage me to read all the words by myself. Sometimes I may need some thinking time to work it out but I'll get there.

If I need help, please encourage me by saying what my teacher says in class, "Say the sounds and read the word".

If I need more help, please don't tell me the whole word—tell me the sounds so I can listen for the word (for example, you say " s / a / t " so I can listen for the whole word 'sat'.

If I still need more help, please tell me the word and make a note in my reading diary so my teacher can help out at school.

To help me become a fluent reader please encourage me to read the same book at least three times.

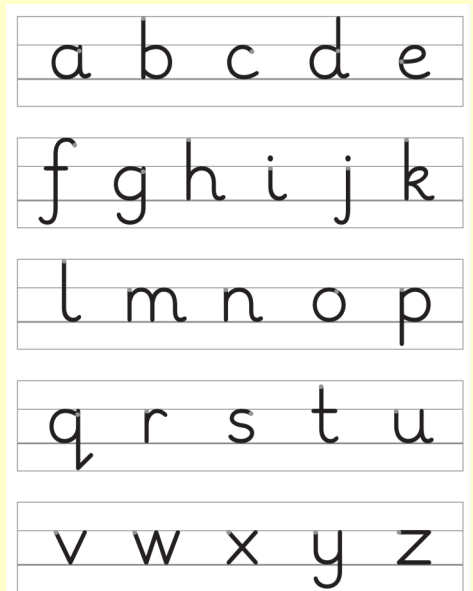
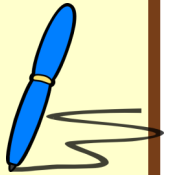
It would be great if you can ask me questions about the book that I read to you because this will help me with my understanding.

Thank you for helping me to practise reading!

From

Your child

Handwriting



Letter-join

Login at home

<https://www.letterjoin.co.uk>

User name: qr9971

Password: home

Subtract ones using number bonds

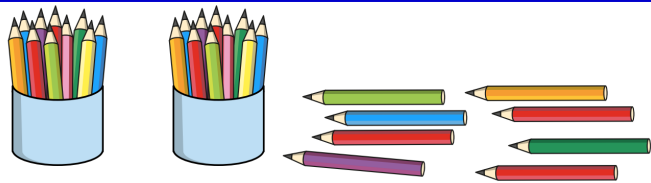
The children begin subtracting within 20. Earlier in the year, children subtracted within 10 by counting back and using number lines. They now subtract within 20 using their knowledge of number bonds. For example, if they know the number bond $7 - 5 = 2$, then they know that $17 - 5 = 12$

Subtraction: Finding the difference

The children formally learn about finding the difference for the first time and explore it as a form of subtraction.

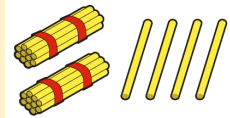
Missing number problems

The children will explore missing number problems. They use the idea of inverse operations to see that if they start with a number and add 2 to it, then to "undo" that they need to subtract 2.



Place Value: Counting by grouping into tens

The children learn how to count objects more efficiently by grouping into tens and ones and recognise that a 2-digit number is formed by counting the number of groups of ten for the first digit and the ones left over as the second digit.



Place Value: Number lines to 50

Children have used a number line to count to 10 and 20 this is now extended to include numbers to 50.

The children estimate the positions of numbers on number lines up to 50

Subtraction: Counting back

The children build on the language of subtraction, recognising the subtraction symbol from earlier learning and using it within 20. Children use the counting back strategy for numbers within 20, including subtractions that cross 10.

Addition and Subtraction: Related facts

Now that the children have spent some time exploring addition and subtraction separately, they look at how they relate to each other, considering the addition and subtraction fact families for numbers within 20.

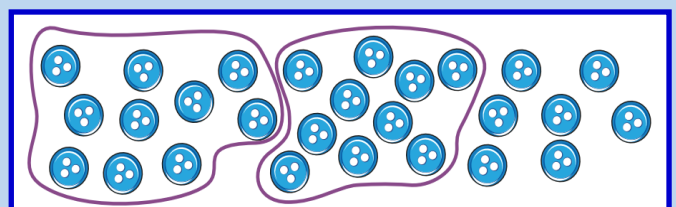
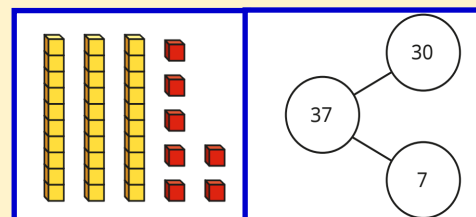
Place Value: Counting

The children count forwards and backwards between 20 and 50.

The children develop their understanding of multiples of 10 up to 50.

Place Value Counting by grouping into tens

The children develop their understanding of place value for 2-digit numbers as they begin to partition numbers to 50. They have already explored how many tens and ones make a number and they now use a part-whole model to partition a number into tens and ones.



Year 1 Science: Spring Term 2

Comparing Animals



Through this unit children will learn to:

- * Name and describe the physical features of a range of animals.
- * Sort animals into groups based on their similarities and differences.
- * Identify characteristics specific to mammals, birds, reptiles, amphibians and fish.
- * Recall the diets of carnivores, herbivores and omnivores.
- * Use a non-fiction text to find out about specific animals' diets.
- * Recognise that there are different ways to gather data.
- * Record data in a block graph and use this to answer questions.
- * Recognise what the scientist Jane Goodall was known for.
- * Recall some of Jane Goodall's key findings.

 amphibian	 bird	 mammal
 reptile	 fish	 group
 scientist	 diet	 observe
 compare	 difference	 similarity

Animal groups

mammals



- Fur or hair.
- Drink milk from their mothers.
- Give birth to live young.

birds



- Two wings and two legs.
- Beak and feathers.
- Lay eggs.

reptiles



- Dry, scaly skin.
- Breathe with lungs.
- Lay eggs.

amphibians



- Moist skin.
- Live on land and water.
- Lay eggs.

fish



- Scales.
- Gills.
- Lay eggs.

herbivores



eat plants

carnivores



eat animals

omnivores



eat plants and animals

Animal body parts

beak

shell

fin

tail

horn

trunk

paws

wings

gills

claws

whiskers

snout

Year 1 Geography: Spring Term 2

What is the weather like in the UK?



Through this unit children will learn to:

- Name and locate the four countries on a map of the UK.
- Identify the country they live in.
- Identify the four seasons.
- Identify the four compass directions.
- Use the compass directions to describe the location of features.
- Observe and describe daily weather patterns.
- Begin to locate the four capital cities of the UK.
- Explain what the weather is like during each season in the UK.
- Suggest appropriate clothing and activities for each season.

 weather	 map	 location	 UK
 atlas	 compass	 direction	 land
 rain	 wind	 snow	 sun
 rain gauge	 Geography		 climate

Weather symbols

 sunny	 sunny and cloudy	 rain	 snow
 thunder and lightning	 cloudy	 windy	

spring 	summer
autumn 	winter

Map of the UK