



CROWN
STREET
PRIMARY SCHOOL

Year 1 Curriculum Session
September 2025



CROWN
STREET
PRIMARY SCHOOL

*Education on another level,
where possibilities are endless*



**CROWN
STREET**
PRIMARY SCHOOL

School Rules

We are respectful

Everybody is valued and respected

We do our best

Everybody takes pride in all that they do

We make good choices

Everybody reflects on their behaviour and learns how to make good choices



**CROWN
STREET**
PRIMARY SCHOOL

Academic: Curriculum Overviews, Bookshelves and Character Traits

Our curriculum is mapped out for academic subjects in carefully sequenced, knowledge led 8 Year Overviews. Termly Curriculum Bookshelves are thoughtfully curated to inspire pupils whilst exploring our 6 character traits, which we believe will allow our children to succeed in their future of choice.

These character traits are:

- Kindness
- Integrity
- Citizenship
- Gratitude
- Curiosity
- Bravery



Enrichment: Cornerstones

Our enrichment curriculum is best understood through the four cornerstones that underpin it:

- Leadership & Service
- Competition & Physical Endeavour
- Culture, Creativity & Rhetoric
- Academic Aspiration

These cornerstones provide a framework for the aspects of a Laurus Primary Education that go beyond the requirements of the statutory curriculum.

Academic Curriculum



Year 1 | Autumn Term



Bravery



Citizenship



Curiosity



Gratitude



Integrity



Kindness



Year 1 Curriculum Overview

The following curriculum plan is fluid and incorporates all aspects of the National curriculum. At Crown Street Primary School, we are constantly evolving our curriculum in response to the needs and interests of our learners and national strategies. Our curriculum is mapped out for academic subjects in carefully sequenced, knowledge led 8 Year Overviews. Termly Curriculum Bookshelves are thoughtfully curated to inspire pupils whilst exploring our Six Character Traits, which we believe will allow our children to succeed in their future of choice. For the most up-to-date information of what your child is learning please visit our Year Group page on the school website, which is regularly updated throughout the year.

Year 1: 2025-2026						
Character Traits	Bravery, Citizenship, Curiosity, Gratitude, Integrity, Kindness					
Curriculum Bookshelf	 Welcome to our World The Grand Hotel of Feelings Caterpillar Cake Lost and Found Rosie Revere Engineer In the City Stick Man		More information to come... 		More information to come... 	
Rights Respecting Articles	Article 8 (Identity) Article 9 (Keeping Together) Article 13 (Sharing Thoughts) Article 29 (Aims of Education)		More information to come...		More information to come...	
English	Shared Reading, Phonics & Handwriting Writing: Labels, Captions and Repeated Phrasing, Character Descriptions, Poetry, Narrative Re-tell, Setting Descriptions, Instructions		Shared Reading, Phonics & Handwriting Writing: Character and Setting Descriptions, Narrative, Instructions, Non-Chronological Report, Story Innovation, Diary Writing		Shared Reading, Phonics & Handwriting Writing: Narrative Story, Non-Chronological Report, Recount, Poetry, Diary	
Maths	Number: Place Value Number: Addition and Subtraction	Geometry: Shape	Number: Place Value Number: Addition and Subtraction	Measurement: Length and Height, Weight and Volume	Number: Place Value Number: Multiplication and Division	Number: Fractions Geometry: Position and Direction Measurement: Money and Time
Science	The Human Body Materials Seasonal Changes		Planting Caring for the Planet Animals Seasonal Changes		Plants and Planting Growing and Cooking Seasonal Changes	
PSHE	Relationships: Families and Friendships Safe Relationships Respecting Ourselves and Others		Living in the Wider World: Belonging to a Community Media Literacy and Digital Resilience Money and Work		Health and Wellbeing: Physical Health and Mental Wellbeing Growing and Changing Keeping Safe	
PE	Fundamental Skills / Gymnastics – Balancing and Spinning Invasion Games / Target Games		Net and Wall Skills / Dance – Animals Striking and Fielding / Gymnastics – Rolling and Balancing		Athletics / Dance – Under the Sea Object Manipulation / Yoga	
Geography	Maps, Human and Physical Features – Around our School		How Do Maps Help Us To Understand Where We Live?		Why Are Settlements Where They Are?	
History	Street Over Time		Flight Over Time		Female Monarchs	
Art	Drawing and Collage – Wassily Kandinsky		Sculpture (Clay) – Alexander Calder		Drawing and Painting – Jackson Pollock	
Design Technology (D&T)	Mechanisms – Sliders and Levers		Food Preparation – Preparing Fruit and Vegetables		Structures – Free Standing Structures	
Computing	Coding Digital Well-being		Online Communication Digital Confidence		Programming Computing and the Wider World	
Music	Pulse, Rhythm and Pitch - Reggae and Hip Hop		Different Styles of Music - Bossa Nova Latin		Imagination - Reflect, Rewind and Replay	
Religious Education (RE)	Living – What does it mean to belong to a Faith/Non-Faith Community?		Believing – What is Christian and what do they believe?		Expressing – What makes some places sacred?	
Enrichment – Oracy	Performance: Winter Performance		Performance: Spring Performance		Performance: Class Assembly	

