

Term 2 Newsletter (Hedgehog Class)

Dear Family Members,

This newsletter aims to provide you with an overview of the main learning planned for this term, alongside other useful information. 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:

Amber Fowkes
Class Teacher

Helen
Class LSA

Jenna Hall
PPA Cover teacher
Monday AM

Enquiry Question this term: I wonder what toys my parents and grandparents played with when they were little?

This term our enquiry question has a historical focus. The children will be historians, asking what questions, and consolidating their understanding of timelines.

Please could children bring in their **favourite toy/a photo of their favourite toy** on **Tuesday 7th November**. We will be using these to find out about toys today, before comparing this to the toys of the past.

If there are any **parents/grandparents** who would like to come into school to talk about their life/show us their toys from when they were little, this would be fantastic! Please get in contact for more information!

Learn Together

In Learn Together we will be exploring our rights and responsibilities in relation to the other children in the school and the contribution they can make to ensure these rights are upheld. We will also begin to distinguish the difference between a want and a need.

Within the belief systems strand, children will continue to explore our two focus belief systems- Christianity & Islam. We will then explore the festival of Christmas, examining art, music and traditions from this festival.

Rights Respecting Schools

This term we will focus in particular at these rights:

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 27: You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

English

Our focus book for the beginning of this term will continue to be **Stardust by Jeanne Willis**. We have spent lots of time exploring the characters, plot and emotions throughout the story and will now be planning and writing our own version of the story adapting the characters and themes.

We will then move on to our next focus text *Mixed*, an inspiring story about colour, by Arree Chung. We will be linking this to our Learn Together (Race and Ethnicity) and Art (Colour Theory).

Our main focus in writing will continue to be on composing a sentence orally before writing it, and re-reading to ensure it makes sense. We will be learning to write more complex sentences using our Colourful Semantics (Rainbow Sentences), by adding 'what' and 'where' to our 'who' and 'what doing' sentences.



The **cat** is **eating** a **bone**.



The **girl** is **swinging** **outside**.

For handwriting, we will be focussing on:

- 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 focused 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 focused 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.

Addition and Subtraction

WhiteRose Maths

Step 1	Introduce parts and wholes	Step 9	Addition – add more
Step 2	Part-whole model	Step 10	Addition problems
Step 3	Write number sentences	Step 11	Find a part
Step 4	Fact families – addition facts	Step 12	Subtraction – find a part
Step 5	Number bonds within 10	Step 13	Fact families – the eight facts
Step 6	Systematic number bonds within 10	Step 14	Subtraction – take away/cross out (How many left?)
Step 7	Number bonds to 10	Step 15	Take away (How many left?)
Step 8	Addition – add together	Step 16	Subtraction on a number line

On a Monday, with Jenna, the children will begin to look at the Days of the Week and the Months of the Year. Ordering these and learning to use vocabulary such as yesterday, tomorrow, next month etc.

Numbersense- Number Facts Fluency Programme

Autumn 2	Stage 2 Book 4	Stage 2 Book 5	Stage 2 Book 6	Stage 2 Book 7	Stage 2	Stage 2
	Make and Break 6	Make and Break 7	Make and Break 8	Make and Break 9	Gap teaching and consolidation	Gap teaching and consolidation

Wider Curriculum

As Scientists we will:

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Work Scientifically-

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use our observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

As Historians we will:

- Continue to develop our awareness of the past, using common words and phrases relating to the passing of time such as past, present, future, old, before, after.
- Identify similarities and differences between the ways of life within the timescales of their family, including grandparents.
- Use sources from within living memory to compare to themselves given books, videos, photos and artefacts to gather information to answer given questions.

As Designers, Artists and Creators we will:

- Explore what we mean by “sculpture” and think about what we like about different pieces of sculpture.
- Use our sketchbooks to make drawings inspired by sculptures we have seen, to help us think about what we like, and remember what we have seen.
- Use our hands to make small sculptures out of lots of different materials. We will bend, twist, fold, cut and fasten.
- Use our hands to make sculptures without designing first. To see “what happens if...”
- Discover that sometimes working with materials is hard work – things break or our fingers can hurt – but that is all ok!
- Share our work and listen to what other people like about it.
- Look at other people’s work and sometimes share what we like about it with them.

PE

- Our PE days will be Wednesday and Friday.
- On Wednesday Bristol Sport will be leading the session, focusing on gymnastics. On Friday Amber will be leading the session focusing on Target Games.

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 be unable to take part in the PE lesson if they are not dressed appropriately.

Children will continue to have music taught by professional musicians, Ian and Emma, from Preludes on Fridays.

In Computing, we will:

- Continue to develop our independence logging on to the class chromebooks and opening the correct program for the lesson.
- Learn about how to stay safe online.
- Recognise common uses of IT.

Home Learning

Reading

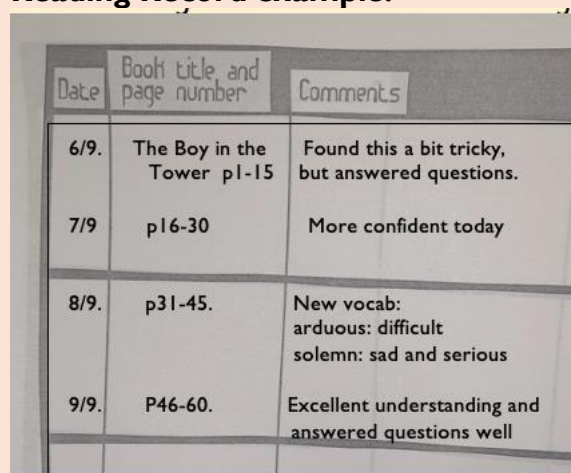
Expectations

- 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 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.

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.
- 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

- In Year One, we will not be starting with Spelling Quizzes just yet. However to introduce the children to this process, on Tuesday, all children will be given a spelling/handwriting journal and a handwriting booklet.
- The expectation will be that children complete 2 pages of the handwriting booklet at home each week. This will be checked alongside reading records on a Friday.
- Spelling/handwriting journals are there for any additional phonics/handwriting/spelling that your child may want to do. Jenna will be introducing the children to different spelling strategies that they can use in these to support their learning of tricky words.
- We will be using the spelling/handwriting journals and booklets everyday, and therefore please ensure these are brought into school (in your child's bookbag) everyday.

- 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/handwriting journal (and handwriting booklet) , 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.