



# Spring Term A (January-February) Courage



Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.  
Joshua 1.<sup>9</sup>

Being courageous can mean different things to different people. For example, one person may think it easy to speak in front of a large audience, whilst another would need to find lots of courage to do this. Everyone faces challenges from time to time, and we have to find courage to overcome them.

### Courage at home: Talk together about:

- The different challenges that each family member faces
- Times when you have needed to be brave. How did you feel afterwards?
- Who or what helps us find courage?
- Is there someone that we admire because of the courage that they have shown?

At school we will be reading these stories about courage...



### Bible stories and verses we will be learning about...

Stepping out of your comfort zone Exodus 3-4

Doing the right thing not the easy thing Esther 4-8

Overcoming fear  
1 John 4.<sup>18</sup>

Facing a challenge  
Joshua 2

Encouraging others  
Joshua 1.<sup>9</sup>

Trusting God's promises  
Luke 2. 21-40





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 and keep looking at the weekly school newsletter for dates and further information.



PE for Year One will continue to take place on **Tuesday'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.



## 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.



## Read, Talk and Explore together Reception and Year 1

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.

**Explore together:** a fun activity to share or explore together.



While this is not formal homework it is a fantastic way to support and reinforce the learning that is taking place in the classroom. The children who engaged in the activities last term certainly enjoyed them and were proud to share their work. **It would be great to see more families viewing and having a go at all or some of the activities.**

## Reading at Home

Reading regularly at home is an important way to ensure your child becomes



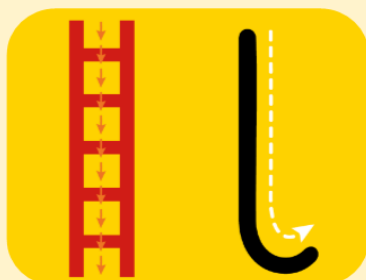
a confident and fluent reader. Please sign the reading record every time you listen to your child, even if you only read a page or two. Most of the phonic home reading books are designed to be read over more than one session and re-read for fluency and confidence. In the initial stages they are not the 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.



Year 1 will be continuing their Forest School experiences in the Orchard Area on Thursday afternoons. Please ensure they are dressed appropriately for the weather but also a morning in the classroom first.

## Supporting with writing at home

### Long ladder letters



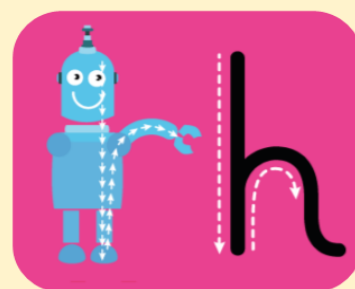
i l t u j y

### Curly Caterpillar letters



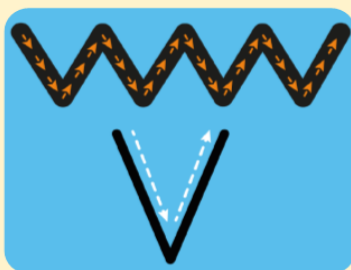
a d c o f e s g q

### One-armed robot letters



b h k m n p r

### Zig-zag letters



v w x z



Letter formation  
and Handwriting

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

Login: qr9971

Password: home

### Early writing activities

Try activities to develop fine motor skills and strengthen muscles in the hands e.g. cutting, using playdough, using tweezers, using clothes pegs, tracing.

Use a chalkboard/white board to write family messages on.

Make labels for things around the house.

Write a shopping list - real or imaginary! Or any other sort of list.

Letter formation - practise forming letters using paint, pens, pencils, in sand, using playdough or pastry.

Let your child write their own birthday cards, thank you letters or invitations.

Use magnetic letters - your child can leave a message on the fridge.

Make a scrap book with labels and captions - maybe after a holiday or special event.

Encourage and praise early squiggles and marks and handwriting.

# 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.

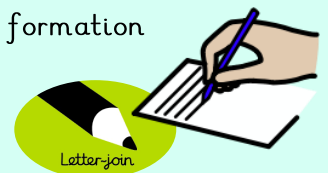


## Prime Area: Physical Development: Fine motor skills

- \* 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](http://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:

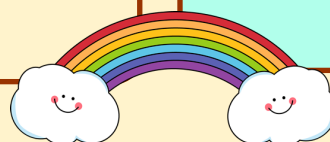
- \* Knows 'then' and 'now' as a concept
- \* Understands that some things change while other items remain the same and some are new.
- \* Recognise some similarities and differences
- \* Making simple observations and comparisons
- \* Uses ordering language e.g. first, next, after that to sequence.

