



Hedgehog Class Newsletter

September 2025

Reception Year 1

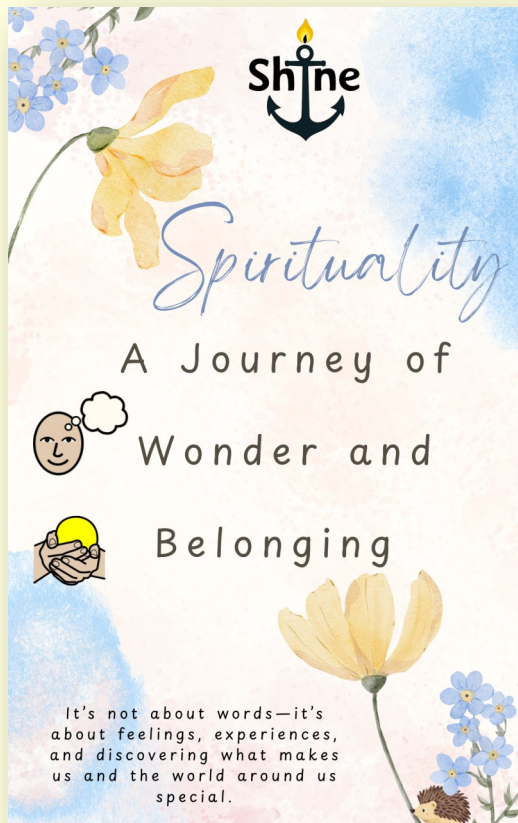
Let your light shine before others; that they may see your good deeds and glorify your father in heaven. Matthew 5¹⁶

Welcome to The Hedgehog Class

I hope you have all had a great summer, and whether you are joining us for the first time or returning, I trust you are ready for the busy and exciting term that is planned and are enthusiastic about joining us on our journey of wonder and belonging. Hopefully we can all work together to ensure that your child settles well and then proceeds to have a productive and enjoyable term. Please ask if there is anything that you are not sure about or if you would like further information or clarification.

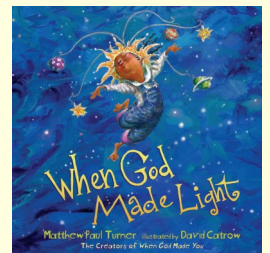


As a school we have been working on our Christian distinctiveness and Spirituality and I'm pleased to be able to share with you some starting points for the Hedgehog class.

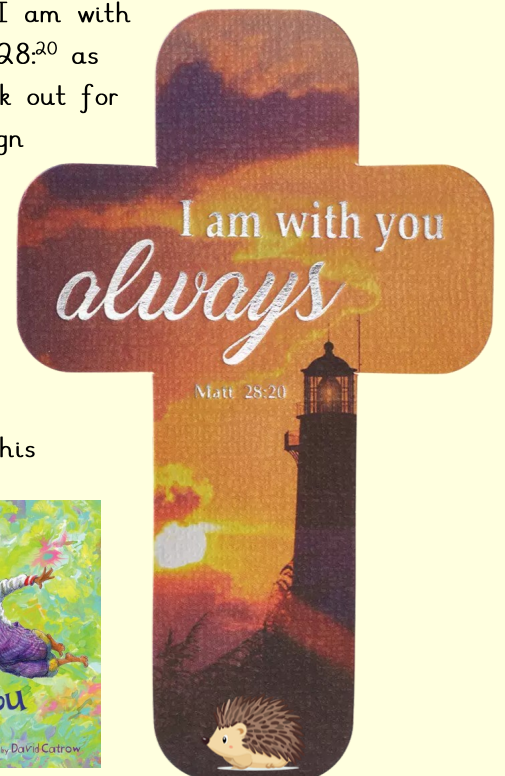


We will start the term with our whole school Values Week, where we will look at the school vision and think about how we can be the best version of ourselves and let our light shine. Part of this work will be based on the book *When God Made Light* by Matthew Paul Turner.

<https://www.youtube.com/watch?v=H9Cvgm9CrAk>



Each class will have a unique memory verse for them. The Hedgehog class will adopt the Bible verse "I am with you always" from Matthew 28:20 as their class verse. Please look out for the wonderful class door sign that Mrs Worrell has been busy creating for us.

