

Year 1 Newsletter – Autumn 2 2023

Welcome

I hope your children had a restful half term.

Miss Stocker is now working in Year 1 with myself and Mrs Clarke.

Please feel free to talk with me after school, or for a longer appointment, please contact the school office, or myself directly at jlowe@hazelleysacademy.org

Phonics and Reading

Phonics

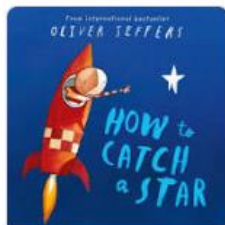
Our Phonics scheme is Little Wandle Phonics.

Your child will continue to receive two books this term: a fully decodable book, that closely matches the phonemes (sounds) that have recently been taught in school, and that has been read in school during reading lessons, and a 'reading for pleasure' book. Your child is free to change their read for pleasure book at any point in the school day.

PLEASE CONTINUE TO SEND READING BOOKS AND RECORDS IN TO SCHOOL DAILY, IN ORDER FOR YOUR CHILD TO COMPLETE THEIR DAILY READING PRACTICE.

Also, please record in your child's reading record every time you hear your child read at home. Your child is rewarded with Dojo points for home reading.

Recommended reads: author – Oliver Jeffers



Writing



This term we will be continuing to focus on:

- correct letter formation using our new scheme Happy Handwriting
- saying and writing simple sentences and recording words using phonic knowledge
- learn to spell 'tricky' words (linked to the phonics scheme) and Year 1 common exception words
- learning how to write texts that explain and write stories

Writing units are based on the following texts:

My First Dog Book – Dawn Bates

Traditional Tales – Goldilocks and The Three Bears and The Three Little Pigs

Maths Unit: Addition and Subtraction



The children will also continue to practise number formation and recognition.

Step 1 Introduce parts and wholes

Step 2 Part-whole model

Step 3 Write number sentences

Step 4 Fact families – addition facts

Step 5 Number bonds within 10

Step 6 Systematic number bonds within 10

Step 7 Number bonds to 10

Step 8 Addition – add together

Step 9 Addition – add more

Step 10 Addition problems

Step 11 Find a part

Step 12 Subtraction – find a part

Step 13 Fact families – the eight facts

Step 14 Subtraction – take away/cross out (How many left?)

Step 15 Take away (How many left?)

Step 16 Subtraction on a number line

Science Unit: Animals and Their Needs



Lesson Sequencing:

Lesson one will explore common animals, describing and naming them. Lesson two will build on the knowledge learnt in lesson one by looking at how scientists group animals according to their features. In lesson three, children will learn that another way to group animals is based on what they eat. Lesson four will explore the needs of animals in the context of pets. Lesson five will tie together learning so far in the unit and get children to describe an animal using scientific words and diagrams. In the assessment lesson, children can demonstrate their knowledge through a sorting task, a written information text task or by answering multiple questions on animals with short responses.

Working Scientifically criteria met in this unit:

- using their observations and ideas to suggest answers to questions
- identifying and classifying

Computing Unit: Online safety and exploring Purple Mash



The children will learn about:

- Safe logins
- My work area
- Purple Mash topics
- Purple Mash tools
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Art & Design unit: line

This unit introduces children to the element of line. It presents the idea that lines are like basic tools for artists and explores Klee's influential statements describing lines. The lessons explore vocabulary for describing different kinds of lines and children practise using these to create pictures, working directly from instructions and using their imagination. They investigate the work of Miro, Bratescu and Klee which show how lines can be used to show different things, ranging from simple shapes and objects to representing dreams and music. They look at how artists can use different materials to make lines, not only using pencils, pens and paint but using 3D media, such as wire and string. They then produce their own work using mixed media. Looking at huge paintings by Miro affords the opportunity to address the idea of scale and the children work as a group to produce a large work.



Design Technology: Cook- Jam Tarts / Mince Pies

Cooking and Nutrition

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

In Key Stage 1 pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes

History: Discovering History



Lesson Sequencing:

The sequence of lessons in this unit has been designed to provide a platform for children to develop their historical consciousness. Lesson 1 begins by emphasising that history is the story of the past, and that people who study the past are called historians. Lesson 2 introduces the substantive concept of ancestry through using family trees which highlight who has lived in the past. In this lesson, children will also be introduced to the Royal family tree which will provide some prior knowledge for their next

unit on Kings and Queens. This will begin their understanding of the substantive concept of monarchy. Lesson 3 focuses on historical sources and how these sources help us to understand the past. In this lesson, the children learn about Mary Seacole from looking at a range of sources. This

unit begins to introduce the pupils to disciplinary concept of historical significance (what is important from our past that we should learn about today. Lesson 4 introduces pupils to the role of archaeologists. They will learn that archaeologists study the things left behind by the people who lived before us. They will look at real archaeological findings, such as Must Farm, which will be looked at in more depth when the children study the Stone Age to the Iron Age in Y3. Lesson 5 introduces the pupils to the notion of local history – history of transport in Corby. Overall, as children progress through the unit, and through the curriculum, they will begin to understand that history is a process of finding out what happened in the past and how that can help us explain the world around us today.

