



January 2024

Dear Year 1 families,

Happy New Year! We hope you had a restful Christmas break and your children are ready for another exciting term! We are looking forward to continuing to work with you and your children, and we know that we will have a brilliant rest of the year together. At Trent, we recognise that your child's success is often attributed to the tremendous commitment of the whole family team - thank you for your ongoing support.

This letter is for your information, outlining the learning taking place in Year 1 this term.

Throughout the Spring term, we will be covering the following topics:

**Spring 1: Dinosaur Planet**  
**Spring 2: Moon Zoom**

Subject	Learning at school	Ideas to support your child at home
English	<p><b>Spring 1 - Some texts we will be reading and using throughout the half term:</b></p> <ul style="list-style-type: none"> <li>• Katie and the Dinosaurs - James Mayhew</li> <li>• Dinosaur Bones - Bob Barner</li> <li>• Dinosaur Diary - Julia Donaldson</li> <li>• Tyrannosaurus Drip - Julia Donaldson</li> <li>• Dinosaurs and all that rubbish - Michael E Foreman</li> <li>• Stone Girl, Bone Girl - Laurence Anholt</li> </ul> <p>Daily story time will include stories from a wide range of children's authors and will often be linked to our topics and/or the children's interests.</p> <p><b>Our writing genres for Term 1:</b></p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Non-chronological information reports</li> </ul> <p><b>Spring 2 - Some texts we will be reading and using throughout the half term:</b></p> <ul style="list-style-type: none"> <li>• Man on the Moon (a day in the life of Bob) - Simon Bartram</li> <li>• Beegu - Alexis Deacon</li> <li>• How to Catch a Star - Oliver Jeffers</li> <li>• Aliens in Underpants Save the World - Claire Freedman</li> </ul> <p><b>Our fiction/non-fiction outcomes for Term 2:</b></p> <ul style="list-style-type: none"> <li>• Recount (in the style of biography)</li> </ul>	<p>As tempting as it is, please don't rush out and buy these books! These units of work are best served when they are a surprise to the children. We can then work on elements such as predicting. Please do ensure, however, that your child is reading every day.</p> <p>Visits to the library - you could explore other titles by the authors we are studying and begin to compare them to the stories we are reading in class.</p> <p>Read a mixture of fiction and non-fiction texts and discuss the differences between them.</p> <p>Take opportunities for independent writing at home, for example greetings cards and letters to family and friends, shopping lists,</p>

	<ul style="list-style-type: none"> <li>• Journey tale (narrative)</li> </ul> <p><b>Year 1 will be practising:</b>  Using phonics to write in different contexts.  Writing in full sentences.  Using full stops and capital letters consistently.  Using capital letters for proper nouns.  Using the conjunction 'and'.  Using and adjectives.  Forming letters correctly in a neat and consistent form.</p> <p><b>Grammar focus:</b>  Join words and clauses using 'and'.  Add the suffix -ed and -ing where no change is needed in the spelling of root words.</p> <p><b>Spelling:</b>  Spelling is taught through Phonics in Year 1. Tricky words can be found inside Reading Journals. Spelling practice of these words is included in Phonics and Reading lessons at school.</p>	<p>notes/reminders, diary writing.</p> <p>Ensure your child has the correct pencil grip and that they are forming letters the correct way round.</p> <p>If you want to do some extra practice at home, you could buy a handwriting book for your child to work through or encourage them to keep a journal/diary.</p> <p>Make quizzes and games from the tricky words in the Reading Journals.</p>
<p><b>Reading and Phonics</b></p>	<p>Reading will continue to be taught every day in Year 1 through a mixture of guided reading, phonics, story time and through the wider curriculum. Your child will read with an adult at school throughout the week. We will focus initially on decoding using our decodable reading books. Once children are secure in decoding with their reading book we will move on to developing prosody and comprehension.</p> <p>Phonics will continue to be taught daily and home learning sheets will reflect what Year 1 have been practicing in class.</p>	<p>Please read with your child for approximately 10 minutes every day. Reading journals should be completed daily.</p> <p>Continue to look for digraphs and tricky words in home reading books and in the wider world!</p> <p>Use websites such as <a href="http://phonicsplay.co.uk">phonicsplay.co.uk</a> to practise sounds taught and to consolidate learning.</p>

<p><b>Maths</b></p>	<p><b>This term we will be covering:</b></p> <ul style="list-style-type: none"> <li>• place value (to 50)</li> <li>• money and coin recognition</li> <li>• addition and subtraction (within 20 and involving money and measure)</li> <li>• multiplication</li> <li>• division</li> <li>• geometry 2d and 3d shapes</li> <li>• fractions (of shapes)</li> </ul> <p>As with last term we will introduce the children to these new concepts through a variety of methods; practical exploration using physical/concrete resources, pictorial resources, written recording of work and reasoning/problem solving.</p>	<p>As the children are introduced to the concept of money, it would be helpful to reinforce the associated language at home (eg. coins, notes, value, cost, amount, change). Draw your child's attention to prices and payments in shops and when out and about.</p> <p>Play games from previous home learning activities or classic board games like Snakes &amp; Ladders.</p> <p>Quick fire questions to extend the children's mental maths.</p> <p>All pupils have access to Numbots which is great for practicing maths fluency.</p> <p>Lots of reinforcement of the number bonds to 10 and number bonds within 10!</p> <p>Making up word problems for your child to solve e.g. I have 16 socks in the washing machine but I forgot to put in 1, how many should be in the machine?</p>
<p><b>Project - history, geography, art, DT and computing</b></p>	<p><b>Spring Term 1</b></p> <p><b>How do we know dinosaurs existed?</b></p> <p>In History, we will be learning about Mary Anning and her discoveries. We will describe the changes that have occurred since dinosaurs existed.</p> <p>We will use historical language to describe the time of dinosaurs and think about significant events that caused changes and events beyond living memory.</p> <p>In Geography, we will be working towards naming and locating all of the continents of the world as we consider what extinction is and how that affects animals across the globe.</p> <p>In Art, we will develop our sketching skills as we think about how Mary Anning was able to record her findings. We will also be creating 3d dinosaur models for our Dinosaur museum exhibition!</p> <p>In Computing, we will be learning about digital writing.</p>	<p>Visit Museums/ explore educational sites online.</p> <p>Discuss the concepts of old/new when looking at historical photos. It is really valuable to reinforce the children's understanding of chronology as this will support their learning across all stages of school.</p> <p>Consider reading/learning about a wide range scientists/ astronauts to develop your child's awareness of the diversity</p>

