

Hedgehog Class Newsletter January 2025



Happy New Year. I hope everyone has had an enjoyable and restful Christmas break and that Santa was kind and generous to you all. We have an action packed half term planned. There is lots of information on this newsletter but please ask if you would like to know anything else. Please look on the school newsletter for dates and further information.



PE for Year One will continue to take place on **Wednesday's** this term. Year One will combine with Year Two and work with the Fitt4kids Sports Coaches.



Reception will have a shorter session each day and continue to be active as part of their learning throughout the week.

Handwriting at home

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

Login: qr9971

Password: home



Read, talk and Play together



Every Monday activities to support learning at home are posted on Tapestry. These are designed to get you playing and engaging with your child in activities that support the learning taking place in school.

Read together: sharing a text, book, song or rhyme together (a link is always provided).

Talk together: a focus question or topic to initiate a conversation between your child and a grown up.

Play together: a fun activity to share and explore together.

Completing these activities is a great way to support and reinforce the learning that is taking place in the classroom. Please feel free to make any necessary adaptations to help you complete the activities or similar ones and help your child to gain their star at school.

Maths at home



Numberblocks is a firm favourite and offers excellent support to the maths curriculum in school, reinforcing the vocabulary and concepts covered in early maths.

White Rose One Minute Maths App. Download, play, learn and enjoy.



Numbots



Year One all have a log in to Numbots. Playing regularly helps with the recall of essential number facts. They may also

Reading at Home



Reading regularly at home is an important way to ensure your child becomes a confident and fluent reader. Please sign the reading record every time you listen to your child, even if you only read a page or two. Most of the phonic home reading books are designed to be read over more than one session and re-read for fluency and confidence. In the initial stages they are not the most exciting stories due to the number of words that can be decoded at this stage, but they play a crucial part of learning to read. Sharing books, stories and rhymes as well as listening to your child read at home is crucial to helping them to develop a love of books and reading as they grow.

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:

- *Talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried.
- *Seeks out opportunities to try new things.
- *Understand how they can get better at things.
- *Understands how to listen carefully and why it is important.
- *Give focused attention in adult led group challenges.
- *Persists and perseveres to reach their intended goal.



Prime Area: Physical Development: Fine motor skills

- * Attempts to use a tripod grip with some consistency.
- * Often chooses to draw, representing recognisable objects or shapes in work.
- * Use scissors to cut along curved lines, holding scissors in the correct position.
- * Able to mould and shape clay/ dough with fingers and tools.

Patterns and letter formation
www.letterjoin.co.uk

Login: qr9971
Password: home



Specific Area: Literacy

- *Blending, reading and manipulating CVC and CVCC words including known phonemes (sounds) and graphemes (letters).
- *Recognising high frequency words including: is, the, I, for, of, are, was, all.

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/>



Expressive Arts and Design: Let's get crafty

cutting, threading, joining and folding skills.

- To develop scissor skills
- To develop threading skills.
- To learn about the different ways in which we can join materials together and to practise these techniques.
- To learn how to fold, curl and cut paper to achieve a desired effect.

Specific Area: Mathematics

- Composition and subitising within 5.
- Composition of numbers to 10.
- Comparing mass and capacity.
- Investigating odds and evens
- Making doubles to 10.



Specific Area: Understanding the World

Past and Present:

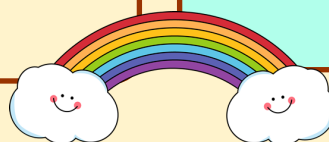
- * Knows 'then' and 'now' as a concept
- * Understands that some things change while other items remain the same and some are new.
- * Recognise some similarities and differences
- * Making simple observations and comparisons
- * Uses ordering language e.g. first, next, after that to sequence.

The Natural World

- *Investigating different materials including ice, jelly, playdough and chocolate.
- *Talks about some of the things they have observed.
- *Looks closely at similarities, differences, patterns and change.

Literacy: Reading Comprehension

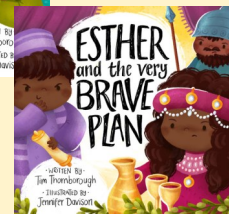
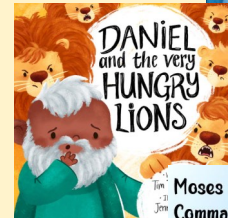
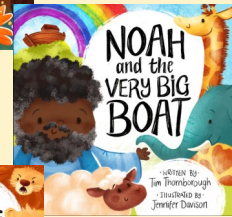
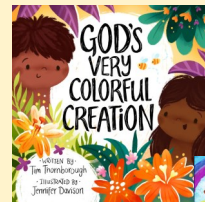
- Talk about the characters in the books.
- Retell and make up own stories using vocabulary that has been learnt.
- Begin to predict what may happen in the story.
- Enjoy an increasing range of books.
- Identify non-fiction texts, remembering facts.



