

Year 1 Newsletter – Spring 1 2026

Welcome

Welcome back! We hope you had a wonderful Christmas and wish you and your family a Happy New Year! We would like to say a huge thank you to all the parents and carers who supported us with the Christmas nativity and the Christmas party.

Year 1 Team

Reading and 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 reading for pleasure book at any point in the school day.

- **Please continue to send reading books and records into school daily.**
- 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.
- Each Friday your child can swap their reading for pleasure books.
- You can support your child's progress by listening to them read each day.

READING BOOKS MUST BE SENT IN TO SCHOOL DAILY IN ORDER FOR YOUR CHILD TO COMPLETE THEIR DAILY READING PRACTICE.

Recommended reads:

The Storm Whale by Benji Davis

Writing

This term we will be writing a story based on our class text. Your child will learn use different styles of sentences to convey meaning and continue to practice using capital letters and full stops in sentences. Later in the term, we will be looking at the needs of wild animals, and we will be practicing sharing information through our writing.



We will also continue to practise spelling daily in spelling lessons, you can support your child further by practising their weekly spellings at home. Spellings are sent out as a paper copy and are also on Spelling Shed. Your child receives Dojo's for their spelling work both online and paper based.

Maths

This term we will continue our work on addition and subtraction within 20. The children will use our manipulative and pictorial representations to support with the calculation methods. We will then move onto time where the children will learn to order the months of the year and sequence events in order. This will then be deepened by learning how to read and write the time; o'clock, and half past.



Science Unit: Seasons and weather

In Science, we will be learning about the four seasons and weather. We will look at different tools to record the weather and consider the use of graphs to show weather information.



Computing Unit: Teach computing- Programming a robot.

This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs.



Art & Design unit: Architecture

We will be looking at the architecture of buildings, including different features and consider the various purposes of buildings. The children will also be designing their own buildings.

Design Technology

This term in DT we will be studying food technology, looking specifically at chopping vegetables and considering a balanced diet.

Geography: The British Isles

In Geography, we will be naming locations within the British Isles. During this unit children will study each country within the United Kingdom.



Music Unit: Animals in Music

The children learn about the Carnival of the Animals by the French composer Saint-Saëns. By listening to different parts of the Carnival of the Animals the children learn about the concept of pitch and how contrasting low and high pitch (in combination with using different speeds) can be used to evoke/represent different animals.



They learn that different instruments create sounds of contrasting pitch, such as the double bass which is very low, and the flute which is high. They experiment creating their own music using their own voices and tuned percussion using contrasting pitch and speed (tempo) to represent different animals. They are also introduced to the idea that we can use symbols to represent music and create pictures to represent Saint-Saën's piece, 'Aquarium'.

PE:

PE will take place on Mondays and Thursdays 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 needs to be tied up and no jewellery this includes earrings please.



PSHE Unit: Dreams and Goals

In PSHE we will be learning how to stay motivated when doing something challenging and maintain a positive attitude. We will also be reflecting on how we work with others and support them to achieve their goals.



RE Unit:

Budhisim



Why is the story of the Buddha important to some Buddhists?

RE teaching is a 4-step process involving: engagement, investigation, evaluation, and expression. Children consider ideas and discuss information and questions, thinking about a variety of religions and topics.

Homework



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.
- Spellings – log into spelling shed homework has been set on there.
- Numbots- Log into numbots for maths homework.

Homework project:

Our project will be linked to next terms science topic - the four seasons.



You can show the differences in the seasons in any way you choose, be as creative as you like!



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 Teachers: Miss Moorhouse

Teaching Assistants: Miss Stocker and Miss McKillop

- **Please remember to write your child's name in their school jumpers or cardigans.**
- We request that all children bring a named water bottle to school every day. Please ensure your child has a coat for playtimes.
- Please remember if you are making your child a packed lunch, we ask you not to put anything in that contains nuts.

We work hard in school to develop your child's independence. Please support us by letting your child walk from the key stage 1 playground and into the classroom by themselves rather than walking them up to the key stage 1 corridor door. This is a great way to promote independence and to support with transition in the morning.

Thank you for your support with these matters.

Dates for the diary!



Monday 5th January – Teacher Training Day – School closed to pupils

Tuesday 6th January – School reopens to pupils

Thursday 15th January – Grow a reader parent workshop – 3:20pm

Monday 19th to Thursday 22nd January – Maths drops in parent sessions (more information to follow)

Monday 9th to Friday 13th February – Children's Mental Health week

Friday 13th February – School closes for half term




Grow a Reader

HAZEL LEYS ACADEMY

Join us for our Parent/ Guardian workshops.
Six individual workshops across the year.
Learn how to support your child's reading at home in a safe, supportive space.
Enjoy the flexibility to join the workshops that best support your child's learning journey.

