

# Spring Newsletter

## Barn Owls Class - Year 1 and 2



### Welcome to Barn Owls Class.

Taught by Miss Smart and supported by Miss Secker, Ms Hedley and Mrs Reynolds.

### Routines

Children are to arrive between 8.35am and 8.45am through the Barn Owls door. Please stand back from the door at collection at the end of the day to avoid congestion and I will send your child out to you.

We will keep you informed throughout the year of any changes.

### Snack time:

In Barn Owls we have a range of fruit available daily for the children. If your child would rather a snack from home to eat at break time, please ensure this is a healthy choice.

### P.E

Kit consists of the school logo kit and trainers / pumps. Any child who has long hair will need it tied back and any earrings removed or covered. All children need to bring a pair of socks to change into for PE, this is particularly important if girls are wearing tights. Barn Owls PE is on Monday and Tuesday's

### Homework

Weekly homework that the children must complete each week.

This includes:

- Reading (our whole school expectation is that children read a minimum of 5 nights a week and adults fill in the Reading Record. The Reading Record is to be in school every day).
- Spellings (the expectation is that these words can be read fluently and that children are able to spell them. We will have a spelling test on a Friday).

### Writing -

In English, over the Autumn term we will be focussing on the texts 'Mrs Mole I'm Home', 'Bubbles' 'The Pirate Next Door' 'The Storm Whale' 'Snack Attack' and 'Once in a lifetime'. During this we will explore how to write a narrative, recount, setting & character description, postcard, diary entry.

### Reading -

For Spring term we will be engaging in book talk. Each week the text will be linked to a theme and the children will engage in whole class and partner discussion based around retrieval questions and some inference questions. Children will begin to complete written work in their books answering questions based on the text read.

### Maths -

For Maths we use White Rose Maths and Primary Stars to plan our lessons.

During the spring term we will be focusing on Money, Multiplication and Division, Length and Height and finally Mass, Capacity and Temperature.

### Topics this term

#### Coastline



In the Coastline project, your child will use maps to learn about the location of the world's seas and oceans and keys to learn about map symbols. They will also find out about the directions on a compass. They will learn about the human and physical features of a coastline, including the effects of erosion and how to stay safe when visiting the coast. They will have the opportunity to learn about the work of the RNLI, what happened to the *SS Rohilla* and about the coastal town of Whitby, including how Captain Cook is linked to the town. They will research the tourism industry and consider what features make a place a successful tourist destination.

#### Science - Plant Survival



In the Plant Survival project, your child will learn the names of the different parts of a plant and how they grow. They observe how the seasonal changes affect how plants grow. They will learn how new plants can grow from seeds and bulbs and what they need to germinate. They will use their observational skills to find out where plants like to grow and investigate what plants need to grow and stay healthy. Your child will then use their research skills to find out about some unusual plants.

#### Art - Flower Head

This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.

#### DT - Beach Hut

This project teaches children about making and strengthening structures, including different ways of joining materials.

#### RE-

1.8 - What Makes some places sacred to believers?

1.10: What does it mean to belong to a faith community?

## **Herefordshire agreed syllabus**

### **Make Sense of Belief**

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship

### **Understand Impact**

- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community

### **Making Connections**

- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

### **Music -**

Oceans

This unit embeds pulse and rhythmic skills through performance, improvisation, listening and composition activities.

Folksongs

In this unit pupils learn to sing and perform folk songs from around the British Isles.

### **PE-**

Target Games

Target games are games where players send an object towards a target.

Dance

Pupils explore space and how their body can move to express an idea, mood, character or feeling.

Invasion Games

Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal.

### **PSHE-**

Keeping safe.

Rights and respect.

In Spring 1 Barn Owls will be learning about 'Keeping Safe'. We will explore the different ways they can keep themselves safe, including online.

### **Computing - Jam Coding**

Awesome Animation

The Awesome Animations unit of work develops pupils understanding of how to use web based software to create basic animations. They will develop skills in saving online work and retrieving it at a later date.

### Creative Creature Coding

The Creative Creature Coding unit of work builds upon pupils previous experience of programming a floor robot.. Pupils will revisit the floor robots to consolidate their understanding, before building on these skills by moving on to code using a visual programming language on the computer. The key words covered in this unit of work include: Algorithm Command Card Loop Program