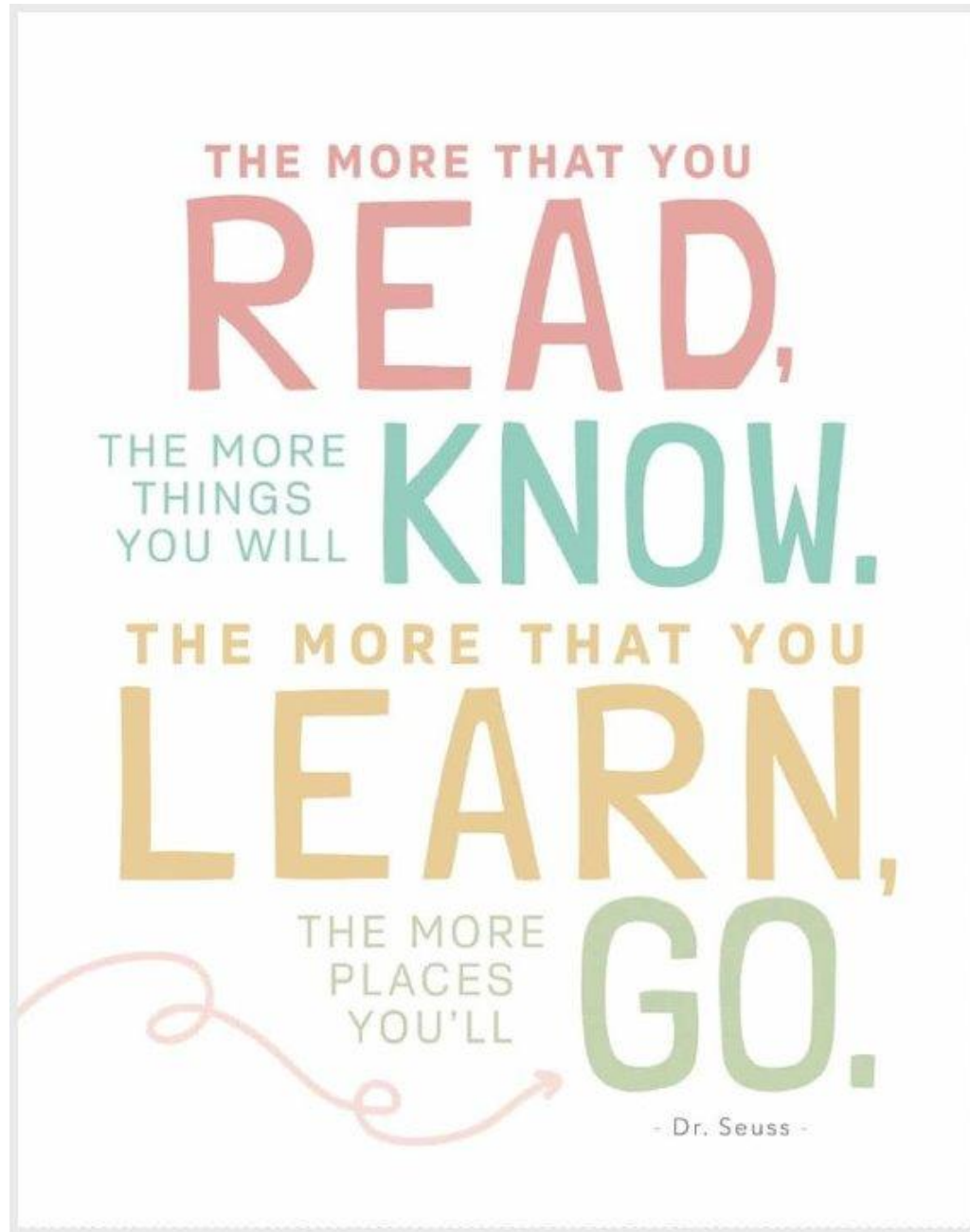
National Curriculum

- English
- Maths
- Science
- PSHE
- PE
- Geography
- History
- Art
- Design Technology
- Computing
- Music
- Religious Education

Example Timetable for Year 1

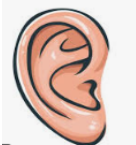
Monday	Register, Morning Activity	ZoR / TCTL Phonics English	PLAY TIME	Snack Maths	Shared Reader	LUNCH	Register	Handwriting	Science Computing <i>Whole School Assembly / Story</i>
Tuesday		Phonics English	PLAY TIME	Snack Maths	Story	LUNCH		Shared Reader	Geography (/History) Computing
Wednesday		Phonics English	PLAY TIME	Snack Maths	Shared Reader	LUNCH		Shared Reader	PE <i>Singing Assembly / Story</i>
Thursday		Phonics English	PLAY TIME	Snack Maths	Handwriting	LUNCH		Shared Reader	RE Music <i>Story</i>
Friday		Phonics English (Spellings)	PLAY TIME	Snack Maths	Library	LUNCH		Shared Reader	Art (/DT) PSHE <i>Story</i>

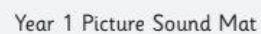
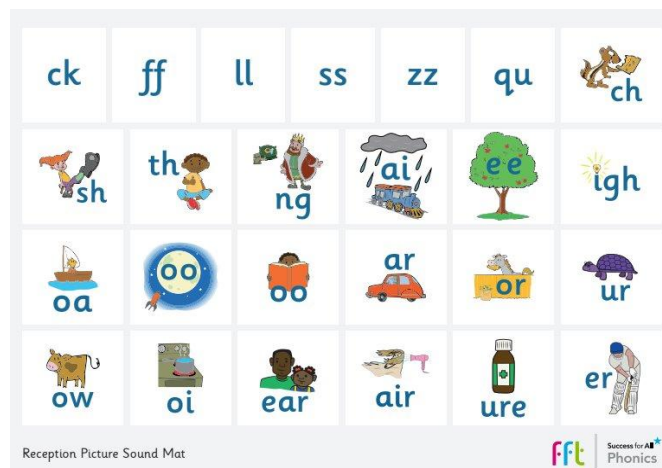
Phonics and Reading



What is Phonics?



- Phonics is the way most children are taught to read
- Children are taught to recognise letters and their associated sounds
- Breaking words down into the smallest unit of sounds (segmenting)
- Blending sounds together to read a word
- The **phoneme** is the smallest unit of sound 
- The **grapheme** is the written format 
- **Grapheme Phoneme Correspondence (GPC)** means the relationship between spoken sound and its written form.



Example: FFT sounds and phrases



Goat in a boat.

oa



Shout it out.

ou

Sound Buttons

Phonemes can be represented by single letters, two letters or three letters.

We use sound buttons to show each sound.

c
●

sh
■

digraph

igh
■

trigraph

Sunday
● ● ● ● —

Split digraphs:

Sound buttons are shown as a ____ .

We say that the 'e' has a special job which is to turn the short vowel sound into a long vowel sound.



