

# This is the Year One Newsletter

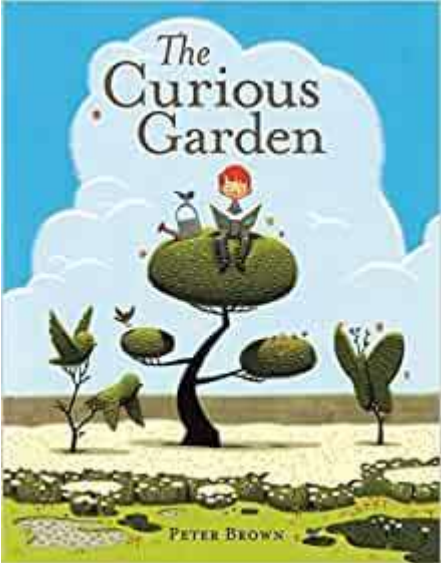


Summer Term – Week Beginning: 17<sup>th</sup> April

Topic: Nature Detectives

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

**\*\*Please remember to bring back in your PE Kits when you come back to school as PE starts again the first week back. Orange need their kit Monday, Purple need theirs Tuesday and Green need theirs Thursday.**

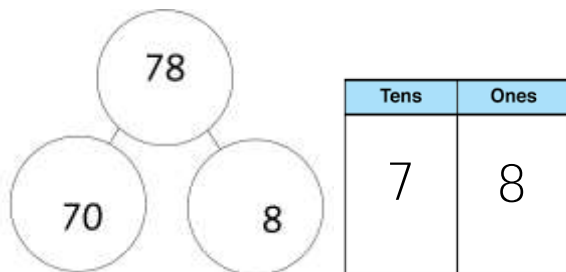
Thank you.

What’s Happening First Week Back:	How You Can Help at Home:
<p data-bbox="438 660 531 694" style="text-align: center;"><u>English</u></p> <p data-bbox="159 705 805 918">We’ll be using the story ‘The Curious Garden’ by Peter Brown to teach the children about the suffixes ‘ing’, ‘ed’, and ‘er’. We’ll only using words where the root word doesn’t change, like ‘help’ to ‘helping’ or ‘plant’ to ‘planting’.</p> 	<p data-bbox="861 660 1476 806">How many words can you think of that you can add ‘ing’, ‘ed’ and ‘er’ to? You could make a list and with your child and they could draw some pictures to illustrate the actions.</p> 
<p data-bbox="422 1594 544 1630" style="text-align: center;"><u>Phonics</u></p>  <p data-bbox="188 1720 774 1751">This week children will re-visit these sounds...</p> <p data-bbox="383 1796 582 1966" style="text-align: center;">ay as in play a-e as in shake ea as in each e as in he</p>	<p data-bbox="853 1639 1476 1751">Over the holidays have a browse of the Little Wandle Website. Which is the updated Letters and Sounds Phonics scheme we are using now.</p> <p data-bbox="853 1758 1476 1832"><a href="https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/">https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/</a></p> <p data-bbox="853 1877 1476 2020">There are helpful links for how to support your children with the sounds. Particularly the revision of the Phase 3 sounds which it is always really beneficial to keep reviewing.</p>

See how many sounds your child can now recognise! Enjoy setting and achieving some small, daily targets to keep up with phonics over the holidays!

**Maths – Place Value to 100**

We will be looking at numbers between 50 – 100 for the first few weeks of next term. We start with some work on hundred squares, counting forwards and backwards and finding one more and one less than randomly selected numbers. Then we will look at different ways of representing the tens and ones of numbers between 50 and 100. Primarily these will be Part Whole Models, Base 10 and Tens and Ones Grids. From there we will start to compare numbers using the  $>$ ,  $<$  and  $=$  signs.



Can your child count to 100 from 0? Can they count to 100 from a random number you give them like 56 or 64? Can they count backwards from 100? Can they count backwards from random numbers like 92 or 85? If you give them a random number under 100, can they tell you one more or one less?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**Science – Observing and Labelling Plants**

The children will have a recap of parts of plants and then be introduced into bulbs and annual plants. There will be the uprooting of grown plants which will be followed by the dissection of its bulb and close observation. The main activity will see the children drawing and labelling the parts of an annual plant like a daffodil.



If you are out and about see if you begin to spot any spring flowers blooming in our local area.

Will the children be able to point out any deciduous or evergreen trees? Can they remember which is which?



Feel free to share any pictures taken while you're out and about of any plants spotted via Dojo.

### **Art – Printing**



The children will be creating their own print this term using the work of either William Morris or Georgia O'Keefe as their stimulus.

They will get the chance to look at these artists work and explain what they like and don't like about them. They will then choose their favourite artist and use their work to draw in the style of that artist in their sketch book. The sketch they produce will be used in the following week to create their own printing block design.

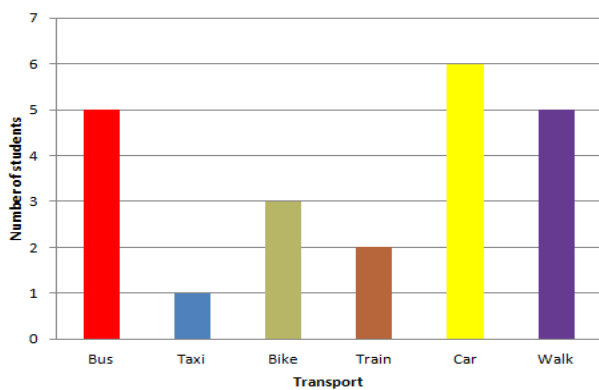


Taking a look at these examples of the artists' work, can your child begin to talk about how they are the same yet also different? Can they share which is their favourite and why?

### **Geography – Where is our School?**

This week in Geography the children will see how we can use Google maps to search for our school. They will then gather data on how we come to school and produce class bar graphs and compare them across the year group. How will ours differ to this example?

**Method of Transport to School**



Feel free to use the link below for google maps to begin to talk about the route taken to school and see the route you and your child take to get to school.

<https://www.google.com/maps/place/Stillness+Primary+School/@51.4496214,-0.041129,17z/data=!3m1!4b1!4m6!3m5!1s0x4876023658e48ac5:0x8a3a8f910599aab7!8m2!3d51.4496214!4d-0.0389403!16s%2Fg%2F1thmkgkh>



### **Computing – Labelling and Matching**

To kick off our new 'Grouping Data' unit, the children will be sorting objects into groups and labelling these groups. These will be will objects such as the 3D shapes we use in Maths or the toy animals we use in Science.

What have you got at home that you could sort into different groups? You could sort Lego into different groups first by colour and then by shape and write out labels for them; red bricks, green bricks etc. or 2x2 bricks, 2x4 bricks etc. You could sort toy animals into groups and label them; animals with wings, animals with 4 legs and so on. Send in any pictures through Dojo of any sorting you do.

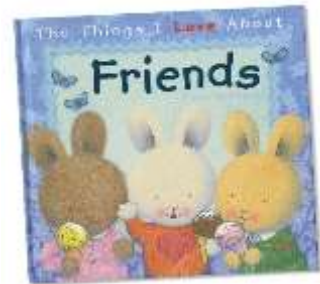


### PSHE – Friendship



The importance of friendships will be revisited this week. What makes a good friend and a bad friend will be discussed along with a reminder of how to make friends. We will finish up with a task focusing on what is needed to be a good friend.

As you are reading at home with your child, if the story has friendships within it can they begin to explain how the characters are friends or why they may not be? Do they think that relationship will change for the better as the story goes on?



Have a lovely break. See you in two weeks.

The Year 1 team 😊