



# Year 1 and 2 Class Newsletter

## Autumn Term 1

### 2024 - 2025

Hello and welcome to Year 1 and 2!

We hope you've had a fantastic summer break and are ready for the term ahead. We are so excited for the learning we have planned so please have a read through to see what we're going to be up to and how you can support your children at home. As always at Twyford, if you have any queries or any day-to-day updates/concerns please don't hesitate to ask us at the door or email us via the office and we'll do our best to help.

As a reminder, Year 1 and 2 will be taught separately in the mornings by Mrs Thurlow (Miss Jupp) and Mrs Clarke. In the afternoons they will be brought together again for the foundation subjects.

PE: PE will be on a Tuesday and Thursday, so please ensure they come to school with their PE uniform on, hair tied up and earrings taken out or taped up.

Homework: Please ensure your child reads at least 3 times a week. Your child also needs to practice their spelling passport words as these will be tested periodically so we can tick off those they have learnt how to spell. Year 2 children will also need to log into Spelling Shed and later on in the year Times Table Rockstars. We will make sure they have done this numerous times in school and are familiar with the programmes, so hopefully it will be a fun task for them to do at home.

#### Curriculum

English	Year 1	Our first unit of learning will be based on the Traditional Tale of <i>Jack and the Beanstalk</i> . Our main focus for these two weeks will be simple sentences and the accurate use of full stops. We will be focusing on our 'writing non-negotiables'. These are very specific and important skills that will set your child up for success in Year 1. We will be looking at using accurate spacing between words, the accurate formation of all lowercase letters, writing on the line and the accurate use of full stops. Alongside these skills, there will also be a huge focus on handwriting expectations. Whilst teaching and learning these skills, we will be writing simple sentences to match to the illustrations from the text as well as thinking about how we can describe different characters and settings. Following on from <i>Jack and the Beanstalk</i> , we will start to look at the text <i>The Mousehole Cat</i> . Within this unit of writing, we will also be working on our simple sentence structure to ensure that we are writing autonomously and also, writing accurately using those 'non-negotiables'. Following this we will then begin writing a fact file about a chosen animal. As we make our way into the final week of the half term, we will be looking at some poetry. Within this unit we will start to introduce the key vocabulary of ' <i>adjectives</i> ' and label these as ' <i>describing words</i> .' We therefore, will be collecting and gathering lots of lovely vocabulary to describe lots of autumnal objects and creating our own shape poems!
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	<b>Year 2</b>	<p>We are starting our year by basing our English work around the fairytale Hansel and Gretel. We are going back to basics and making sure that all the children are secure in writing a well-formed sentence with a capital letter, full stop and spaces between words. Initially we are going to be writing sentences about the different settings in the text e.g. the woods and the gingerbread house. We are going to be choosing and using appropriate adjectives and linking our ideas with the conjunction 'and'. After this, we will be focussing on writing narrative sentences. We will write the story in a logical sequence and again use the 'and' conjunction. For the latter part of the term, we will be delving into non-fiction explanation texts. Our topic will be 'Weather'. If you have any books at home about the weather that your child would like to bring in and show the class, then we would love to see them.</p>
<b>Maths</b>	<b>Year 1</b>	<p>To kick start our maths learning this half term we will begin by recapping our basic understanding of numbers between 0 and 10. Within this unit we will be also on our number formation. This is an integral part of our learning within Year 1 and essential that we get this right as soon as possible! We will be learning how to sort, count and represent different quantities of objects. We will learn how to count on and backwards from any given number within 10 as well as understanding the vocabulary 1 less and 1 more. Our initial maths learning will be very practical with little recording but as we become confident in our own abilities, we will start to move things into our books. Following these more basic skills, we will be moving onto comparing numbers. Initially, we will start with looking at the key terminology of greater than, less than and equal to and then progress our understanding of these into using the appropriate mathematical symbols (&lt;, &gt;, and =). Following this, we will introduce the idea of a number line! We will be learning how to place a number accurately on number lines with missing numbers as well as plotting numbers and estimating where numbers go when there are no numbers on the number line at all!</p>
	<b>Year 2</b>	<p>We will begin our maths learning by looking at place value. We will write numbers to 100 and make sure we understand the value of each digit. We will then partition larger numbers into ones, tens and hundreds and use lots of resources to help us visualise and manipulate the numbers. We will then compare and order numbers, estimating where they go on a number line.</p> <p>Our second unit will be addition and subtraction. We will make sure the children are secure in their knowledge of number bonds to 10 and to 100, before moving onto adding and subtracting numbers across the 10s boundary e.g. 25 + 6. When this is secure, we will move onto adding and subtracting 2-digit numbers and then completing missing number problems.</p>
<b>Phonics</b>	<b>Year 1</b>	<p>Much like Reception, Year 1 also follow our Little Wandle Phonics Scheme. Within our Year 1 learning however, we will be recapping Phase 3 and Phase 4 before we begin teaching new letters and sounds. This will ensure that all the children have had a refresher on the digraphs and trigraphs they have already previously been taught. We will then make our way into learning Phase 5 sounds; there are a lot to learn and the scheme does move quite quickly. However, the scheme does repeat itself in many different ways. For those who are finding phonics a little trickier, there will be two inputs a day – essentially, re-teaching (in a small group) the sounds that were covered within the morning session. This second input will change daily depending on what has gone in! Therefore, sometimes your child may have their main phonics session and a little additional one but some days this may not be necessary!</p>

