

Dear Parents,

We hope that you have all had a lovely summer after the trials of 'Lockdown Life'! We are excited to be starting a new year back in school and are hopeful that with the systems we have in place, life can return to a greater degree of normality. We have made many adaptations, as you will appreciate, within the wider school and in class to enable us to operate safely within the guidance set out by Central Government. This means that the learning environment and learning itself will look different to normal. We have made slight changes to our curriculum so that should we have to operate virtually, learning is not interrupted, can be easily accessed by children and overseen remotely by staff. This includes times where children may need to self-isolate due to individual family circumstances. There will undoubtedly be teething problems but we anticipate that changes to routines will quickly be established and that life in school will return to a 'new normal'. Green Class will be taught by Mrs White and Rainbow Class by Mrs Reilly.

Communication

We will do our best to keep you informed of any changes and with that in mind are going to retain the Dojo messaging system for communication (new invites for your new class will be sent out in the coming days) so that you have a means of direct communication with staff. This year we will be conducting our Parents' Evening via a 10 minute telephone call early in November (Monday 9th and Tuesday 10th) to discuss how your child has settled in and update you about their learning.

Topics this term

English

Word level work -children will have a phonics lesson each day and we will continue to use 'Letters and Sounds' scheme to ensure they have acquired all the sounds they need to be confident in both reading and spelling to compliment the Year 1 spelling objectives. A copy of the school's high-frequency spellings and KS1 common exception words have also been attached. We will have a spelling lesson each week, exploring the Year 1 spelling rules and this will form the basis of our daily handwriting practise. Handwriting continues to be an important focus this year and a fluent, consistent style is encouraged. Regular practice at home would be helpful.

Sentence level work- Children will consolidate their ability to write sentences which make sense using a capital letter and full stop. We will also look at using interesting vocabulary and conjunctions to improve and extend sentences.

Maths

In Maths this term, we will be using short pre-assessments and our own teacher observations to help us identify any objectives from the previous year which may require further consolidation before moving on to more advanced content.

We will be covering the following objectives from the Year 1 curriculum:

counting; reading and writing numbers (including counting in 2s, 5s and 10s); addition and subtraction (using 1-digit and 2-digit numbers); numbers bonds to 10 and 20; number problems; multiplication and division using concrete objects and arrays; finding half; measuring and comparing length, mass, capacity and time; recognising coins; sequencing events; recognising and naming 2-D and 3-D shapes and describing movement.

Science

- Our first unit this year is 'Animals including Humans'. This includes identifying and naming a variety of common animals and their structures. We will also look at seasonal changes in the school grounds throughout the year.

Computing

- Basic logging on skills
- Technology in our lives- recognise how technology is used in the home and community
- E Safety- keeping safe online

Design Technology

- Designing and making a fruit kebab

Art

- Portraits of ourselves

History

- Changes which have occurred within living memory

Geography

- 'My School, My Home' - looking at the features of our school grounds and routes to school.

P.E.

- Gymnastics

Music

- Exploring sounds using the theme 'ourselves'.

PSHCE

- Relationships: feelings, differences, fair and unfair.

RSE

- To identify and respect the similarities and differences between people.
- To communicate their feelings to others, to recognise how others show feelings and how to respond.
- To recognise what is fair and unfair, kind and unkind, and right and wrong.

Religious Education

- What can we learn about Christianity from visiting a Church?
- Why are gifts given at Christmas?

Dates

October Half term: Friday 23rd October - Monday 2nd November

Parents' Evening telephone conferences: Monday 9th & Tuesday 10th November

Christmas Holidays: Friday 18th December - Tuesday 5th January

Timetable

Please find attached a copy of our timetable. This is to give you an idea about what your child has learned each day but is subject to change (other than PE).

This year our PE day is a Tuesday. Please remember that your child should come to school already dressed for PE in line with our changes. Our class will continue to access Forest Schools throughout the year and we will let you know in advance so that appropriate clothing can be worn to school on those days.

Homework

In Year 1, children will receive Maths homework on a Friday, to be completed by the following Monday when it will be handed in and marked.

This year, we are going to be moving to SpellZone an education spelling program which tailors an individualised spelling scheme for your child. Your child will then complete weekly activities based on their identified spelling need as part of their homework and will move to new spellings as they demonstrate a secure memory of the given word lists. The children will no longer be given a formal list of spellings to learn as this will be an ongoing part of the program.

In addition, we ask that you read with your child for 10 to 15 minutes at least three times weekly.

