

### A message from Mrs Archer...



A very warm welcome to Spring Term of Year 1! I hope you all had a relaxing break and are feeling refreshed and ready for the exciting term ahead. I am looking forward to another term filled with growth, curiosity, and a lot of fun.

This term, our classroom will be full of energy as we continue to build on the wonderful progress made in Autumn Term. We will focus on developing skills across all areas of learning, and I'm excited to see how the children continue to grow in confidence and ability. Each child's enthusiasm, creativity, and determination will help make this term both enjoyable and successful.

As always, we will be encouraging the children to ask questions, share ideas, and embrace new challenges. We're ready to support them every step of the way as they continue their learning journey. I am grateful for your ongoing support and the important role you play in your child's education. Your involvement helps make a huge difference, and I look forward to working together to ensure this is a fantastic term for all our children.

If you have any questions or require any further support, please don't hesitate to get in touch.

I am excited for what lies ahead, and I'm confident we'll make Spring Term a memorable and rewarding experience for your child.

Warmest regards, Mrs Archer

## English

- SPAG: Basic punctuation, capital letters and adjectives
- Phonics: daily phonics using ESL
- Letter Writing using our History topic Victorian's as a Focus.
- Narrative using the story 'The Queen's Hat'
- Poetry – Riddles
- Handwriting using Kinetic Letters

## Religious Education

### Galilee to Jerusalem

Children will develop understanding that through the ministry of Jesus, some of those who encountered him knew he was the Son of God.

### Desert to Garden

Children will learn about the season of Lent as a time to prepare for Easter and will know the story of the last week of Jesus' life, his death, and resurrection.

## Maths

### Additive Structures

Children will learn:

- Each addend represents a part, and these are combined to form the whole/sum; we can find the value of the whole by adding the parts. We can represent problems with missing parts using an addition equation with a missing addend.

- Breaking a whole down into two or more parts is called partitioning; the subtraction symbol,  $-$ , can be used to represent partitioning.

### Augmentation and Reduction

- A subtraction context described by a 'first..., then..., now...' story is an example of reduction. We can link the story to a numerical representation – each number represents something in the story.
- Addition and subtraction are inverse operations.

## Science

### Seasonal Changes (Spring)

- Make simple observations about changes across the seasons.

### Everyday Materials

- I can explain the materials that an object is made from, its features and suitability.

## Geography

### London/Edinburgh

- I can compare and contrast the location of London with Edinburgh



### History

Toys – Changes in living memory

Victorians – What was life like as a Victorian school child?

### Music

Round and round

Latin American, Jazz and Film music  
Pulse, rhythm, pitch, tempo and dynamics

### Physical Education

Dance

- To explore travelling actions, movement skills and balancing by linking actions together and making short dance phrases.

Ball Skills

- To develop throwing and catching.

### PSHE

Created to live in Community

- To explore my relationship with the wider world. The children will explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good

### Computing

Digital Writing

Children will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between them.

### Art and Design

LS Lowry

- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by LS Lowry

### How to support your child at home...

Ask your children what they do at school, ensure they attend regularly, eat a nutritious breakfast and get plenty of sleep. This will help encourage a healthy school relationship and foster a love of learning!

Please read daily with your child at home. We expect a phonetically decodable book to be read a minimum of 4 times a week and a book for pleasure to be read/ enjoyed together a minimum of 1 time a week. We also love to see any other reading that happens at home – don't forget to record the book challenge books too!

Phonics is a massive part of life in Year 1, leading to the Phonics Screening Check in June 2025. Please practice the new sounds in your child's reading record each week alongside their harder to read and spell words.

### Important Information

Every **Monday** – Please send your child to school in their PE kit.

Every **Wednesday** – Your child will be taking part in Outdoor Learning. Please send in wellies each week, as it can be muddy. Waterproof trousers are also useful if you have any.

Reading books will be changed on **Tuesdays and Fridays**. Reading books will NOT be changed if the book has not been read a minimum of 2 times.

Homework will be checked and sent out on **Thursdays**. More information will be sent out about this soon.

Please check Class Dojo **EVERYDAY**. This is the quickest way of receiving information and changes to any regular routines will be posted here.