



Dolphin Class Newsletter

Spring Term 1

Curriculum Coverage



English

This term we will be exploring the texts, Pandora's Box and the Tales of King Arthur. a story.

- Narrative Recount: Past tense, 1st person – character viewpoint. Recount.
- Write simple and compound sentences that are dictated by the class teacher and then create own, similar sentences. Identify subject and verb in all sentences.
- Write a non fiction report using our Geography knowledge.

Maths

This Term we are launching our new Maths Program called 'Can Do Maths.'

This aims to support all children to feel they Can do Maths.

Year 1

Geometry; Properties of shape

Addition and Subtraction

Number and Place value

Year 2

Geometry; Properties of shape

Addition and Subtraction

Multiplication and Division

Science

The seasons are the four divisions of the year (spring, summer, autumn and winter), which each have particular weather patterns and differing hours of daylight. We have seasons because of the tilt in the earth's axis; sometimes a point in the earth is leaning towards the sun and sometimes that same point will be pointing away. In the summer, days are longer because we are leaning towards the sun. In the winter, we face away from the sun and have fewer sunlight hours. Further north, nearer the north pole, some countries receive very little sunlight in the winter.

- A rain gauge is a simple tool that collects rainfall over a set period. A wind vane indicates which way the wind is blowing and is often positioned on the highest point of a building. Traditionally, a cockerel is used on a weather vane alongside arrows pointing north, south, east and west. A thermometer measures temperature using a substance that expands as temperature increases.
- Meteorologists are scientists who study the weather. They use maps and graphs to help to record and interpret weather data.
- Clouds are formed when water vapour collects and condenses as liquid water or ice around dust or other solid particles in the atmosphere. There are three main types of clouds: cirrus, stratus and cumulus. Cloud formations indicate what kind of weather we are about to experience.
- Extreme weather can be very destructive and can endanger human life. A flood is an overflow of water and a hurricane is a strong storm with very high winds.

Geography

The United Kingdom is a Union of four countries. They are England, Scotland, Northern Ireland and Wales.

- In 1603 Queen Elizabeth I died leaving no direct heir to the throne of England. The throne passed to her cousin, King James VI of Scotland. This is called the union of the crowns. Scotland and England were united under one King. King James wanted to create unified parliaments however he was unsuccessful at achieving this. In 1606 he created the Union Jack by combining the flag of England and the flag of Scotland.
- Years later, The Acts of Union, passed by the English and Scottish Parliaments in 1707, led to the creation of the United Kingdom of Great Britain. The UK Parliament assembled for the first time in October 1707.
- The seas that surround the United Kingdom include; the English Channel, the North Sea, the Irish Sea and the Atlantic Ocean.
- The Union Jack flag is a representation of the union of the countries. It is a union of the English Saint George's Cross, the Scottish Saint Andrew's Cross and the Irish Saint Patrick's Cross. The origin of the name 'Union Jack' is uncertain. The name may have come from a command by Charles II that only Royal Navy ships could fly the flag as a 'jack', which was a small flag attached to the bowsprit (a pole extending from the prow of the ship). Some historians suggest it is named after King James who originated the first union in 1603 as the Latin version of James is Jacobus.
- The Republic of Ireland is an independent country and is not part of the United Kingdom. In Ireland, many people speak English and Gaelic.
- In Scotland, you can find large mountains called Munros, valleys and enormous lakes called lochs.
- The Welsh flag is white and green with a red dragon. The reason the red dragon of the Welsh flag is not represented in the Union Jack flag is because when the flag was created, Wales had already entered a union with England.
- The native flower of Scotland is a thistle, Wales is a daffodil, Northern Ireland is a Shamrock and England is the Tudor Rose.
- The capital cities of the UK are; London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).

PE – Gymnastic

RSE

In this unit most pupils will:

- be able to describe some of the qualities of friendship and skills for making friends.
- have developed some strategies for managing when friendships are difficult
- understand that there are different family patterns
- be able to describe what is special about their own family and its members, and about other people they know.

RE – In this unit, pupils will build on learning from EYFS to explore more about Muslim concepts of Allah. This will include exploring the key characteristics of Allah shows in the 99 Names. Asking questions and using tools associated with theology and the human / social sciences, pupils will explore who Allah is to Muslims and why he is important to them.

Phonics

The Extended Code/ The Extended Code with more spellings



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Homework



This Term we will be sending home;

Phonics spellings and reading on a Thursday

Maths homework termly objectives

Reading Books everyday

Spellings

Year 1 and 2 Children will be given 8 - 10 spellings a week.

The spellings will be based on sounds children have previously learnt.

The spellings will be tested the following week.

Phonics Reading

For Year 1 we will be sending home the phonics support sheets for the extended code. Please practice reading the sounds, alternative sounds and words on these.

The Phonics Screening Check for Year1 will take place in June. We will be sending home further information on this after half term.

Reading Books

Your child's reading book will be changed every Thursday

Your child will be read with daily during phonics and English lessons

Your child will be read with weekly with their home reading book

Thank you for supporting your child's reading at home

Maths Year 1

This term we would like you to practice number bonds to 10 and 20.

$10+0=10$	$6+4=10$	$2+8=10$
$9+1=10$	$5+5=10$	$1+9=10$
$8+2=10$	$4+6=10$	$0+10=10$
$7+3=10$	$3+7=10$	

Year 2

This term we would like you to practice number bonds to 20. This includes addition and subtraction facts.

End of year Assessments SATs

There is no legal requirement for children to take end of Key Stage 1 SATs this year.

We will therefore not be sitting formal type SAT assessments. We will use past SAT papers to inform our assessments.





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General information



This Week/Term

We have had a super first week back. It has been so lovely to see all the children return and to settle back into their learning. Reception children have been learning to use all of their new outdoor resources, including putting everything away carefully for the next day. Year 1 have really impressed us with their phonics knowledge so far this term and Year 2 have been excellent at remembering our key classroom routines.

Water Bottles

Please make sure your child has a water bottle every day.

Important Dates

Multicultural Week Beginning Monday
20th January

Last day of term Friday 14th February

Staff Days

Miss Jordan All day Monday/ Tuesday Morning/ Thursday Morning and Friday Morning

Mrs Bocking Tuesday Afternoon/ All Day Wednesday/ Thursday Afternoon

Mrs Reed Friday Afternoon

PE Days

PE days will be on Friday afternoon, continue to come in your PE kit.

Reading Challenge



The children will be awarded a point for every day they read at home. They will receive certificates and prizes for 25 points, 50 points, 75 points and 100 points.

Please sign their reading records and get reading everyone!



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End of Key Stage 1 Expectations



English

Reading

Expected standard

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate1 books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words2

- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Writing

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Maths

Expected Standard

- read scales in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify 1 4, 1 3, 1 2, 2 4, 3 4 of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

x y z