Reading

This year reading books will be changed weekly on a Friday and must be returned by Wednesday to allow a quarantine period for books. These books are all colour-coded and will match your child's level of phonics knowledge and comprehension ability. Please record any reading you do with your child in their reading record. We recommend at first, you look at the inside front cover of the book where you will find information for parents regarding the sounds and tricky words you might find. There are also some ideas of activities to do with your child before, during and after reading the book. Then, concentrate on word recognition and understanding the meaning of any new words. If your child is struggling with some of the words, you could make a flash card and practise it separately from the book. Following that should be fluency and expression practice. This will improve through lots of modelling by you. Can they copy your expression? Are they thinking about the punctuation and how this can help expression? Finally, talk about the book with your child to check comprehension skills. Reading regularly at home helps them to make good progress and we advise trying to read for 10 minutes per day. Individual reading will also be carried out at school and we will be stamping your child's reading record to show this, although additional notes will not be made in order to limit cross-contamination. Children should have their school reading book in their bag on a daily basis to enable us to listen to them read. Children will also have access to library books, however please bear with us whilst we work this out as it may look different.

We hope your child will enjoy the year in either *Green* or *Rainbow Class*. If you have any queries, please do not hesitate to contact us.

Yours sincerely

Mrs. J White and Mrs. H Reilly

Set 1		
the	go	was
to	he	are
I	she	my
no	was	
Set 2		
and	like	when
they	some	were
said	come	there
have	what	
Set 3		
water	should	called
people	would	asked
looked	because	
could	different	
Set 4		
does	of	Monday
coming	off	Tuesday
with		Wednesday
might	to	Thursday
every	two	Friday
again	too	Saturday
treasure		Sunday

High Frequency Words

(up to Y4 expectations)

Y4 Reading List

<u>Alice's Adventures in Wonderland</u>	<u>Lewis Carroll</u>
<u>The Ogre of Oglefort</u>	<u>Eva Ibbotson</u>
<u>Granny</u>	<u>Anthony Horowitz</u>
<u>The Dragon's Child</u>	<u>Jenny Nimmo</u>
<u>A Bear Called Paddington</u>	<u>Michael Bond</u>
<u>Malory Towers Series</u>	<u>Enid Blyton</u>
<u>The Borrowers</u>	<u>Mary Norton</u>
<u>How to Train a Dragon</u>	<u>Cressida Cowell</u>
<u>Harry Potter and the Philosopher's Stone</u>	<u>J.K. Rowling</u>
<u>Harry Potter and the Chamber of Secrets</u>	<u>J.K.Rowling</u>
<u>The Dancing Bear</u>	<u>Michael Morpurgo</u>
<u>The Sleeping Sword</u>	<u>Michael Morpurgo</u>
<u>Long Way Home</u>	<u>Michael Morpurgo</u>
<u>The Wreck of the Zanzibar</u>	<u>Michael Morpurgo</u>
<u>The Sea Piper</u>	<u>Helen Cresswell</u>
<u>Harry the Poisonous Centipede</u>	<u>Lynne Reid Banks</u>
<u>The Famous Five Series</u>	<u>Enid Blyton</u>
<u>Gregory Cool</u>	<u>Caroline Binch</u>
<u>A Pot of Gold</u>	<u>Jill Bennett</u>
<u>Diggers</u>	<u>Terry Pratchett</u>
<u>Dragons at Crumbling Castle</u>	<u>Terry Pratchett</u>
<u>The Witch's Vacuum Cleaner</u>	<u>Terry Pratchett</u>
<u>The Demon Headmaster</u>	<u>Gillian Cross</u>
<u>Dog So Small</u>	<u>Philipa Pearce</u>

<u>The Battle of Bubble and Squeak</u>	<u>Philipa Pearce</u>
<u>Emil and the Detectives</u>	<u>Erich Kastner</u>
<u>The Iron Man</u>	<u>Ted Hughes</u>
<u>The Lion, The Witch and The Wardrobe</u>	<u>C S Lewis</u>
<u>Little House on the Prairie</u>	<u>Laura Ingalls Wilder</u>
<u>Mrs Frisby and the Rats of Nimh</u>	<u>Robert C O'Brien</u>
<u>Stig of the Dump</u>	<u>Clive King</u>
<u>Matilda</u>	<u>Roald Dahl</u>
<u>James and the Giant Peach</u>	<u>Roald Dahl</u>
<u>Danny the Champion of the World</u>	<u>Roald Dahl</u>
<u>Emily Feather Series</u>	<u>Holly Webb</u>
<u>'I Survived' Series</u>	<u>A range of authors</u>
<u>Charlotte's Web</u>	<u>E.B. White</u>
<u>The Secret Garden</u>	<u>Frances Hodgson Burnett</u>
<u>Flour Babies</u>	<u>Anne Fine</u>
<u>Clarice Bean That's Me!</u>	<u>Lauren Child</u>
<u>Tom Gates Series</u>	<u>Liz Pichon</u>
<u>The 13th Storey Tree-House</u>	<u>Andy Griffiths/Terry Denton</u>
<u>The World's Worst Children</u>	<u>David Walliams</u>
<u>The Demon Dentist</u>	<u>David Walliams</u>
<u>The Story of Tracey Beaker</u>	<u>Jacqueline Wilson</u>