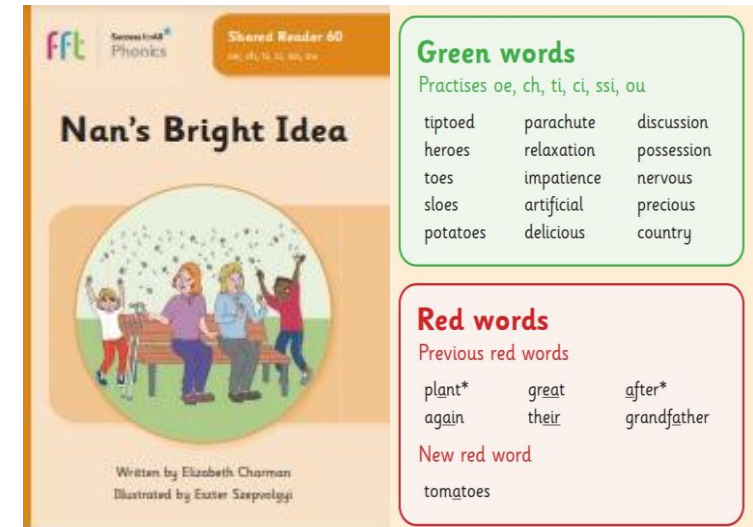
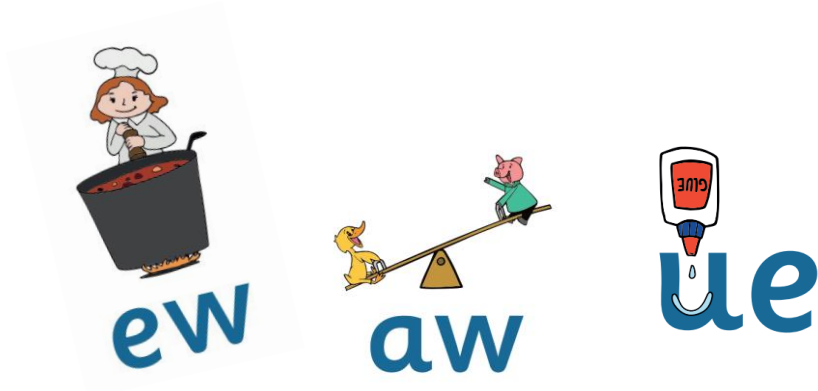
Bake a cake.

Phonics terminology your child has been taught:

- **Digraph** - Two letters that make one sound, for example 'ay'
- **Trigraph** - Three letters that make one sound, for example 'igh'
- **Split Digraph** – Two letters that are separated by another letter but form one sound e.g. home (*formally known as 'Magic e' - changes the vowel from a short to a long vowel sound.*)
- **Segmenting** - Breaking up a word into its sounds
- **Blending** - Putting the sounds together to read a word
- **Alien word/Pseudo word/Nonsense word** – Made up words that can be sounded out using phonics knowledge
- **Tricky words/Red words** – Words that are not phonetically decodable. These are learnt by sight (Also known as common exception words/CEWs)
- **Consonant** and **Vowel** – used to demonstrate word structure e.g. CVC, CVCC etc

Shared Reading

- Daily lessons
- Decoding green and red words
- Reading fluency
- Comprehension activities



Reading Skills

- Inference – an idea or opinion from clues or evidence
- Retrieval – finding key pieces of information within a text



To help me, I can...

- Find key words or phrases in the question
- Use skimming and scanning to find key words or phrases
- Read around the key words to find the answer
- Understand the answer will always be in the text!

Sam put his glass of *water* on the *table*.

Where did Sam put his *drink*?
On the table.



To help me, I can...

- Put myself in the author's shoes
- Think about how a character might be thinking or feeling. What clues tell me that?
- Use my own experiences to help me
- Use evidence to support my thoughts



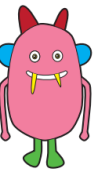
I think the dad is hurt because he is saying ouch and has a bandage on his finger. He might be scared as monsters are usually scary in stories.

fried

beak

Phonics Screening Check (PSC)

waib



zome



- National, statutory assessment which takes place in June
- Appropriate standard
- The check consists of 20 real words and 20 pseudo-words (alien words) that a pupil reads aloud to a familiar adult. Pseudo-words have a picture of an alien next to them
- The children are unaware of the assessment
- If children do not pass the PSC at this stage, they will retake it at the end of Year 2
- Results are used to inform phonics teaching and extra support needed for the rest of Year 1 and moving up to Year 2

How do we prepare in school?

- Daily phonics sessions
- Phonics practise throughout the day as part of lessons across the curriculum
- Focus on alternative spellings and more recently learned sounds, looking for sounds before reading, building confidence and accuracy in blending alien words, not guessing!
- Extra Phonics Home Learning to consolidate phonics knowledge
- Extra Phonics practise and interventions for children who need more support
- Example paper

How can you support your child at home?

- Establish a reading routine at the time of day that suits you and your child
- Read little and often, to **and** with your child
- Read a variety of texts
- Adult pre-read (walk through the book, look at pictures, make predictions, discuss characters and settings)
- Green words/ red words flashcards
- Identify letters, digraphs, red words you have spotted in the text



Reading – little and often!

	Child A	Child B
Minutes read each day	10 minutes	1 minute
Minutes per school year	1,800	180
Words read per year	800,000	8,000

How can you support your child at home?

Questions for storybooks

- What do you think will happen in this book?
- What has happened in the story so far?
- What will happen next?
- What do you think a specific character is thinking?
- How do you think a particular character is feeling? Why do they feel that way?
- Why did a character act the way they did?
- What was the problem in this story?
- How was the problem solved?
- What happened in the end of the story?
- Did you like the story? Why did you like it? Why did you not like it?



Can you answer these questions about the book?

1. Where is Balmoral?
2. Who visits Balmoral at the end of summer?
3. Which bird might you see hunting?
4. Which sorts of tree might you see at Balmoral?
5. Is Kirsten good at twirling?
6. Do you think Balmoral is a good spot to visit?

Questions for non-fiction books

- What facts did you learn?
- What did you find most interesting?
- Was there anything you didn't understand?
- What would you like to find out more about?



Helpful Resources:



Phoneme Pronunciation [FFT Success for All Phonics - Parents Portal on Vimeo](#)

Glossary of terms [Tips for Home Reading – Parent Portal \(fft.org.uk\)](#)

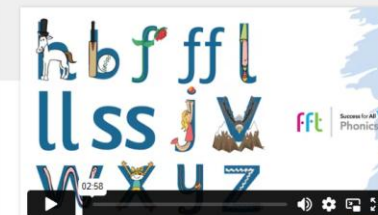
These videos contain the proper pronunciation of all Grapheme-Phoneme Correspondences (GPCs) taught in the FFT Success for All Phonics programme. We hope you find them useful when discussing the sounds with your child.



FFT Success for All Phonics - GP...

FFT Education

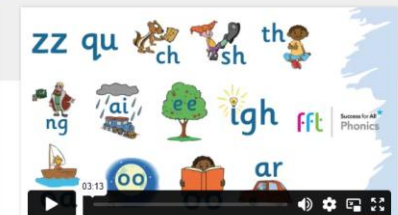
This video includes pronunciation guidance for the following GPCs: s a t p i n m d g o c k e u r



FFT Success for All Phonics - GP...