### 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

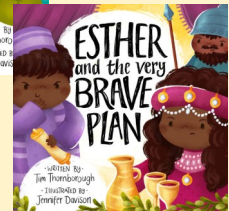
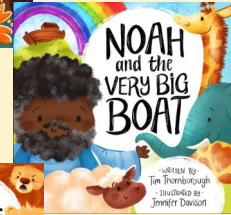
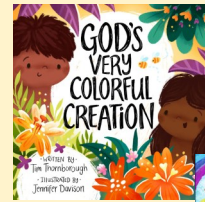
- Talk about the characters in the books.
- Retell and make up own stories using vocabulary that has been learnt.
- Begin to predict what may happen in the story.
- Enjoy an increasing range of books.
- Identify non-fiction texts, remembering facts.



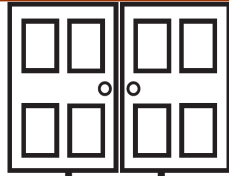


RE: Do all people need sacred stories?

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?



4. Can stories teach people how to behave?

WV CHECK POINT

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



Hedgehog Class memory verse

A glad heart makes a cheerful face,

Proverbs 15<sup>13</sup>



shine *shine* Show respect

Hope and faith

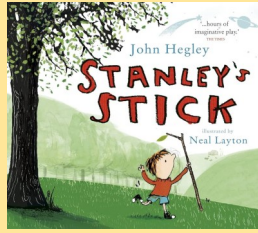
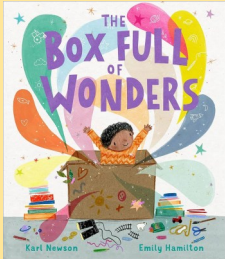
Inspire one another

Nurture our gifts

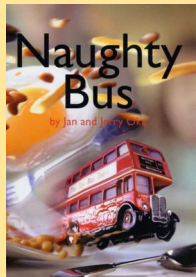
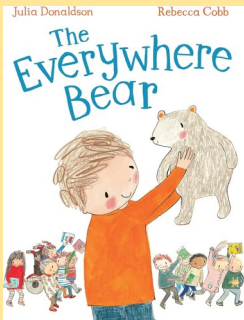
Embrace opportunities



## 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 Entertain

Using stories and texts as a starting point we will be looking at linking simple sentences to create basic stories. These will be recorded as story maps and written work using a first, next, finally structure.

## Writing to inform

Several of the stories this term will be encouraging imaginative uses for boxes and sticks. We will then write factual sentences to share what our boxes and sticks transformed into.



## 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:



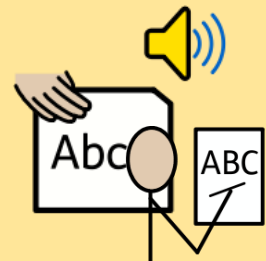
Sentence of the day

Simple stories



Big Picture Write

Phonics supporting spelling



## 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

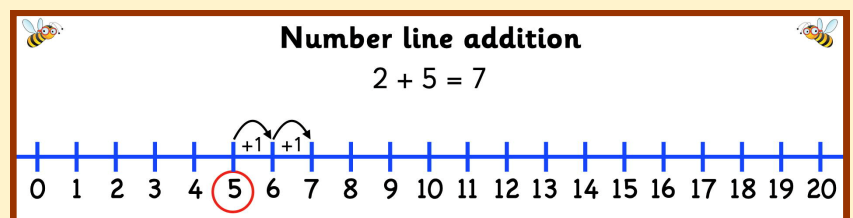
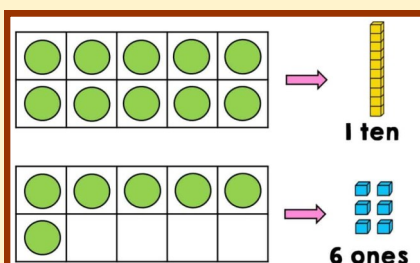
How many ways can you make 20?  
 How do you know that you have made 20?  
 Is 20 greater than 19 or less than 19?  
 How many ones make 20?  
 How many tens make 20?  
 If you have two full ten frames, what number have you got?  
 How many pieces of base 10 do you need to make 20?

## 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.

# Year 1 History: Spring Term 1

## How have Toys Changed



1920s	1960s	1980s	Now
			
<p><b>What is similar?</b></p>  <p>INTERFOTO / Alamy Stock Photo</p>		<p><b>Old toys</b></p>  <p>Made from wood or metal.</p> <p>Moved by hand.</p> <p>Made by hand.</p>	
<p><b>What is different?</b></p> 		<p><b>New toys</b></p>  <p>Made from plastic.</p> <p>Use batteries to move, light up or make noises.</p> <p>Made by machine.</p>	

### 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.



### Key Vocabulary

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

### Key Questions

What is your favourite toy?

Did your parents and grandparents play with the same toys as you?

What were toys like in the past?

What is similar and different about toys now and in the past?

How have teddy bears changed over time?

How have toys changed?