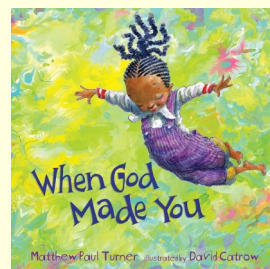


Each half term we will also think about one verse in more detail. This term we will focus on:



God created man in his own image.

Genesis 12⁷



When God made you by Matthew Paul Turner.

https://www.youtube.com/watch?v=rCc_JgfYq0c

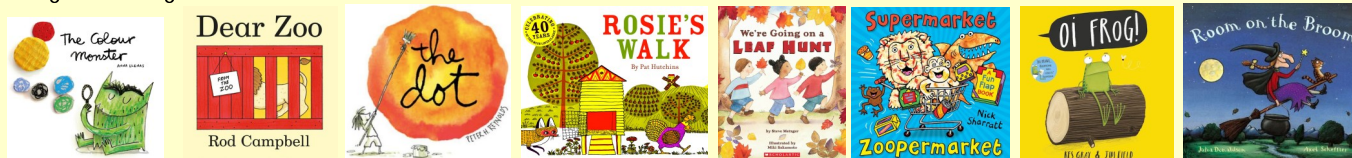
Please find below and on the next few pages further information about the learning that will take place this half term in the Hedgehog Class. Reception children will follow the Curriculum Guidance for the Foundation Stage and will continue to progress towards the Early Learning Goals while Year One children will commence their journey through the National Curriculum following the Programmes of Study for Key Stage One.

Although our curriculum is mostly play and activity based,

It's not just play; it's sharing, it's using our imagination, it's problem solving, it's collaborating and being sociable, it's skill building, it's being creative, it's being resilient, it's making mistakes, it's trying new things. **It's learning.**

Love to read and share

Books and stories are a fantastic way to engage imagination, develop vocabulary and enjoy learning so they will form a major starting point for Drawing Club, Literacy and topic work. Please let us know what your child's favourite story is and help us to share this enjoyment with the rest of the class. If you would like to come in and share a favourite book at story time please let me know so we can arrange a convenient day. Thank you.



On **Monday 15th September** the hedgehogs will be celebrating International Dot Day. So the children are invited to jazz up their school uniform with some extra spots and dots on that day.



Year 1 PE sessions will take place on **Tuesday** afternoons with **fitt4Kids**. Please remember that they need to come dressed in PE kit on a Tuesday.



Water Bottles:



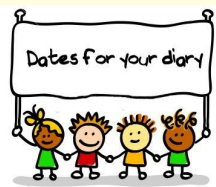
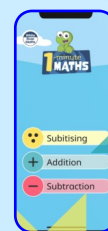
It's important for the children to be able to drink throughout the day, so please send your child with a plastic water bottle with their name on. **Please only fill with water. No Juice.**



Maths for Reception and Year One will be taught inline with White Rose Maths and Mastering Number and will include lots of practical tasks and conversations. Further details are included later in the newsletter.



Please download the White Rose 1-minute app (it's free) and encourage your child to try a few tasks regularly. As the name suggests the app is designed to be used in regular short sessions.



- Tuesday 9th September:** Meet the teacher 2.45pm
- Monday 15th September:** International Dot Day: Jazz up your uniform with spots and dots.
- Friday 19th September** KSI Shine Assembly (by invitation)
- Thursday 18th September** Phonics meeting for parents 6pm
- Monday 6th / Tuesday 7th October** Parent consultations 3:30-6:00pm
- Friday 10th October** KSI Shine Assembly (by invitation)
- Tuesday 21st October** Harvest Service at Church
- Friday 24th October:** Join us for songs and Rhymes at 2.45pm



Please make sure you have registered for and can access Class Dojo and Tapestry



Further information can also be found on the school website:

<https://www.shotterystandrewsprimary.org.uk/>

Look out for the school weekly newsletter every Friday.