FFT Education

This video includes pronunciation guidance for the following GPCs: h b f f l l s s j v w x y z



FFT Success for All Phonics - GP...

FFT Education

This video includes pronunciation guidance for the following GPCs: z z q u c h s h t h n g a i e e i g h o o (zoom)...

Phonics and Reading resources



<https://home.oxfordowl.co.uk/>

Lots of information and guidance for Parents and Carers

<https://www.phonicsplay.co.uk/resources>

A selection of interactive games for all phonic phases (some can be accessed without subscribing)

www.ictgames.com/literacy.html

A great selection of games that link well with Letters and Sounds and FFT SfA.



Visiting the Library



The Reader Teacher **Top 100 Recommended Reads for Year 1**
www.TheReaderTeacher.com/Year1 for ages 5-6+ **Poster**

SCAN ME

Scan this QR code to purchase the pack through Reading Rocks!

For more primary school recommended reads booklists, visit TheReaderTeacher.com



Handwriting

CAMBRIDGE

PENPALS for
Handwriting **1** ?

Unit 3 Introducing... Unit 5 Practising long-legged giraffe letters and one-armed robot letters

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Reference

Penpals Gym	Posture and Pencil Grip
Alphabet	Library of Joins
Patterns	Gallery



Write New Grapheme

Left around the girl, down her plait and curl.

g g G



Spelling

Autumn 1 Spellings: Year 1				
<u>Week 3</u> <u>ou</u>	<u>Week 4</u> <u>ie</u>	<u>Week 5</u> <u>ea</u>	<u>Week 6</u> <u>oy</u>	<u>Week 7</u> <u>ay</u>
out loud cloud do her	pie fries cried my by	meal clean peach ask our	toy boy enjoy says they	play stay clay said was

Here are some strategies for spelling:

- Listening for the sounds and breaking them down
- Breaking a word into syllables
- Using rhymes, mnemonics and songs to remember
- Using visual approaches e.g. 'word shape', 'bubble writing'
- Being multi-sensory e.g. 'word painting'
- Using verbal and social e.g. 'spelling tennis'

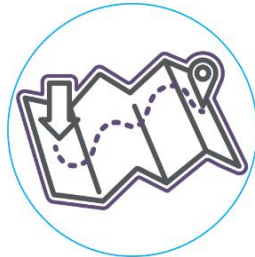
Writing



Immerse



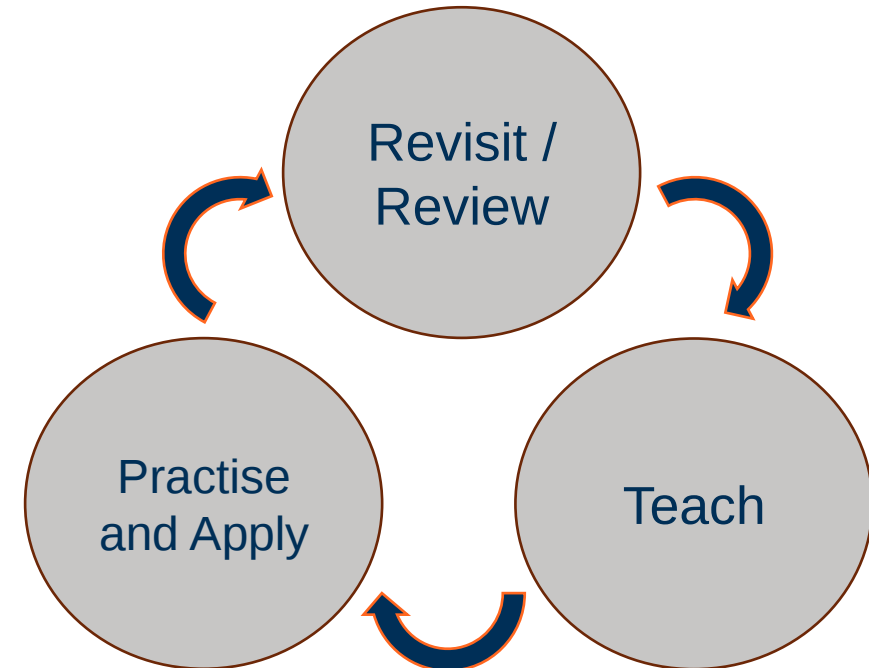
Analyse



Plan



Write



Writing Progression

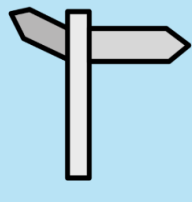
Autumn							
	A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 <i>National Poetry Day</i>	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6
Year 1	Purpose/Genre: Labels, captions and repeated phrasing	Purpose/Genre: Entertain Character description	Purpose/Genre: Entertain Poetry (pattern and rhyme)	Purpose/Genre: Entertain Story re-retell IDENTIFY STORY STRUCTURE	Purpose/Genre: Entertain Setting description	Purpose/Genre: Inform Instruction	Purpose/Genre: Entertain 3-part story IDENTIFY STORY STRUCTURE
	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Word class (noun)	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Word class (adjective)	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Rhyming words	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Word class (adjective) - Use plural noun suffixes -s	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Pronouns (she, they, he) - Classify nouns & adjective in own writing	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Word class (verb)	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Pronouns (she, they, he) - Use plural noun suffixes -s
	Key Skills Sentence: - Combine words to make simple sentences Teach + Practise - Orally rehearsing - Count the words - Segment for spelling - Word spacing (P) - Begin to use capital letters and full stops (P) - Use capital letters for names of people and the personal pronoun 'I'	Key Skills Sentence: - Combine words to make simple sentences Teach + Practise - Orally rehearsing - Count the words - Segment for spelling - Word spacing (P) - Begin to use capital letters and full stops (P) - Use capital letters for names of people and the personal pronoun 'I'	Key Skills Sentence: - Compose and orally recite a poem with rhyme and/or repeating pattern Teach + Practise - Identify rhyme - Listen to and discuss a wide range of poems - Recite/perform independently and collaboratively	Key Skills Sentence: - Combine words to make simple sentences Teach + Practise - Orally rehearsing - Count the words - Word spacing (P) - Begin to use capital letters and full stops (P) - Use capital letters for names of people and the personal pronoun 'I'	Key Skills Sentence: - Join words using 'and' (G) - Sequence sentences (link by pronoun) Teach + Practise - Orally rehearsing - Punctuate sentences with capital letters and full stops (P) - Classify nouns & adjective in own writing	Key Skills Sentence: - Join words using 'and' (G) - Sequence using adverbials of time Teach + Practise - Orally rehearsing - Punctuate sentences with capital letters and full stops (P) - Write a title and subheading - New sentence for a new instruction	Key Skills Sentence: - Join words using 'and' (G) - Sequence sentences (link by pronoun) Teach + Practise - Orally rehearsing - Punctuate sentences with capital letters and full stops (P)
	Dictation Phonics application: >step 32 Red word application: Consolidate Reception	Dictation Phonics application: ay/ou Red word application: Step 34-35	Dictation Phonics application: ie Red word application: Step 36	Dictation Phonics application: ea/oy Red word application: Step 37/38	Dictation Phonics application: ir Red word application: Step 40	Dictation Phonics application: ue/aw/au Red word application: Step 41/42	Dictation Phonics application: ew Red word application: Step 43