3:20-3:45pm in the school hall

- Thursday 18th September – Building strong foundations –
- Thursday 18th November – Reading book top tips –
- Thursday 15th January – Growing vocabulary and language skills
- Thursday 19th March – Developing accurate readers
- Thursday 7th May – Understanding reading development
- Thursday 2nd July – Fostering a love of reading

Further information will be provided about each session throughout the year before you register to book.

Special Educational Needs



Information for Parents

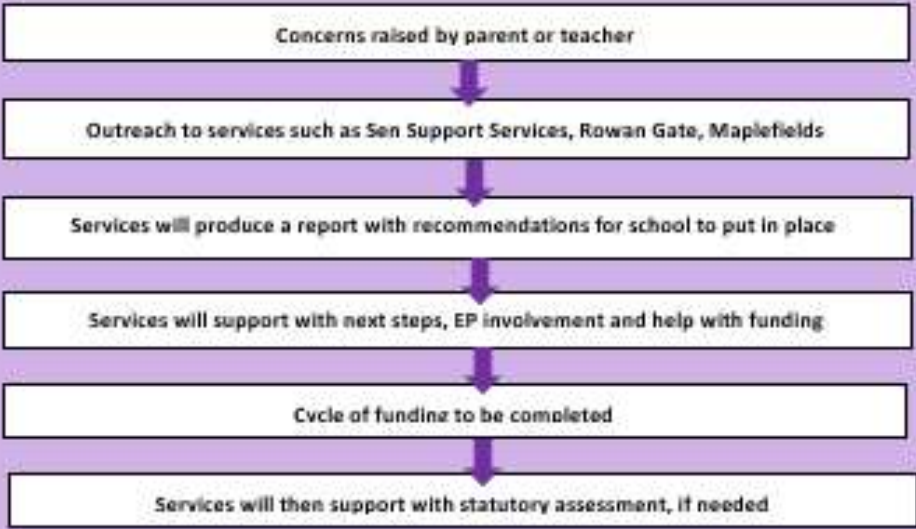
What are Special Educational Needs?

Some children have difficulties that mean they don't learn in the same way or at the same rate as other children. For example, they have a speech difficulty that makes it hard for them to be understood or express their ideas and causes problems with learning letters and sounds (phonics), that can make learning to read difficult.

These children need special support to help them to learn and to achieve.

They may need this support for a short time or for a longer period, but during this time they will be part of our Special Educational Needs (SEN) register and we will keep a close eye on their progress, look carefully at what special support they need and keep in close touch with their parents.

Hazel Leys Academy SEND Protocol



Who do I talk to if I think my child has Special Needs?

Your child's class teacher

They will be able to listen to your concerns and discuss with you how your child is managing at school.

They will discuss your concerns with the SENDCo.



The SENDCo (Special Educational Needs & Disability Co-Ordinator)

Miss Kamel is always happy to discuss any concerns with parents.

You can arrange to see her by contacting the school office or by sending an email to:

akamel@hazelleysacademy.org

What happens if my child has Special Needs?

If your child is thought to have special needs, this will be discussed with you and the child may be placed on the SEND register. This is a list of children who need to be closely monitored and who may need additional help.

Very few children with SEN need one-to-one help in school. Most of them can make progress in class with teachers who are aware of their difficulties and know how to adapt their teaching to suit them.

Many (but not all) children on the SEN register will have some small group time each week to help them with their particular difficulty (e.g. a language group or a reading group).

Communication with parents

- Parents of children on the SEN register must be given opportunities to meet with the teacher and/or SENDCo to discuss their child's progress at least 3 times a year. This can be at parents evening or at additional meetings.
- Education, Health and Care Plans (EHCs)
These give parents a more central role in discussing and deciding what their child needs and a framework of expectations through which to support the child's needs.

What can Hazel Leys Academy offer children with Special Needs?

- A commitment to helping every child make progress and being happy at school.
- A range of interventions to help children overcome the barriers to their learning.
- Adaptions in the classroom that help children learn in a way that suits them.
- Referral to support agencies such as Speech and Language Therapists or Specialist Teaching Service.
- Regular reviews between parents, Teacher and SENDCo to discuss the children's needs and progress.