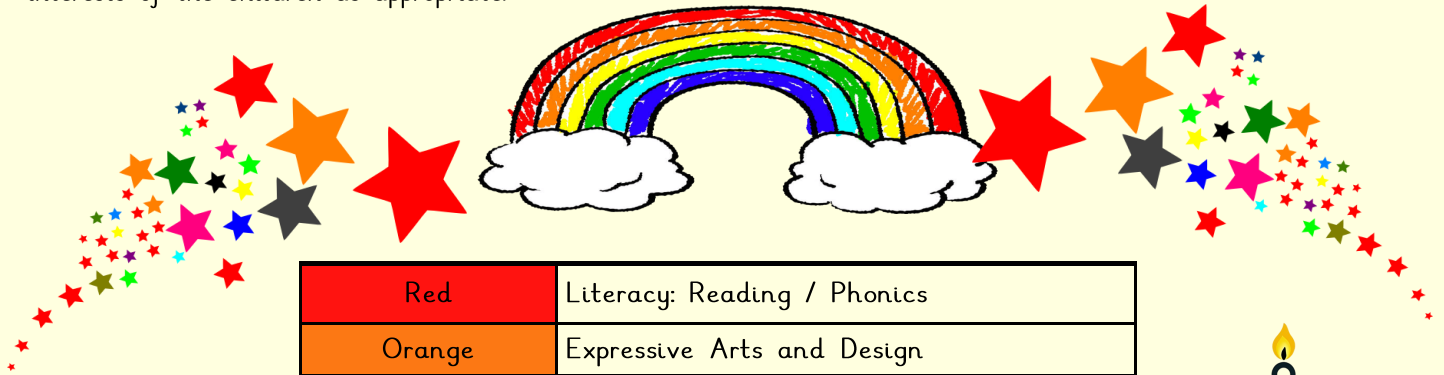


Rainbow Challenges

Let your light shine



In addition to class and group teaching sessions the Reception and Year One curriculum will involve a variety of more independent activities known as Rainbow Challenges. The children will be encouraged and supported to complete six activities during the week as part of the continuous provision within the class. The challenges will all relate to the areas of learning from the EYSF or National Curriculum and will also evolve to include the interests of the children as appropriate.



Red	Literacy: Reading / Phonics
Orange	Expressive Arts and Design
Yellow	Literacy: Writing
Green	Understanding of the World
Blue	Mathematics
Purple	Personal, Social, Emotional Development



Once a child has completed a challenge and shown an adult they will be awarded the appropriate coloured heart to attach to their rainbow chart. Over the week they will be expected and supported to complete a whole rainbow which can then be celebrated in our class celebration assembly on a Friday. Alongside their rainbow chart they will have a space in which to display work that they have completed during continuous provision allowing them to take some ownership of their learning and also to allow others to see and praise their achievements.

Reception



We will be using Tapestry to record some of the achievements of Reception children in school and also ask you to record any significant events and achievements at home.

As there has been a recent change in emphasis linked to assessments and evidence collection in EYFS not all achievements will be documented and shared on Tapestry, but hopefully it will still be a useful source of information for you.

Reception Year 1

Supporting at home:



Working closely with parents is an important part of education. Each week activities to support learning at home are posted on **Tapestry**. The ideas are designed to get parents playing and engaging with their child in activities that support the learning taking place in school. The activities focus on three areas:

Read together: sharing a text, book, song or rhyme together

Talk together: a focus question or topic to talk about

Play together: an activity to share and explore together.

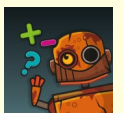
Once the activities are completed either add a comment and or photos to tapestry or get the child to show what they have done.

Remember to:

Read and share stories and books together
 Listen to your child read their book every night.



Year 1 have a Numbots log in and should be logging on for a session at home at least twice a week. <https://numbots.com>



Thursday 18th September: Please come along to the Parents Phonics Meeting at 6pm to discover more about the Sounds-write Phonics scheme and how you can support your child with phonics and reading at home as they progress through Reception, Year 1 and beyond.



Please find some more detailed 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 please let me know. Thank you Miss Howlett.

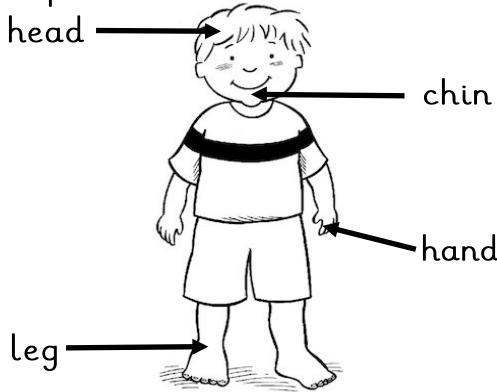


Year 1 English Writing

Writing to inform:

Labels

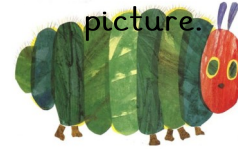
Labels point to parts of a picture and names the



Writing to inform:

Captions

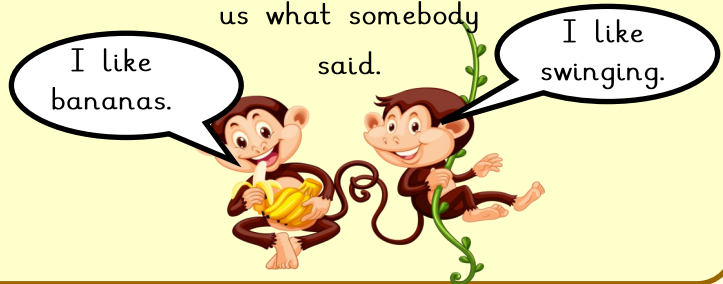
Captions tell you about a picture.



A big fat caterpillar.

Writing to inform: **Speech Bubbles**

Speech bubbles tell us what somebody said.



Writing to inform:

Sentences

Sentences tell us something. They start with a **capital letter**



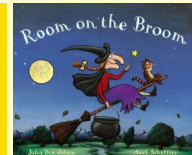
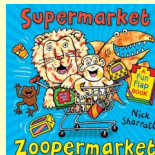
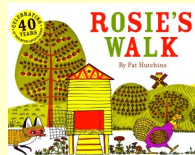
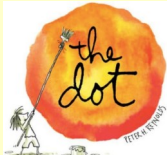
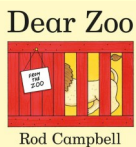
Vashti painted

Writing to entertain:

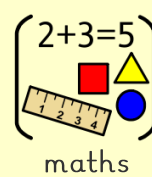
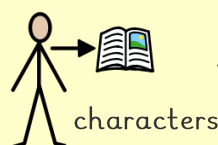
Retelling a story: Tell the main events in the order they happened.



Story maps: show the sequence of the story in pictures.



Books and traditional tales will be a portal to a world full of imagination and magic as we will develop our:



to help us to be able to be  story tellers and writers.



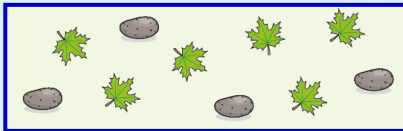


Sorting and Counting objects



How can you sort the objects? Can you think of a different way to sort the objects?

Can you find an object that belongs / does not belong to this set? Why?

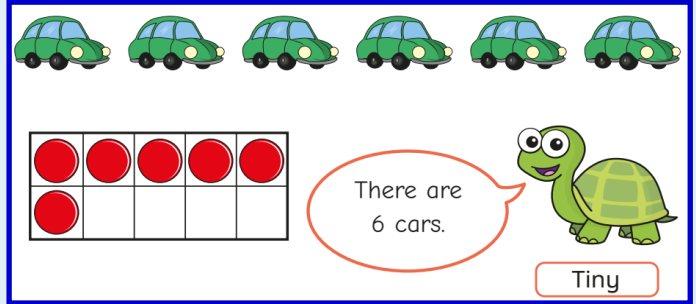


How many objects are there?

If I move them around, are there still the same number of objects?

Does it matter which object you count first?

Representing Objects



How many apples are there? So how many counters do you need?

How can you use cubes to show how many leaves you have?

Draw circles to show the sweets. How many circles will you draw?



Count on and 1 more

What number are you starting from? What number comes next?

If I add another counter, what number is shown? If I add another counter, what number is shown now?

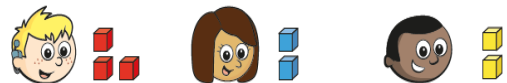
What does "1 more" mean?

Where is 1 more than on the number track?

Do you need to count from zero every time you find 1 more?



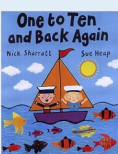
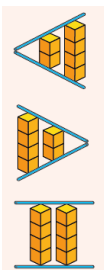
Comparing sets and numbers



How do you know that tower has fewer/more/ same cubes than this tower?

Which ten frame has more?

How can you use a number track to find a number less than ___?

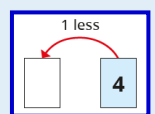


Count back and 1 less

When counting backwards, do the numbers get bigger or smaller?