Let's create a sentence



I would travel to school by _____

 who?	 doing?	 what?	 where?
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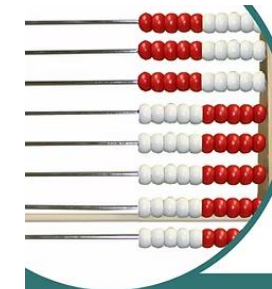









Maths



MASTERING NUMBER AT
RECEPTION & KEY STAGE 1

Number ■
Measurement ■
Geometry ■



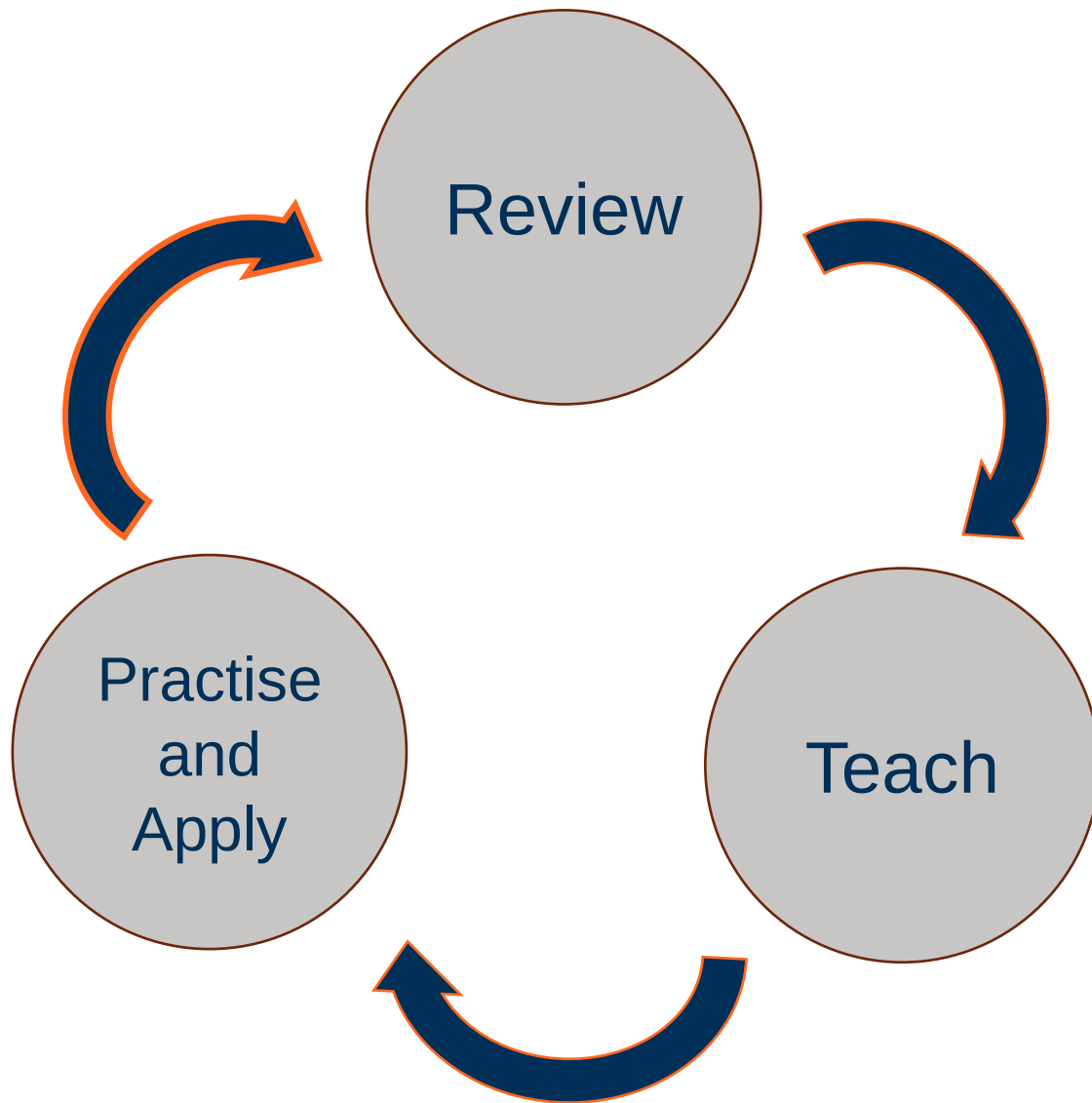
Laurus Primary Maths 8 Year Overview

Intent: To provide an ambitious, connected curriculum accessible to all pupils so that they become fluent in the fundamentals of mathematics, are able to reason and can solve problems.