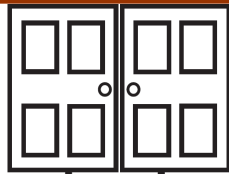


RE: Do all people need sacred stories?

Bible stories we will share.



Who are the people in sacred (special) stories and why might they still be important today?



WV CHECK POINT

2. Why are stories about Jesus important to Christians?

1. What makes a story special?

Do all people need sacred/special stories in life?

How did people find out about these stories in the past?

3. How does the nativity story affect me?



WV CHECK POINT

4. Can stories teach people how to behave?

5. What can people in sacred stories teach us about the importance of making a good choice?



7. Who helps us to make good choices today?

6. What qualities does a good leader have?

WV CHECK POINT

Who are the people in sacred (special) stories and why might they still be important today?

Worldviews content

- Christian worldviews
- Hindu worldviews
- Muslim worldviews
- Sikh worldviews
- Non-Religious worldviews

Let your light shine before others...



Sincere

Happy

Individual

Nurtured

Exceptional



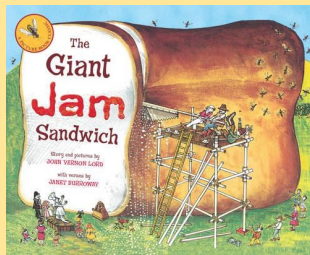
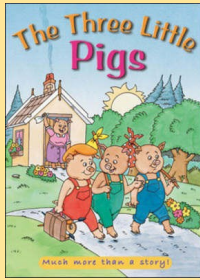
...that they may see your good deeds and glorify your father in heaven. Matthew 5¹⁶

Year 1

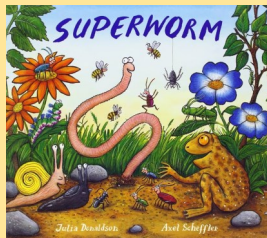
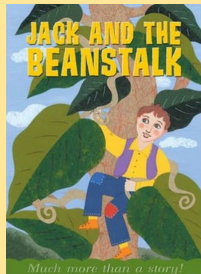
Please find some information relating to the Year 1 Curriculum on the next couple of pages. Please continue to support your child at home. If you have any questions or would like any further information or support please let me know.



Drawing Club: The Magic of Story (Greg Bottrill)



We will continue to explore the magic of story through a range of texts and thinking about ambitious vocabulary, character, settings and I wonder questions.



Daily phonics sessions following
Sounds-Write Extended Code



Letter formation and Handwriting



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

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Writing to inform:

Simple character descriptions

To write a simple description
using a variety of adjectives.

Black hat

Small eyes



Round
buttons

A big fat
tummy

A long yellow scarf

Grammar and punctuation: Sentences



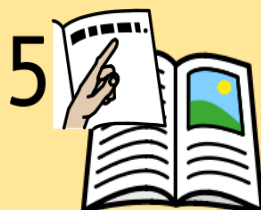
Understanding, composing and writing clear sentences with accurate punctuation (capital letters, full stops, question and exclamation marks) will continue to be a main focus for our writing this term.

As appropriate the children will also be encouraged to up-level their sentences with adjectives, time adverbials (first, after, suddenly, etc) and using joining words (and, because). These skills will be taught and practised through a variety of activities including:



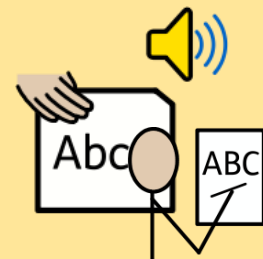
Sentence of the
day

Five sentence
stories



Big Picture
Write

Phonics
supporting spelling



Year 1 Maths Spring Term 1

Count within 20

What number comes after ___?
 What number comes before ___?
 Which numbers sound different? Why?
 Which numbers after 10 do not include "teen"?
 How can you count 20 cubes/counters/pencils?
 What songs do you know that count to 20?

Understanding 11-19

How can you show me 11 in three different ways?
 How much more than 10 is 14?
 How can you write the numbers 11 to 19
 Can you see 11/12/13 anywhere in the classroom?
 Does anyone have a brother or sister who is 11, 12 or 13?
 How many ones are there in 16?
 What is the same and what is different about 17, 18 and 19?
 When you make 18 on a ten frame, how many spaces are empty?

