

Term 1 Newsletter (Hedgehog Class)

Dear Family Members,

Welcome back! I hope you all had a wonderful summer break. It has been fantastic to spend this week getting to know your children and helping them settle back into life at school. They have made such fantastic progress already and are picking up all the new routines like pros!

This newsletter aims to provide you with an overview of the main learning planned for this term, alongside other useful information. As it is the start of the year, it is a bit of a long one! As always, if you have any questions, concerns or worries, do come and talk to me. I am available via e-mail, (info@somerdaleet.org.uk), or at the end of the school day.

The Year One team are excited to be working with your wonderful children, and we know it's going to be an awesome year of learning and fun!

As it is the start of the year, it is a bit of a long one! As always, if you have any questions, concerns or worries, do come and talk to me. I am available at the end of the school day, if it is quick, or please email me via info@somerdaleet.org.uk and I will get back to you as soon as possible.

The Year One team:

Amber Fowkes
Class Teacher

Helen
Class LSA

Jenna Hall
PPA Cover teacher
Monday PM

Enquiry Question this term: I wonder how differences can unite us?

This term our enquiry question is all about us! We will be scientists and historians as we explore ourselves, what makes us human, and our life experiences. In week two, the children will pose their own questions relating to our enquiry question and throughout the term we will explore and answer these.

Learn Together

In Learn Together we will be developing a sense of ownership of our classroom and school. We will develop the concept of responsibility towards each other and will discuss and identify the things that make each one of us special.

Children will begin to explore our two focus belief systems which will be explored across the year – Christianity & Islam. This term they will explore books, places, objects and symbols which are special to Christians and Muslims.

Rights Respecting Schools

This term we will focus on these rights in particular:

Article 8: You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 28: You have the right to learn.

Our focus book this term is **Stardust by Jeanne Willis**. We will explore the plot, identifying plot points and emotions throughout the story. We will then retell the story in our own words, adapting the characters and themes, thinking about what makes us a star!

Our main focus in writing will be on composing a sentence orally before writing it, and re-reading to ensure it makes sense.

We will recap our Phase 3 & Phase 4 phonics.

In Week 5, we will begin to explore Phase 5 where we we learn alternate spellings of some sounds.

We will learn:

/ai/ ay play
/ow/ ou cloud
/oi/ oy toy
/ee/ ea each

For handwriting, we will be focussing on:

- Long ladder letters (i, l, t, u, j, y)
- Curly caterpillar letters (a, c, f, e, s, g)

In Y1 children will have two reading practice sessions a week. The first session will be fosuced on decoding. This is where children apply their phonic knowledge and growing fluency as they read the book for the first time. The book will then come home with your child for that week. It sometimes seems odd, but it is really important that they read the book multiple times at home, as our second session in school will be fosuced on prosody (reading with appropriate meaning, stress and intonation) this is when we will explore characters' feelings, what words mean and how punctuation adds to meaning, and comprehension. By this point it is important that the children are automatically applying their decoding skills to read with greater accuracy and fluency.

Where children come across any tricky words, we encourage them to read these by sight, rather than having to sound these out. For example, the, once, and, of...

Maths

Below is an outline of the intended progression of learning – this may be altered where needed.

Place Value

The diagram illustrates the progression of learning for Place Value, organized into two columns of steps. Each step is represented by a red-bordered box with a red header and a white body.

Step	Learning Objective
Step 1	Sort objects
Step 2	Count objects
Step 3	Count objects from a larger group
Step 4	Represent objects
Step 5	Recognise numbers as words
Step 6	Count on from any number
Step 7	1 more
Step 8	Count backwards within 10
Step 9	1 less
Step 10	Compare groups by matching
Step 11	Fewer, more, same
Step 12	Less than, greater than, equal to
Step 13	Compare numbers
Step 14	Order objects and numbers
Step 15	The number line

Numbersense- Number Facts Fluency Programme

Stage 1- Visual Number Foundations

Stage 2- Make and Break Numbers to Ten

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Stage 1 Book 1	Stage 1 Book 2	Stage 1 Book 3	Stage 1	Stage 2 Book 1	Stage 2 Book 2
	Subitising 1 - 5	Subitising 6 - 10	Subitising on tens frames	Gap teaching and consolidation	Make and Break 5	Make and Break 4, 3 & 2

Wider Curriculum

As Scientists we will

- Be able to name and locate parts of the human body, including those relating to the senses.
- Be able to identify and name different common animals including fish amphibians, reptiles, birds and mammals.
- Be able to describe and compare the observable features of animals from a range of groups.
- Recognise that animals can be grouped according to whether they are carnivores, herbivores and omnivores.
- Know the basic needs of animals for survival.

As Historians we will:

- Talk about significant events in our own experience
- develop awareness of the past, using common words and phrases relating to the passing of time such as past, present, future, old, before, after.
- Order personal events on a timeline

As Designers, Artists and Creators we will:

- Make a simple string telephone and begin to understand how sound is transmitted along the string.
- Draw from my finger tips, my wrist, my elbow, my shoulder, my body.
- Make a drawing using a continuous line for a minute or two.
- Have decorated the cover of a sketchbook and feel like it belongs to me.
- Make different marks with different drawing tools.
- Explore how water affects the graphite and pen, and explored how I can use a brush to make new marks.
- Have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work.
- Talk about what I like in my drawings, and what I'd like to try again.