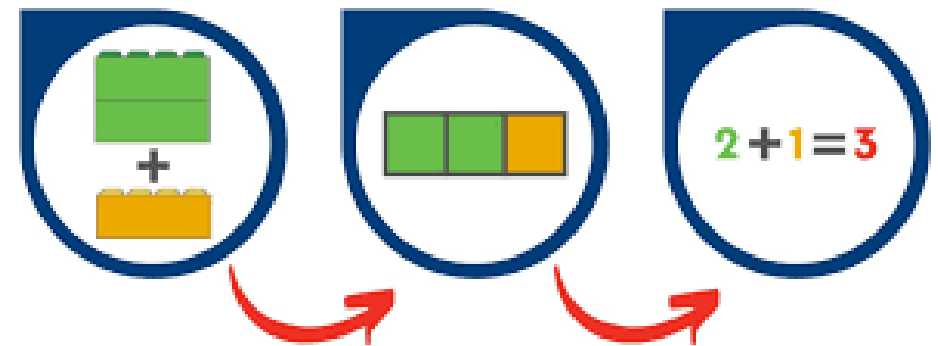
Areas of Learning						
Geometry		Number			Measurement	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School	Subitising Sorting and Categorising Comparing groups of objects Principles of counting: correspondence and abstraction Explore 2D shapes		Subitising Principles of counting: stable order and order irrelevance Noticing and continuing repeated patterns Shape and positional language Counting backwards and forwards.		Subitising Principles of counting: cardinality Problem solving Exploring 3D shapes Comparing measures (weight, capacity, length, height)	
Reception	Match Sort and Compare,	1,2,3,4,5	Alive in 5,	Building 9 & 10	To 20 and beyond.	Sharing and grouping
	Measure and patterns		Growing 6, 7, 8		How many now?	
	Circles and Triangles	Shapes with four sides	Mass & Capacity, Length, Height & Time	Exploring 3D Shapes	Manipulate, compose and decompose	Visual, build and map. Make connections
Year 1	Place value (within 10)	Subtraction (within 10)	Place value (within 20)	Place value (within 50)	Multiplication and division	Place value (within 100)
	Addition (within 10)	Shape	Addition and subtraction (within 20)	Length and height	Fractions	Money
		Consolidation		Mass and volume	Position and direction	Time

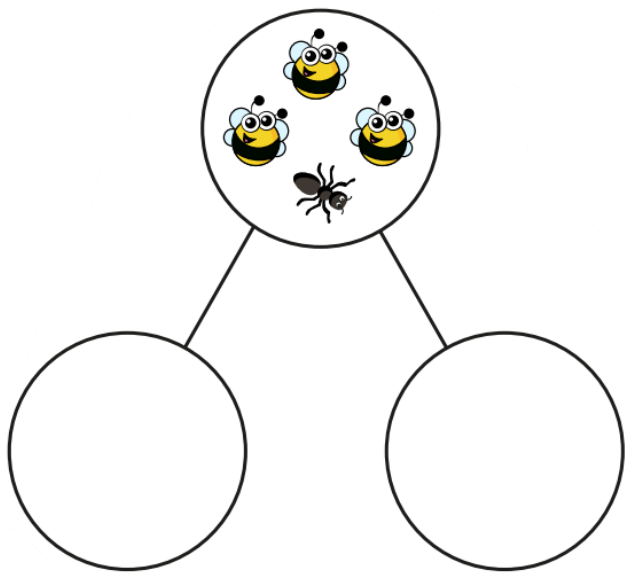


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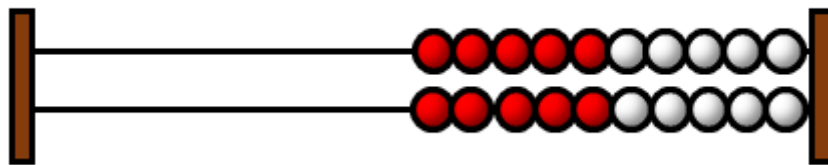
Concrete Pictorial Abstract





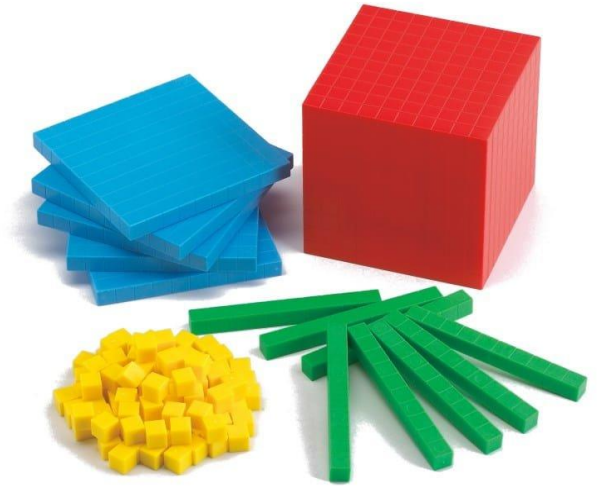
Number

9	1
10	



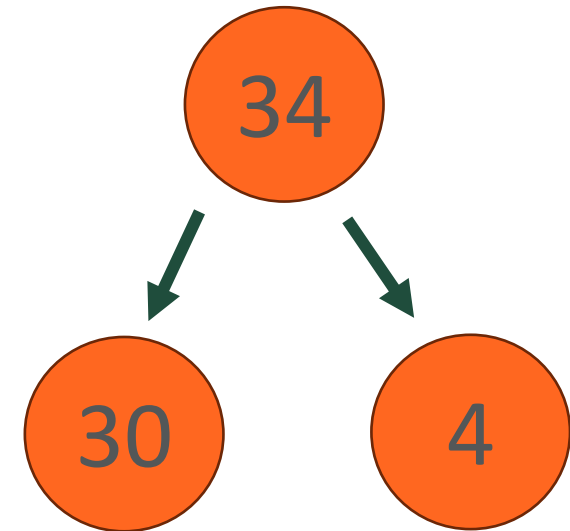
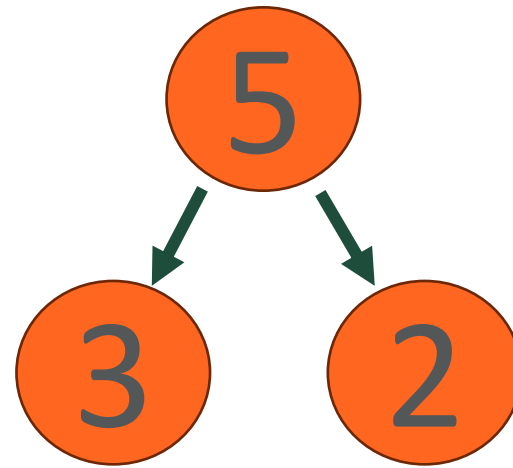
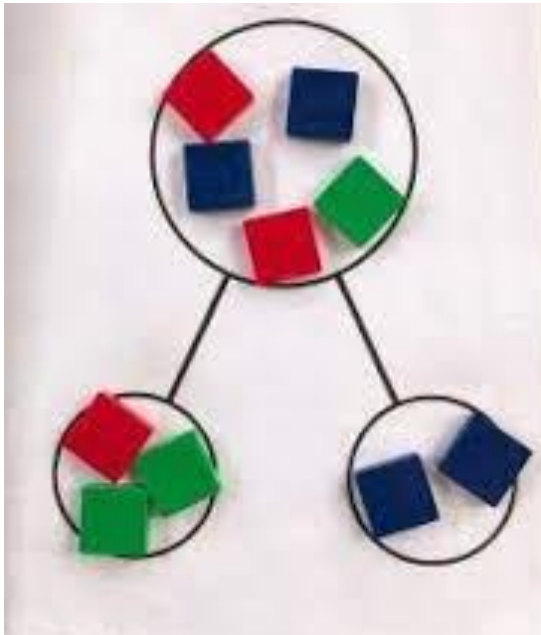
Place Value