<b>Spelling</b>	<b>Year 2</b>	<p>In year 2 we still support children with embedding their phonics knowledge, but we move onto teaching them spelling patterns and rules using the program Pathways to Spell. Each week I will teach them the pattern, we'll play games, write them in dictations etc, and then we will use this knowledge when playing games on Spelling Shed. Spelling Shed is an online learning platform for children and they love it! The current Year 2 children were envious of the cohort above them who got to play on Spelling Shed last year as it is only for Y2 upwards. As part of their homework, Y2 children are expected to access Spelling Shed at home. It can be accessed on their website or on a mobile app which is very easily navigated and doesn't need wifi or a network signal to use. Each week, the words that we are learning will be the ones on spelling shed.</p> <p>This term the following spelling rules will be taught:</p> <ul style="list-style-type: none"> <li>• Common exception words e.g. should</li> <li>• 'y' sound e.g. cry</li> <li>• Plural of words ending in -y e.g. cries</li> <li>• Adding -ed and -ing suffix and double the consonant e.g. clapping</li> <li>• Adding -ed and -ing suffix with a long vowel sound e.g. hoping</li> <li>• Adding -ed and -ing to a y ending word e.g. replied.</li> </ul>
<b>Geography</b>	<b>All children</b>	<p><i>Whatever the Weather</i> is our first Geography unit this year! Within this unit of learning we will be looking at identifying different types of weather and thinking about the seasonal weather patterns in the United Kingdom. Within this we will be observing the changes across the four seasons and then linking this learning to identifying and locating areas of hot and cold around the world in relation to the Equator and North and South Pole. Whilst looking at our four seasons, the children will be thinking about simple associations and clothing that might come in handy and how we need to think about the weather in order to look after ourselves. For example, we need to be wearing a hat in the summer because it is hot and the sun can burn our skin.</p>
<b>Science</b>	<b>All children</b>	<p>Science this half term links in quite nicely with our Geography topic! We initially will be looking at the weather and use our scientific enquiry skills to observe the changes across the four seasons and identify and describe the weather associated with the seasons. We will also talk about how day length varies throughout the seasons and how this might look and feel for us as we get up in the mornings and what it looks like as we are arriving home from school. Additionally, our other topic this half term will be based around <i>Everyday Materials</i>. Within this unit we will be distinguishing between the terminology object and the material in which it is made from. We will be thinking about identifying, describing and ultimately comparing these everyday materials on the basis of their simple physical properties.</p>
<b>DT</b>	<b>All children</b>	<p>For DT this half term, we will be designing our own <i>Sensational Salad</i>. This will ensure that the children are developing their planning, preparing and also evaluating skills. We will first begin to look at some images of food and think about which ones are appealing and why. Following this and our conversations about the importance of food looking appealing, we will then start to design and think about mapping out our own <i>Sensational Salads</i>. The children will be creating a fruit salad and will therefore be learning how to use a chopping board and child-friendly knife. After making our salad we will, of course, be tasting and enjoying fruit salads in the classroom to then further evaluate it ourselves.</p>
<b>Computing</b>	<b>All children</b>	<p>This half term we will be focusing on our Digital Literacy. Within these units of work we will be focusing on <i>Online Safety</i> as well as using <i>Tech Outside of School</i>. We will be learning how to search and refine our searching techniques by using</p>

		the search tool on Purple Mash. Along with this we will also be learning how to electronically share our work online. We will also be thinking about how the internet gives us access to sharing more globally online too. We will learn how to use an email, again via Purple Mash through 2Respond, and how to talk to others when they are not in front of us. We will also learn how to open and send a simple email. We will begin to investigate what our <i>Digital Footprint</i> is and think about the information we leave about ourselves online.
<b>PSHE</b>	<b>All children</b>	Our first topic this year in PSHE is going to be all about <i>Living in the Wider World</i> . Within this unit we will be covering the sub-topics of: belonging to a community, media and digital resilience and then also money and work. Within our PSHE lessons we will be exploring what rules are and how they can be useful to us as well as why, as a community we need them. We will explore how we can care for people and other living things in different ways as well as looking at how we can look at the environment. When we move onto our topic of media literacy and resilience, we will explore how and why people use the internet as well as looking into the benefits and disadvantages of being online. Learning about how we communicate safely with others online will also be a major focus of our lesson time this half term.
<b>RE</b>	<b>All children</b>	Our first overarching question for RE this year is <i>What makes some stories so important to different people?</i> Whilst exploring this key question, we will be thinking about what stories we enjoy and picking them apart to think about why we enjoy them personally and then start to think about how stories can be special to other communities and people. We will be thinking about contextualising these stories and therefore thinking about what messages might be hidden inside, especially those stories that are linked with religious groups. We will be exploring the key messages within well-known stories from the Bible and focus mainly on Christianity, but we will also delve a little into understanding some Jewish stories, thinking about how they are similar and different to those in the Bible.
<b>PE</b>	<b>All children</b>	PE days will remain as a Tuesday and Thursday for both Year 1 and 2. Please can all children come to school in their PE kit. We always endeavour for our PE lessons to be outside as much as possible even when it is a little drizzly. Therefore, please can we ensure that all children have a coat or a light jacket to wear during PE lessons when outside and raining.

Mrs Thurlow and Mrs Clarke  
Year 1 and 2 Class Teachers