How can counting help you with finding 1 less?

Where is 1 less than on the number track?



Number lines



Recognising numbers as words



How many words can you match to the numerals?



Year 1 Science

Seasonal Changes

- Name the four seasons in order and describe the typical weather in each.
- Name some activities and events in the four seasons.
- Describe the appearance of a tree's leaves in each season.
- Recall that summer has the most daylight hours and winter has the least daylight hours.
- Record data about the temperature across the four seasons.
- Label a map of the UK with capital cities and seasonal weather symbols.



Year 1 Forces and Space - Seasonal Change

seasons	autumn	winter	spring
summer	day	year	weather
sunrise	sunset	predict	symbol
temperature	thermometer	record	
evergreen tree	deciduous tree		

Summer has the most daylight hours.
Winter has the fewest daylight hours.

January
February
March
April
May
June
July
August
September
October
November
December

spring			summer		
March	April	May		June	July
				August	
autumn			winter		
September	October		December	January	
November			February		

Year 1 History

How I am Making History

- Order three photographs on a simple timeline.
- Use the terms 'before' and 'after'
- Talk about three memories.
- Explain why memories are special.
- Name four events celebrated throughout the year.
- Think of three ways birthdays are celebrated.
- Ask a visitor one question about childhood in the past.
- Know a similarity and a difference between childhood now and in the past.
- Add three ideas to a time capsule about themselves.
- Use key vocabulary to compare the present, the past and possible changes in the future.



celebration



change



childhood



different



event



family



future



grandparent



lifetime



living memory



memory



now



past



present



remember



similar



significant



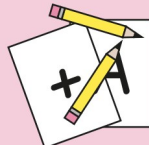
timeline

My life timeline

First birthday party!



First day of school



Started Year 1

The year I was born



Y1

Now



memory



living memory



childhood



past

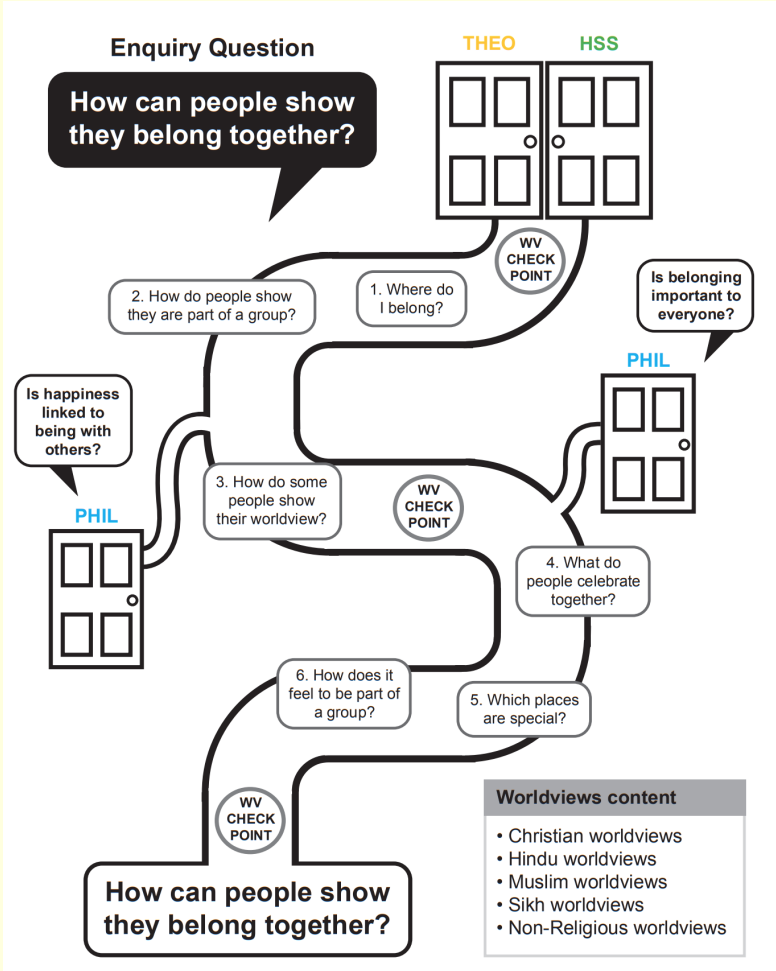


present





RE: How can people show that they belong together?



Some of the stories we will share.