- Ordering numbers to 10, 20 and 50.
- Beginning to partition numbers into tens and ones.
- Numbers to 100
- One more, one less
- Comparing numbers to 100 (more than, less than, equal to)
- Use number bonds to 20
- Add and subtract one-digit and two-digit numbers to 20
- One-step problems involving + -



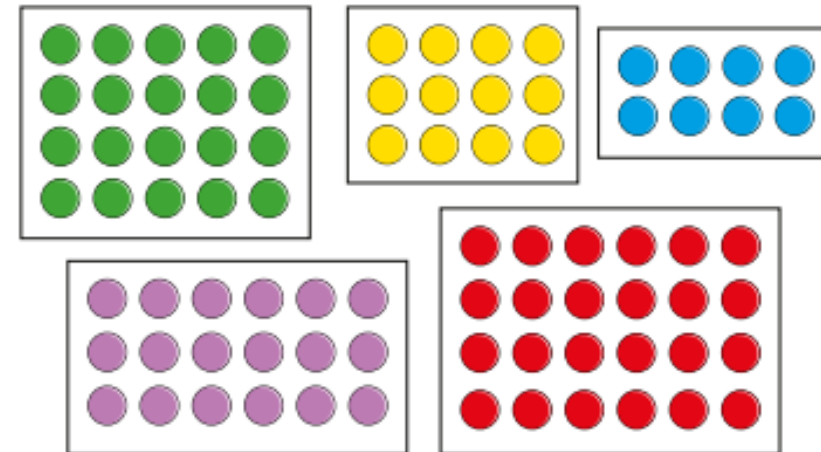
Part – Whole Model

10	
8	2



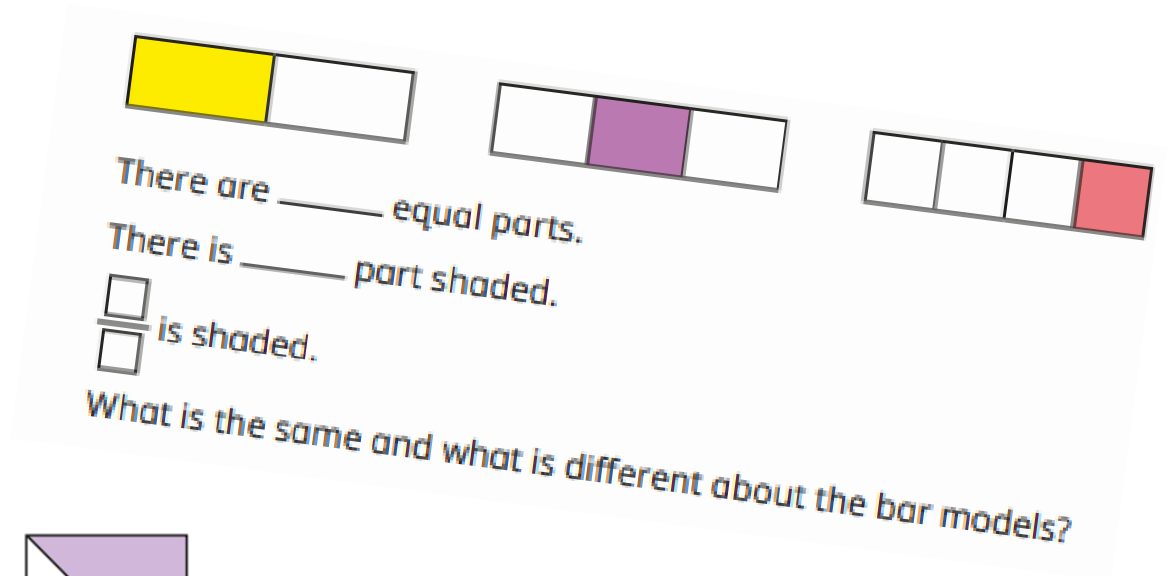
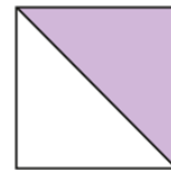
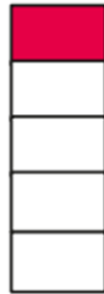
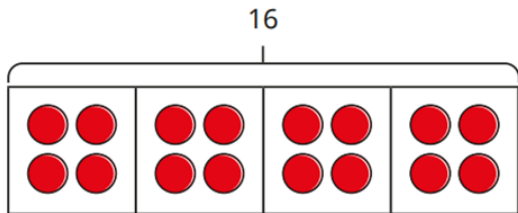
Multiplication

- Doubling and Halving
- Counting in 2s, 5s and 10s
- Counting in 3s
- Making equal groups
- Multiplication symbol
- Arrays
- Dividing by 2, 5 and 10.



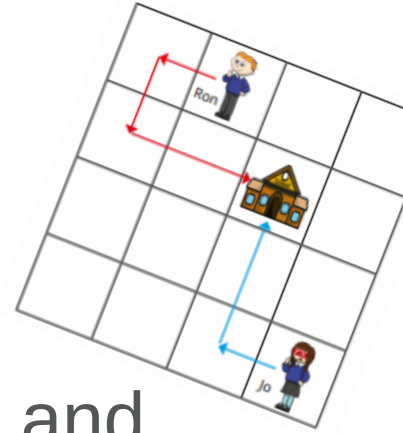
Fractions

- Bar Model
- Whole, half, quarter, thirds



Shape and Position and Directions

- Recognise, name and sort a variety of 2D and 3D shapes.
- Categorise 2D and 3D shapes based on their properties.
- Find the line of symmetry
- Count edges, faces and vertices on 3D shapes.
- Begin to describe turns and position, using language such as **left, right, clockwise** and **anti-clockwise**.





