

<p>Personal Social and Emotional Development: Children will continue to have opportunities in 'Circle Times' to talk about their plans for learning and also to review their learning and think about next steps. We will also continue to focus on developing sensitivity to others people's needs and feelings, and making sure our behaviour, doesn't hurt others.</p> <p>★ Talk to your child about their school day. Who was happy and why? Who was sad and why? What could they do to make that person feel happy tomorrow?</p> <p>★ Talk about what have you learned today? What went well? What could you better next time?</p>	<p>PE: (PE Instructor) In PE lessons the focus will this half term will be on Athletics. In Class we will continue to look at what we need to do to keep our bodies healthy and safe, including the importance of exercise and healthy eating.</p> <p>Computing: (Mrs Blythe) The children will learn about basic computer programming using bee-bots, software on tablets or spheros.</p>	<p>Science (Mrs Carney) In Science the children will learn about Plants and growth.</p> <p>★ Talk about what plants need to grow and how you know that they need these things.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Please remember to:</p> <p>★ Make sure their PE kit is in school on Mondays.</p> <p>★ Make sure your child brings a named book bag daily.</p> <p>★ Send your child into school with a named water bottle which is kept in class, they will bring it home daily to be refreshed.</p> <p>★ Send in named wellies and waterproof clothing for Forest School on Fridays.</p> <p>★ Talk to us about anything that worries you or you have questions about.</p>	<p>Y1 Newsletter: Summer 2 Mrs Wilkinson & Mrs Blythe Topic 'Food'</p>	<p>RE: RE: Understanding Christianity: Gospel: During our RE lessons this half term we will finish off learning about the question 'What is the 'Good News' Jesus brings? before learning about the question 'Who are Muslims and what do they believe?'</p> <p>★ Talk to your child about people you know who have different beliefs/faiths.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>English: Reading: We will share simple information texts about food including food from other cultures including 'Gruffalo Crumble and Other Recipes' by Julia Donaldson, 'Do Mice Eat Rice?' by Albert Wright and 'Mrs Peanuckle's Vegetable Alphabet.' by Mrs Peanuckle and identify key features of nonfiction texts. Writing: We will practise instructional writing about how to prepare food, creating our own recipes or writing our own information texts. The children will continue to practise the use of capitals, full stops, question marks and exclamation marks to demarcate sentences and the use of capital letters for proper nouns and personal pronouns and the names of letters of the alphabet. They will continue to practise spelling common exception words and Y1 spelling patterns. Phonics: they will revise how to read and spell all the sounds we have learned in preparation for the Y1 Phonics screen Test in the second week of June, then work to consolidate their spelling of these sounds</p> <p>★ Read regularly with your child and make sure they complete their phonics and spelling homework each week.</p> <p>★ Follow recipes together at home.</p>	<p>Maths: (whole Term): Number and place value: We will continue to practise counting to and across 100, forwards and backwards, beginning from any given number, counting, reading and writing numbers to 100 in numerals, counting in multiples of twos, fives and tens given a number, identify one more and one less identifying and representing numbers using objects and pictorial representations including the number line, and using the language of: equal to, more than, less than (fewer), most, least,. We will consolidate the ability to read and write numbers from 11 to 20 in words. We will develop the ability to recognise the place value of each digit in two-digit and three digit number (hundreds, tens, ones) and to compare and order numbers from 0 up to 100; using <, > and = signs. We will also start to learn to tally to record data. Addition and subtraction: we will continue to practice reading, writing and interpreting mathematical statements involving addition (+), subtraction (−) and equals (=) signs; representing and using number bonds and related subtraction facts within 20; adding and subtracting one-digit and two-digit numbers to 20 including zero and solving one-step problems that involve addition and subtraction. We develop the ability to add two two-digit numbers and three one-digit numbers remembering that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Multiplication and division: We will continue to develop skills in solving one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays recalling and using multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. We will develop the ability to calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs..Measurement: we will continue to measure time (hours, minutes, seconds), and learn to tell the time to the hour and half past the hour, quarter past and quarter to. Geometry: we will continue to identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces and practise half, quarter and three quarter turns.</p> <p>★ Look at clocks together and help your child to identify, half past, quarter past and quarter to times.</p> <p>★ Find halves and quarters of foods e.g. sandwiches, pizza, cake.</p>	<p>History (Mrs Blythe) The children will be continue to learn about the Tudor times time of the author William Shakespeare DT (Mrs Blythe): The children will be doing some food technology linking in with our topic including designing and creating their own recipes.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------