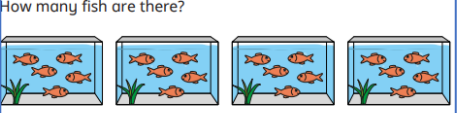
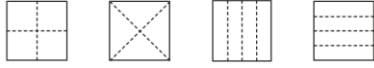

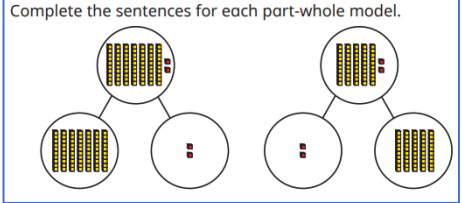



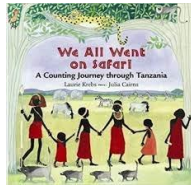


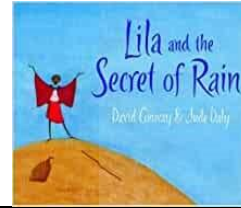
**Year 1 Newsletter – Summer Term**

<b>Maths</b>	
<p style="text-align: center;"><b>Multiplication and Division</b></p> <p>Children will count in 2s, 5s and 10s. They will also be looking at making and identifying equal and unequal groups.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>How many fish are there?</p>  <p>There are ____ fish in each tank.          There are ____ tanks.          There are ____ fish altogether.</p> </div> <p style="text-align: center;"><b>Fractions</b></p> <p>Children will be identifying then dividing objects and amounts into halves and quarters.</p> <p>Colour a quarter of each shape.</p>  <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Find half of each amount.          Complete the sentence for each.</p>  <p>Half of ____ is ____</p> </div>	<p style="text-align: center;"><b>Place Value to 100</b></p> <p>Children will build on their knowledge of place value to 50 and now explore representing and partitioning numbers to 100.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Complete the sentences for each part-whole model.</p>  </div> <p style="text-align: center;"><b>Money and Time</b></p> <p>Children will build on their knowledge from early years to recognise money from 1p to £20.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Write &lt;, &gt; or = to compare the amounts.</p>  </div> <p>Children will also build on their knowledge from early years to recognise time to o'clock and half past the hour.</p>
<b>Talk for Writing</b>	
<p>In Writing, we will develop our presentation and punctuation skills, using a range of reading as a reader and writer activities exploring our shared texts and apply these in our own independent writing. Throughout our writing, we will continue to use our Everyday Toolkit in our sentences (capital letters, full stops and finger spaces.)</p>	
<p style="text-align: center;"><b>Summer 1 – The Queen’s Hat</b></p> <p><b>Journey Tale</b> – focused on action, the children will use powerful adjectives, verbs, and adverbs to describe.</p> <p><b>Information text</b> – we use an information text about ‘Queen Elizabeth II’ focusing on using formal language, sub-headings, the past tense and 3<sup>rd</sup> person to write our own information texts.</p> 	<p style="text-align: center;"><b>Summer 2 – Grandpa’s Island</b></p> <p><b>Portal Story</b> – focused on dialogue, the children will use powerful speech verbs and adverbs to show how a character is thinking or feeling through what they say.</p> <p><b>Invention Week– Paris 2024 Olympics</b>          As part of a special invention week, the children will write their own <i>persuasive texts</i>, encouraging people to ‘Visit Paris!’</p> 
<b>Reading Enhanced Curriculum</b>	
<p>Our Reading Enhanced curriculum uses quality texts as a springboard for developing knowledge and inquisitiveness.</p>	
<p style="text-align: center;"><b>Summer 1: Geography</b></p> <p>We will use a range of texts to explore the geography of Tanzania, answering the question, ‘How is Tanzania different to where I live?’ We will learn to name the seven continents and explore how Tanzania has different physical and human</p>	<p style="text-align: center;"><b>Summer 2: Geography</b></p> <p>We will use a range of texts to explore the question, ‘Water: Why is it so important to Kenya?’ We will learn where Kenya is located, how flooding affects both our local area and places in Kenya, before learning about how</p>

features, animals and weather compared to the UK. Our driving text is 'We All Went on Safari.'

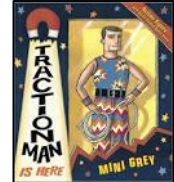


droughts affect life for people in Kenya. Our driving text is 'Lila and the Secret of Rain.'



### Reading Strategy

In our reading strategy sessions, we will be building our reading fluency, using the book, 'Traction Man' to develop the children's ability to predict, clarify, infer, summarise, and sequence. These skills will be applied and developed through a range of activities using the book as a focal point.



### Phonics

As we approach the **phonics screening check**, pupils will continue to be sent home with additional phonics sheets for homework. Please continue to read with your child daily.

Each child has their own log in to oxford owl (log in details in their planner) where there is access to a range of decodable texts for the children to read.



### PE

Year 1's PE day this term will be a **Thursday** afternoon. Please ensure your child comes to school with the correct P.E kit on this day.

### How could you support your child?

- **Daily reading** for at least 10 minutes to build fluency.
- Asking questions about the books your child is reading to build comprehension.
- Sharing or grouping different objects at home.
- Continue to practise counting in **2s, 5s and 10s**.
- **White Rose Maths** – 1 Minute Maths app.
- A good night of sleep.



### Key Dates

01.05.24 Phonics workshop  
02.05.24 Triple P parent workshop  
13.05.24 Mental Health Awareness Week  
21.05.24 World Day for Cultural Diversity  
22.05.24 Tempest Class Photographs  
22.05.24 House Games Spelling Bee  
03.06.24 Inset Day  
10.06.24-14.06.24 Phonics screening check  
Wc 10.06.24 Family Assemblies  
Wc 24.06.24 Sports Days  
22.07.24 Inset Day

Thank you, The Year 1 Team.

Miss Roberts and Miss Tucker