Compare Numbers to 20

When you count from zero, which of the numbers do you say first? Which number is further along the number line?

Which number is greater? How do you know?

Which is the smaller number? How do you know?

Tell me a number that is less/greater than _?

Order numbers to 20

How did you compare the groups? How do you know that group has the most/fewest?

Do you need to start with the smallest or the greatest number? Which number is the greatest/smallest?

Understanding 10

How many ways can you make 10?
 How do you know that you have made 10?
 Is 10 greater than 9 or less than 9?
 How many ones make 10?
 If you have one full ten frame, what number have you got?

Understanding 20

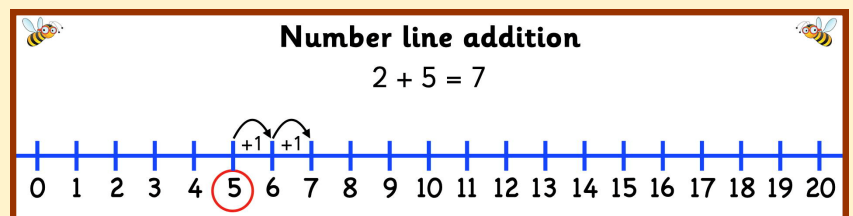
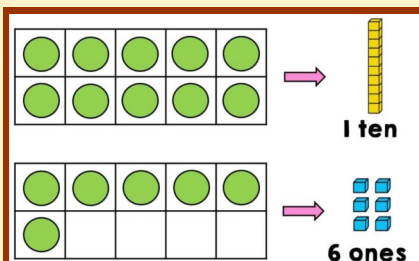
How many ways can you make 20?
 How do you know that you have made 20?
 Is 20 greater than 19 or less than 19?
 How many ones make 20?
 How many tens make 20?
 If you have two full ten frames, what number have you got?
 How many pieces of base 10 do you need to make 20?

Add by counting on within 20

What number did you start with? Then what happened? Now what do you have?
 Is it quicker to add 4 to 9 or to add 9 to 4? Is the answer the same?
 How can you use a number line to count on from ___?
 How do the counters show the question?
 How can you use a bar model or a number line to show counting on?

Find and make number bonds to 20

How many more do you need to make 20?
 How does knowing the number bonds to 10 help you to work out the number bonds to 20?
 What is the same and what is different about $4 + 6 = 10$ and $14 + 6 = 20$?
 How do you know that you have found all the number bonds?





Materials Key knowledge and Concepts

- Recognise the difference between the name of an object and the material from which it is made.
- Identify a range of everyday materials including wood, plastic, glass, metal, water and rock.
- Describe the physical properties of everyday materials
- Understand how to group everyday materials according to their physical properties.

Materials Vocabulary

absorbent	fabric
glass	group
material	metal
object	plastic
rock	tough
waterproof	wood

Is it absorbent?

Knowledge To group materials based on their properties
Working scientifically: To make observations and record data.

Is it waterproof?

Knowledge
 To group materials based on their properties
Working scientifically
 To plan a test and suggest what might happen.

Is it tough?

Knowledge To group materials based on their properties.

Sensitive Bodies Key knowledge and Concepts

Knowledge: To name the body parts used for each sense.
Working scientifically: To spot patterns in data.

Sensitive Bodies Vocabulary

compare	group	hearing
Pattern	sense(s)	sight
smell	taste	touch

Body parts:

Knowledge: To name parts of the human body.
Working scientifically: To sort body parts into groups.