PE

- Our PE days will be Wednesday and Friday.
- On Wednesday we will be focusing on PE Fundamentals and on Friday we will be improving our ball skills.

Please ensure that children wear trainers and suitable clothing on these days. Shoulder length hair should be tied back and ear piercings should be removed, or covered with medical tape before the start of school.

Children will continue to have music taught by professional musicians from Preludes on Fridays.

In Computing, we will:

- Learn to log-in to the class chromebooks.
- Learn about how to stay safe online.
- Recognise common uses of IT.

Home Learning

Reading

Expectations

- Reading Record and phonics/colour banded book should be brought to school daily.
- Read for 10-15 minutes and record in your child's Reading Record a minimum of four times a week. We would recommend reading daily where possible. Children reading 4 times or

Why is this important?

- Reading is a fundamental skill which is the foundation of many other areas of learning and is important in children's future success.
- Research shows that reading promotes brain, language, and emotional development and that reading for pleasure strengthens relationships.

more, will receive a golden ticket with the opportunity to win a book prize. Where this expectation is not met, children will be invited to a lunchtime reading club, so an adult can hear them read.

- When reading with your child, discuss the vocabulary and ask them questions to check their understanding – why did the character do that? How can you tell that?
- <https://drive.google.com/drive/folders/1dUJWgaQHMNgyweMrMrWKzDuUoWnHEc6w>
- Follow the link above for more support with reading at home, including videos and suggested comprehension questions.

- Parent's role in the teaching of reading is paramount to your child's progress and this is highly valued by the school.

Reading Record example:

Date	Book title and page number	Comments
6/9.	The Boy in the Tower p1-15	Found this a bit tricky, but answered questions.
7/9	p16-30	More confident today
8/9.	p31-45.	New vocab: arduous: difficult solemn: sad and serious
9/9.	P46-60.	Excellent understanding and answered questions well

Spelling

School Expectations

- Spelling journals should be brought into school everyday.
- Each Monday, the children will be given new spelling words to learn which will be stuck in their spelling book. Children will have a spelling quiz to check their progress each Monday. Placing these spelling words somewhere visible, like on the fridge will also help as children will be able to see them regularly.
- Children will have 4 spellings each week.
- Children may have differentiated spellings, so please check in their spelling journal to confirm which words to learn.

For more advice on practising spellings at home in fun ways which mirror our teaching, see the year group Google Drive folder.

- Spelling is one of the essential components of successful writing.
- Research has found that spelling, reading, writing and comprehension skills are all closely linked.
- Spelling instruction improves reading ability and benefits them in all aspects of their learning, as well as in their everyday life.

Maths

Children are expected to practise number facts.

In Key Stage 1, the expectation is that children learn their addition and subtraction number facts to 10 at home. At school we use a programme called Numbersense. On the year group Google Drive, you will find parent resources for each week with suggestions of fun activities to do at home. The White Rose 1-minute maths app can also be used to practise number facts at home. <https://whiterosemaths.com/1-minute-maths>

White Rose has a parent section with resources you can use at home if you wish, including free printable workbooks. <https://whiterosemaths.com/parent-resources>

There is also a home learning section with short videos relating to each of the small steps listed earlier in this newsletter. <https://whiterosemaths.com/homelearning> All supporting documents will be added to the google drive so you can practise with your children at home.

Other important information/notes for the time ahead

Google Drive

Class newsletters and other resources/information for parents. The link for this is on our class page on the website. It is:

<https://drive.google.com/drive/folders/1dUJWgaQHMNgYweMrMrWKzDuUoWnHEc6w>

What does my child need to bring into school every day?

- **Book bag with spelling journal, reading record and school book(s). Please place this in the Book Bag box every morning.**
- Labelled water bottle
- Appropriate weather dependent clothing, e.g. a jacket, or raincoat if it is raining.
- Please ensure all things brought into school are labelled with your child's name. Thank you.

Volunteers

Calling all volunteers! If you, or a family member (such as grandparent) have a few hours to spare regularly each week and you would like to help us out then that would be really appreciated!

We would love some adults who can help with:

- Listening to children read across year groups.
- Developing reading resource packs and our library.

If you are interested then please fill in the online form via the link: <https://forms.gle/HcSTVaKetKyasohZ7>
Volunteers will need to have a DBS check completed for safeguarding reasons. Amy in the office will organise this and there is no cost. Once you've indicated your interest, I will get back to you as soon as I can.

Donations

In Year One we are currently developing our continuous provision and as part of this we are always looking for resources to add to our different areas.

At the moment we are mainly after natural 'loose parts' or 'construction' objects such as cogs, cardboard cubes, pine cones, cotton reeds etc.

If you have anything that you think we may find useful, please get in contact.