Measure

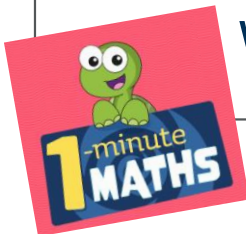


- Comparing, describing and solving practical problems
- Begin to use units of measure, first with cubes then in **cm, litres, millilitres.**
- Using units of measure for mass **grams and kilograms**
- **Money** – recognising coins and counting in coins.
- **Temperature** - using a thermometer
- **Time** – telling the time to the hour and half past, drawing clocks



Supporting your child with Maths at home

Number	Geometry	Measure
Dice Games / Board Games	Jigsaws <i>(+ positional language through play)</i>	Noticing time in the environment Play what can you do in ... 30 seconds, 1 minute ...
Counting backwards (from 50)	Hide and Seek <i>Hide objects around the house, can they direct you to it?</i>	Telling the time on an analogue clock "O'clock, half-past"
Counting in 2s, 5s and 10s		
One more, One less		Go shopping and use coins and notes
Noticing numbers in the environment	Guessing Games <i>Think of a shape – describe it – can you guess?</i>	Baking
1 Minute Maths: White Rose app	Making new shapes/creations out of loose parts/'junk' and describing them	



PSHE



Physical Development (PE)



PE Kit
White polo shirt with school logo
Plain Navy/Dark Blue shorts
Plain Navy/Dark Blue tracksuit bottoms
Plain Navy/Dark Blue Sweatshirt jumper
Trainers (no pumps) and White socks

Home Learning



Autumn 1 Spellings: Year 1				
Week 3 ou	Week 4 ie	Week 5 ea	Week 6 oy	Week 7 ay
out loud cloud do her	pie fries cried my by	meal clean peach ask our	toy boy enjoy says they	play stay clay said was

- **Reading** – reading Shared Reader and practising red words
- **Spelling** – 5 words a week (phonics sound + red words)
- **Writing** – answers to questions from Shared Reader
or
- **Maths** – question linked to small-step from White Rose

Supporting your child at home

- Reading, reading and more reading!
- Engage with Home Learning – build a routine, make it fun
- Writing – little and often (*diaries, letters, maps, signing their name, speech bubbles...*)
- Experiences inside and outside of the home
(*cooking with the family, your local park, helping with the weekly shop or visiting family and friends*)
- Talking about activities and your child's ideas
- Encourage creativity and designing (*paintings, drawings, designs, modelling, crafts*)
- Playing board games / card games

Tapestry

- Online journal for sharing learning
- We will share photos, videos and updates – weekly updates
 - *Focusing on English, Maths + Foundation subject*
- Learning updates will be linked to the National Curriculum
- Encourage you to share updates from home



Your Child's Achievements

- Use of MCAS (My Child at School) - *reports, first aid, messages*
- Parents' Evenings in the Autumn and Spring Terms
 - *Reporting of assessments – Phonics/Reading, Maths*
- Additional appointments initiated by teacher / parent
- Use of Tapestry
- Exercise books / outcomes throughout the year
- Achievement Award, House Points, Class Points, Diamond Sticker

Communication and Working Together

- Weekly Newsletter – sent out on a Friday
- www.crownstreetprimary.org.uk
- My Child At School (MCAS)
- Tapestry Online Learning Journal
- Social Media – Facebook and Instagram
- We value home-school communication
 - *Updates, changes, different pick-ups ... etc*
- Contacting teachers:
 - Quick messages at drop off/pick up times
 - Notes in book bags
 - Available for longer conversations – organise through Admin

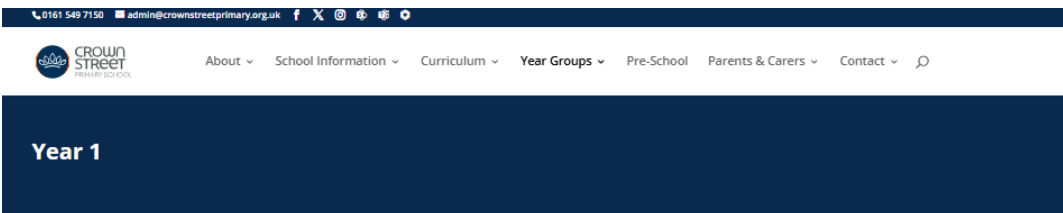


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Our website – Year Group Page



Welcome to Autumn Term in Year 1

It is our first term in Year 1 at Crown Street Primary and we are excited for another fun-filled year of learning and exploration.

We will continue to strive to make your child's experience in education special, continuing to develop their relationship with their teacher and learning support assistants, who will support them and ensure that their emotional and academic needs are met daily. Our aim is for your children to become confident learners and to carry their love of learning throughout their lives.

We will continue to learn and explore our six character traits as we move through this term and our new Curriculum Bookshelf.



Meet the Team

Miss Daniel – Class Teacher
Miss Quagrainie – Learning Support Assistant
Miss Chambers – Learning Support Assistant
Miss Davies – Learning Support Assistant

Autumn Bookshelf



Meet the Team

Miss Daniel – Class Teacher
Miss Quagrainie – Learning Support Assistant
Miss Chambers – Learning Support Assistant
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Autumn Bookshelf



In our first text, 'Welcome to our World' we will explore our similarities and differences and learn about interests.

Next, we will immerse ourselves in 'The Grand Hotel of Feelings' where we will explore the different feelings.

In Geography, we will explore our local area through developing our sense of place and developing our map reading skills.

We will embark on an exciting adventure to the South Pole in the book Lost and Found, where we will utilise our curiosity to help the penguin return to his home. This will be followed on by the story Stick Man. We will analyse the text and explore the characters practising using capital letters, finger spaces, full stops and much more.

In RE we will continue to develop our knowledge on the teachings and beliefs of a range of different religions and look at how this is represented in society across Great Britain. We will talk about what it means to belong to a faith community.

It is going to be a busy and thoroughly enjoyable term!

Important Information

- Our team will be available every day before and after school to discuss your child's day, receive messages and celebrate successes
- Your child's book bag should be brought to school each day – this will contain a Shared Reader, Library book and a Reading Record
- Wellington boots and waterproof coats will be required daily for outdoor learning and can be left in school
- Please ensure all clothing items are labelled
- Important information will be shared via MCAS communication and our weekly school newsletter
- We will continue to use Tapestry to share your child's learning. We also love to see photographs and videos from home to talk about and celebrate in School
- At the end of the day children are dismissed directly to parents/carers. Should there be any changes to this, please inform our Admin team before the end of the day so the Class Teacher knows who to look out for



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