Hearing

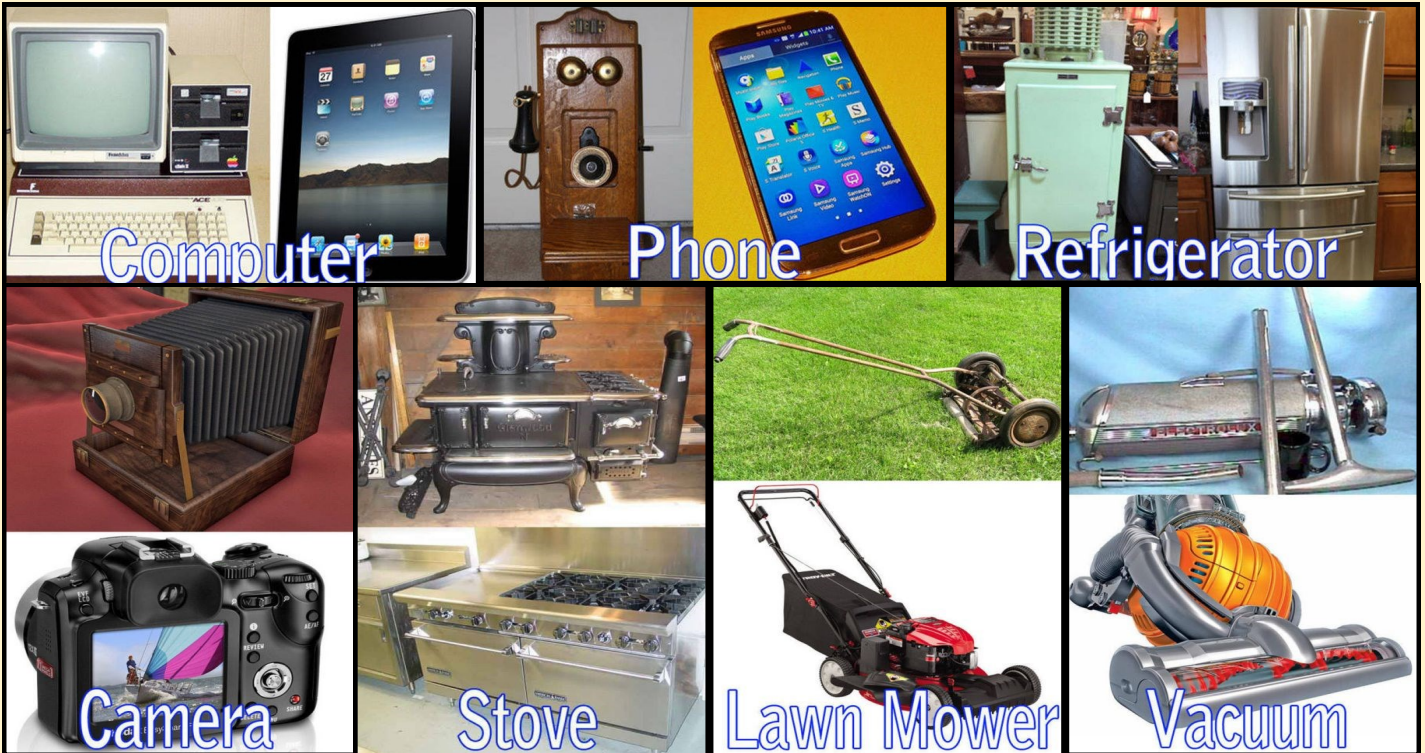
Knowledge: To identify the body part used for the sense of hearing.
Working scientifically: To investigate how sound changes as you move further away.

Taste and touch

Knowledge: To identify the body parts used for the sense of taste and touch.
Working scientifically: To use the senses to make observations.

Sight and smell

Knowledge: To identify the body parts used for the sense of smell and sight.
Science in action: To recognise that scientists are always making new discoveries.



Key knowledge and Concepts



Chronological Understanding

Distinguish between past and present- Discuss their favourite toy using language related to the past.
 Ask questions about toys in the past.
 Make comparisons between toys in the past and present.
 Order Sequence artefacts and events from different periods of time.
 Identify similarities and differences.
 Identify changes: Describe how toys including teddy bears have changed over time.

Historical enquiry

Find answers to simple questions using sources of information e.g artefacts and books.



Key Vocabulary

- | | |
|---------------|-----------|
| artefact | century |
| decade | different |
| evidence | historian |
| living memory | memory |
| modern | now |
| past | present |
| remember | sequence |
| similar | source |
| special | |

Key Questions

- What is your favourite thing in your house?
- What were homes like in the past?
- What is similar and different about homes now and in the past?
- How have homes changed over time?
- How have household appliances changed?



At Shottery St Andrew's we are...

Respectful

We treat others with dignity, kindness, and empathy

we speak respectfully...



we behave respectfully...



we respect learning

we respect the school environment



At Shottery St Andrew's we are...

Safe

at school, at home, in the playground, in the classroom, online, in our learning, in our play

we know we can talk to a trusted adult



we follow instructions



we act as a positive role model

we are thoughtful and considerate to others.



At Shottery St Andrew's we are...

Responsible

We are responsible for ourselves, the choices we make and our learning.

we take responsibility for our behaviour



we take responsibility for our choices



we take responsibility for our learning

we have a responsibility to use our talent and let our light shine

