

# Hedgehog Class Newsletter

## Spring 2024



I hope you had a lovely Christmas, and that your children are looking forward to the Spring term in year one.

### Adults in Year 1 are as follows:

Miss Abbie Wilkinson – teacher, PPA Thursday afternoon

Miss Faye Williams – teaching assistant and covering PPA Monday afternoon

Miss Holly Skeggs– teaching assistant Monday to Friday

If you need to **contact us** about anything (no question is too silly), you can catch us at the door after school with any quick queries, or you can email us.

Miss Wilkinson– [awilkinson@tewincowper.herts.sch.uk](mailto:awilkinson@tewincowper.herts.sch.uk)

### Lunches and snack

Each morning, children choose between red (meat), green (vegetarian) and yellow (jacket potato) options, or packed lunch from home.

At snack time, fruit is provided by the Government. However, children are welcome to bring in a home snack if they would like.

### Drop off and collection

Drop off – between **8.35am and 8.45am**, at the side gate. Children walk through the year 1 garden to their classroom. Please try to be on time, because we often do one to one reading during the first part of the day.  
Collection – at **3.15pm**, from year 1 classroom. Miss Wilkinson will open the gate to let you through.

### What to bring each day

- Water bottle (named)
- Book bag (no rucksacks)
- Reading folder (record and book)
- Coat, sun hat, wellies (weather dependent)

### Home learning

Many parents ask how they can help their child at home. The answer to this is **read, read, and read some more!**

We don't set any regular formal home learning activities at Tewin Cowper. Instead, we really want families to focus primarily on reading, because it underpins *everything* the children learn in school. Reading supports writing, imagination, vocabulary, empathy comprehension, communication...to name but a few things!

Please aim to do the following **every day**:

- **Listen to** your child read and **record this each time** in the reading record so we can see what they have been reading. A detailed comment each time is not necessary.
- **Read to/with** your child every day and enjoy the experience together! This could be picture or chapter books, but could also include recipes, comics, letters, magazines, newspapers, etc.

Books will be changed every Tuesday and Friday. Please make sure children bring in their reading folders every day, so they can be read with.

### Library

Our class library slot is on Tuesday. Children will be able to choose a book from the library to take home, share and enjoy. **Please ensure that this is back in their bag so they can swap it for a new book.** If they would like to keep it for longer than one week, they have the option to do this.

### PE

PE in Year 1 will take place on **Wednesdays and Fridays. Please make sure your child has the Tewin Cowper branded t-shirt and jumper.** Children must come into school dressed in the new PE kit on those days.

# Spring Term: learning overview

## English

We will be looking at four main types of texts: narrative, rules and recount, rhyme and nonsense poetry and performance poetry.

### Texts we will be using this term include:

- Fairy Tales, Stanley's stick and Madlenka (narrative)
- Ruby's worry (rules and recount)
- Oi Frog! (Rhyme and nonsense poetry)

We will be continuing to focus on sentence structure, capital letters, punctuation and finger spaces.

In phonics we are working our way through the level 5 sounds and preparing for the phonics screening.

## PE

The class is taught by Premier Education for one lesson, and Miss Wilkinson for the other. This first half term, the children will be doing sending and receiving and ball skills. In Spring B, they will move onto invasion and target games.

## Maths

We follow the NCETM scheme, which aims to foster a deep understanding and mastery of mathematical concepts.

### The units we will be covering this term:

1. Recognise, compose, and decompose and manipulate 2D and 3D shapes.

### Things we will be look at in this unit:

- To explore, discuss and compare 3D shapes
- To explore, discuss and compare 2D shapes
- To identify 2D shapes within 3D shapes

2. Number 0 to 10

- To explore and identify the numbers 6 to 10 using the part whole model and the five and a bit structure
- To partition numbers 6 to 10 in different ways
- To partition the numbers 6 to 10 in a systematic way

## Music

We will be combining all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.

### **Science**

We are starting of science this term with identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions. We then move on to comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.

### **History**

In History we will be focusing on the enquiry question 'How have toys changed'? We will be exploring, discussing and investigating what toys were like up to 100 years ago.

### **Art**

Introducing children to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art.

### **Computing**

Developing photography and image editing skills to capture photos to create an adventure story.

### **Design and Technology**

We are going to continue to look at mechanisms by learning about the key parts of a wheeled vehicle. The children will develop an understanding of how wheels, axles and axle holders work while designing and making a moving vehicle.

### **Geography**

Children will be identifying and locating the four UK countries, recognising their own country and describing locations using basic compass directions. They will also measure different types of weather, using symbols used in weather forecasts, describe seasonal changes and suggest appropriate clothing and activities.

### **PSHE**

We begin this term discussing the importance of keeping safe. In spring B we will be establishing our existing awareness of things we can help to look after.

### **RE**

In our Shabbat unit, we are exploring our enquiry question 'why is Shabbat important to Jewish children'? We then move on to recognise that incarnation and salvation are part of a 'big story' of the bible.