

# Year One Newsletter




Summer Term – Week Beginning: May 1<sup>st</sup>

Topic: Nature Detectives


End of topic question ‘Which plants would you plant in the new planters and why?’

**\*\*Sensible shoes this week for our Ladywell Fields trips Tuesday for Purple Class, Wednesday for Green Class and Thursday for Orange Class.**

**\*Coronation Parade - Friday May 5<sup>th</sup> 2pm onwards. See Dojo for class updates.**

What’s Happening Next Week:	How You Can Help at Home:
<p style="text-align: center;"><u>English – The Coronation</u></p> <p>We’ll be finding out about King Charles III life up and just what a coronation actually entails. We’ll also be writing letters to the King about the climate pledge each class has undertaken, last time we wrote to Buckingham Palace we did get a response – will we be as lucky this time?</p> 	<p>Is there anyone your child would like to write a letter to? If you can’t quite remember how to write an informal or formal letter, here are some tips:  <a href="https://selfsufficientkids.com/how-to-write-a-letter-for-kids/">https://selfsufficientkids.com/how-to-write-a-letter-for-kids/</a></p> <p>It doesn’t have to be long, it could be to a friend or grandparents, if they’re not sure what to write about, they could just say how their weekend is going. Send in any examples through Dojo.</p> 
<p style="text-align: center;"><u>Phonics</u></p> <p>This week children will re-visit the sounds...</p> <p style="text-align: center;">ue blue rescue  ew chew new  u-e rude cute  aw claw</p> <p style="text-align: center;"><u>Tricky words:</u>  today their people your any</p> 	<p>How many of these sounds can you spot in the books you read this week?</p> <p>Can your child put some (or even all) of the tricky words into a sentence?</p>
<p><b><u>Maths – Counting in multiples of 2, 5 and 10</u></b></p> <p>Next week we will be counting in multiples of 2, 5 and 10. They will be practising counting back in</p>	<p>Why not see how your child gets on counting in 2s, 5s or 10s? If they find it hard counting up in those numbers from zero, count along with</p>

them too. There will be lots of opportunities to use practical resources and images to support this. The children will be introduced to the language associated with multiplication, such as “\_\_ groups of 2 are equal to \_\_” to begin to develop understanding of multiplication.

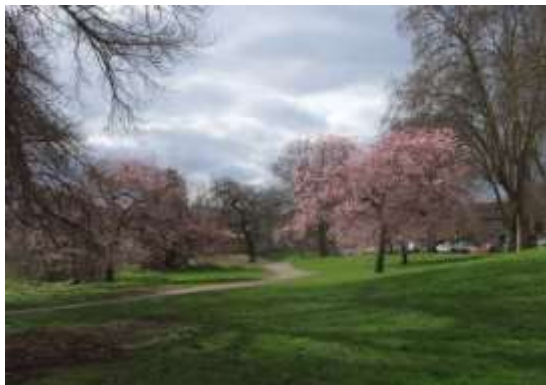


There are \_\_ leaves on each branch.  
There are \_\_ branches.  
There are \_\_ leaves in total.

them. For counting up in 5s and 10s, you can use hands to support, opening one hand when on a number that ends in a five and both on a number that ends in 0. If you child finds counting up in 2s, 5s and 10s easy, try starting them from numbers other than zero, or even going backwards in 10s or 5s. As they are counting do listen out to make sure they are not confusing teen numbers and multiples of 10, for example 13 and 30 or 15 and 50 as that is easily done because they sound similar.

### Science – Ladywell Spring Visit

This week the children will be visiting Ladywell Fields. We previously visited the park in winter. As we return we will be observing the changes that spring has brought. We will also be going on a plant hunt.



Back at school, we will start collecting weather data on spring. The children will have their own ‘Spring Weather Booklet’ where they will record the weather, sunrise/set, day length and - using a thermometer – that day’s temperature. We will do this for the next two weeks.



Listen and watch the weather reports on the radio and TV. What facts do they share with you? Do you recognise any repeating patterns about the weather in spring or are is your child noticing how unpredictable it can be?

<https://www.bbc.co.uk/bitesize/topics/zndc96f/articles/zp4sydm>

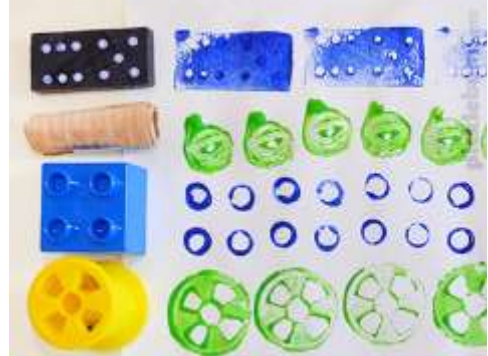
Feel free to revisit the seasons and the weather associated with each season using the link above.

### Art – Creating our printing block

In art the children finish off their printing tool by carefully gluing the string onto their design.



Your child could try printing at home using different objects. They could dip objects in paint and print onto paper. What do they notice about the image they printed? Is it what they were expecting?



### Geography – Using locational and directional language

In geography this week, the children will be looking at the maps used the week before but now it will have a given route marked out. Whilst reading the map, the children will be directing their partners so they can follow the marked route around the school.



Using the link to see Honor Oak Park from above can your child find their way from school to their home? What about from the station to home? Can they use left, right, turn, around etc when describing the route?

<https://earth.google.com/web/search/honor+oak+park/@51.44897535,-0.04519843,40.17017513a,468.10643182d,35y,-0h,0t,0r/data=CigiJgokCYCQdcU4QUJAEeTlqVAnLQrAGRjiBCZsOkBAIYx-YaTbo1jA>



### PSHE – Feelings

In PSHE, we will continue to develop our understanding of our feelings. We will think of strategies we can use to handle feelings, of excitement, sadness, anger and fear.



Have a lovely Bank Holiday weekend. See you Tuesday.

The Year 1 team 😊