	<p><b>Spring Term 2</b>  <b>How could you send an alien back to the Moon?</b></p> <p>In this topic we will be exploring space history through significant individuals like Neil Armstrong and learn about historical events such as the moon landing.</p> <p>We will use this topic to think about directional and positional language. We will also look at some aerial photographs of our planet to identify and describe some of Earth's physical features.</p> <p>In D&amp;T we will think about space exploration and rocket design!</p> <p>In Computing we will focus on computer programming, moving robots and how to navigate rovers around a different planet!</p>	<p>present in the field of science (we will of course endeavour to explore this in class also).</p>
<p><b>Science</b></p>	<p>In Science we will begin the topic: <b>Everyday Materials</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Identify and name everyday materials</li> <li>• Distinguish between objects and the materials they are made from</li> <li>• Describe the properties of everyday materials</li> <li>• Group objects based on common features</li> <li>• Explore the changing shapes of materials</li> <li>• Light - observe the variety of sources of light</li> </ul> <p>Throughout the term we will also return to our 'Seasonal Changes' topic to consider the changes we are noticing in the weather and local environment.</p>	<p>Continue to talk with your child about what objects found at home are made from. Encourage them to ask and answer questions about why certain materials are used for items.</p> <p>Talk about seasonal changes when out and about! Look out for flowers and trees on walks and outings and help your child to name them.</p>
<p><b>RE</b></p>	<p>In the first half term we will be learning about Judaism. Our key question for the term is:</p> <p><b>What is it like to live as a Jewish person?</b></p> <p>In the second half term our focus will return to Christianity. We will explore the key questions:</p> <p><b>What are God's rules for living?</b></p> <p><b>Easter: Why is Easter the most important festival for Christians?</b></p>	<p>Continue to read and share Bible stories.</p> <p>Look out for 'Collective Worship at Home' posts on Google Classroom from Mrs Watts.</p>

<b>RHE</b>	<p>In RHE, our first unit focus is on <b>Health and Well-Being</b>. We will be thinking about keeping clean, well and safe.</p> <p>Following that we will focus on <b>Relationships</b>. This will include children developing an understanding of themselves and their friendships.</p>	Continue to talk about our RHE themes at home.
<b>Music With Mrs Orden</b>	<p>Year 1's topic in music will be 'Feel the Pulse'. We will be working on keeping the pulse and understanding the difference between pulse and rhythm by performing a range of pieces using voices and instruments.</p>	You can help your child by discussing with them sounds that they hear and encouraging them to describe how loud, quiet, high, low, fast and slow they are. You could also help them to notice how the sounds in pieces of music are made.
<b>PE</b>	<p>Gymnastics - Tuesdays with Mrs Kakouris, The focus will be: <i>Can they perform a range of balances with control?</i></p> <p>There will be individual and partner tasks where they link moves together to create sequences to perform for an audience. They will be working on their skills to assess and improve their own work and the work of others.</p> <p>Games - Fridays with a PE coach</p>	Ensuring your child has their PE kit on every Tuesday and Friday.

### Homework

Homework will continue to be set on Fridays and will include phonics, maths and another curriculum area. As with last term, homework is due on a Wednesday. Whilst some children may want to complete their homework on their own, we welcome parental support if your child needs some additional support.

### Reading

Regular reading is essential to help your child consolidate their phonic learning. Please make sure your child reads every day for about 10 minutes. Your child has a reading journal, which they should continue to have signed daily by an adult. Please continue to send books back to school on Thursdays so that they can be swapped. eBooks will continue to be set weekly and these will correspond more closely with the daily phonics lessons.

### Wet Play

If your child would like to refresh their activity book to keep in their tray for use during wet play they are more than welcome to do so.

### Dates for your diary:

Parent consultations - 7<sup>th</sup> and 8<sup>th</sup> February 2024

Class assembly - Friday 22<sup>nd</sup> March 2024 @ 9am

Natural History Museum Trip - Thursday 1<sup>st</sup> February 2024 (all day)

Moon Zoom 'Wow' Event - Thursday 22<sup>nd</sup> February 2024 (information letter to follow shortly)

We look forward to working with you this term; thank you in advance for your support and dedication. Please do not hesitate to contact us if you have any questions.

Best Wishes,

Miss Lynn and Mrs Cagnetta