Music Unit: Rhythm in the way we walk



The children will learn how to:

1. Listen and Appraise
2. Musical Activities - learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Games (Warm-up Games and Flexible Games) b. Singing c. Playing Instruments (classroom and or band instruments) d. Improvisation e. Composition
3. Perform and Share

PE

PE will continue to take place on Tuesdays and Wednesdays outdoors and indoors, so please remember to send your child to school dressed in PE kit on those days. Children may stay in PE kit all day. Long hair to be tied up and no jewellery please. Thank you.

Topics taught this term:

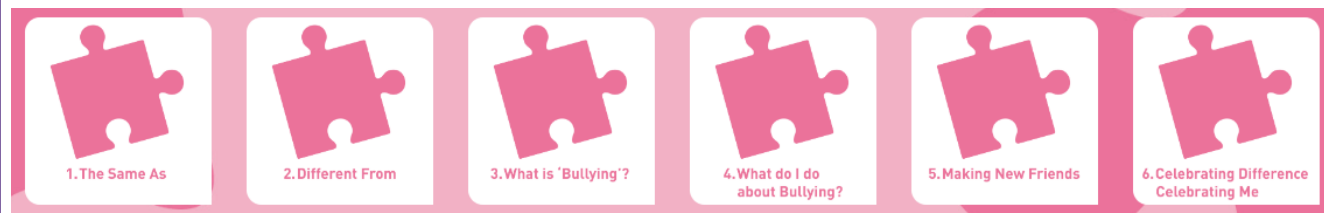
Gymnastics
Multiskills



PSHE Unit: Celebrating Difference



Lesson sequence:



RE Unit: Christianity

Key question: what gift would I have given to Jesus if He had been born in my town and not in



Bethlehem?

RE teaching is a 4-step process involving: engagement, investigation, evaluation, and expression.

Enrichment



Possible visit to Hamerton Zoo to support understanding of Science Unit: Animals and their Needs.

Homework Project



At the end of every term, a selection of homework projects will be sent home for your child to complete. They may select any of the projects set. Projects will be linked to the learning that will take place in the following term. 5 dojos will be presented on completion of a project. THIS IS NOT COMPULSORY.

Weekly homework:

- Read school reading book at least x3 weekly. Please record that your child has read in their reading record, as we collate and record all reads every Friday and award Dojo points for home reading.
READING BOOKS MUST BE SENT IN TO SCHOOL DAILY IN ORDER FOR YOUR CHILD TO COMPLETE THEIR DAILY READING PRACTICE.
- Spellings - linked to phonics or spelling pattern taught during the week. There will be a weekly spelling test linked to spellings sent home. Spellings are sent home every Monday.
- Complete number bond practice on Numbots.

ALL USERNAMES AND PASSWORDS WILL BE STUCK INTO THE FRONT INSIDE COVER OF YOUR CHILD'S READING DIARY.



Skills Builder

The Skills Builder Universal Framework provides a common language for building essential skills with children and young people.

Research shows that building essential skills supports social and emotional wellbeing, learning and academic outcomes and careers and opportunities



Rewards

The children will receive 'Dojo Points' as reward for good behaviour, work and attitude. Points can be 'spent' on prizes periodically.



Class information

Class Teacher: Miss Lowe

Teaching Assistants: Miss Stocker and Mrs Clarke

Please remember to name your child's school jumper or cardigan.

We request that all children bring a named water bottle to school every day and as this aids brain function.

Please remember if you are making your child a packed lunch, we ask you not to put anything in that contains nuts.



Dates for the diary!

- Tuesday 31st October 2023 school opens
- Early November – possible Y1 visit to Hamerton Zoo – dates TBC
- Monday 13th November – Anti-bullying week – Odd Socks Day
- Friday 17th November – Children in Need Day

- Friday 1st December – GAT Training Day – school closed to pupils
- Wednesday 6th December KS2 Carol Concert 2.30pm – school hall
- Thursday 7th December New Nursery intake evening
- Thursday 7th December HLA Christmas Fair – school hall
- Friday 8th December Christmas Jumper Day
- Wednesday 13th December KS1 Nativity 2.30pm
- Thursday 14th December Christmas Lunch
- Thursday 14th December – EYFS performance
- Tuesday 19th December – Class Christmas Parties
- Wednesday 20th December 2023 school closes

DATES AND TIMINGS MAY BE SUBJECT TO CHANGE