'Let your light shine'

**Matthew 5.16**

# Class 1 (Spring 2) Curriculum Newsletter

## Our topic This half term our topic is 'Space'

### Physical Development

Class 1 will continue to have sessions with LUFC on Fridays where they focus on sports skills, movement, body control, and team work. Additionally, we will now have a 'Chace to Shine' session on a Monday, where the children will be introduced to cricket skills. Therefore, please send your child to school in their PE kit on **Mondays** and **Fridays** this half term.

For fine motor development, we will focus on cutting out large shapes with scissors as well as correct letter formation and size.

### Communication and Language

This half term we will continue to encourage the children to speak in full sentences and to include more detail when they are describing events. As always, we will be listening to lots of stories, and we will be encouraging the children to use story language when retelling stories that have been read to them in more detail. We will also be using time connectives like first, next and then when retelling stories and writing instructions.

### Personal, Social and Emotional Development and PSHCE

In PSHCE, the children will be learning to identify and manage their own feelings. They will consider the feelings and needs of others and begin to understand how their actions can impact those around them.

The children will also explore the importance of making healthy food choices and staying active. They will learn about what we put into our bodies (food and drink) and what we put onto our bodies (such as medicines and safe products), and why making safe and healthy choices is important.

In addition, the children will begin setting simple goals and targets, learning how to work towards achieving them and reflecting on their progress.

### Mathematics

Reception will be focussing on their numbers up to 10. They will learn to compare, represent and subitise the numbers consistently before moving onto learning their number bonds (numbers that go together to make a larger number) up to 10. They will also explore doubling. In the final few weeks of the term, the children will look at shape, in particular focussing on 3D shapes where they will learn their names, identify them in the environment, and even build some of the shapes.

Year 1 will start the half term by finishing off their subtraction unit. We will then look at measures – length, height, mass, volume, and time. At first, year 1 will be using non-standard units to measure (e.g.. how many blocks tall?) and then we will move onto using more standard units of measure, for example centimetres.

### Literacy

This half term we are very excited to have a space theme in our writing. We will begin to look at non-fiction texts, learning facts about space and planets, and creating our own reports.

With the Reception children, our focus is going to be on developing our sentence writing and the presentation of our work, with a greater focus on correct letter formation and size, as well as using spaces between our words more consistently. As the children begin to learn new sounds in phonics, we will start to see more accurate spellings of longer and trickier words.

With Year 1 we are introducing new types of punctuation – question marks and exclamation marks, as well as beginning to ask them to use features of different types of texts in their work, such as headings and subheadings. We will continue to have a focus on spelling the common exception words with the Year 1 children.

### Understanding the world (History and Science)

In History this half term we will be learning all about the space race and the first moon landings. We will discover Neil Armstrong and find out about his life, and we will also compare Neil's first voyage into space with that of Tim Peake.

In science we will be continuing our work on materials. This time, we will be exploring the everyday uses of materials, focussing our learning on investigating why specific materials have been chosen to create the objects that they make – for example, why are windows made of glass? or why are houses made from bricks? Our scientific learning will be focussing on asking questions, making predictions and collecting data. We will practise explaining what we find out verbally, extending our explanations using scientific vocabulary.

### RE

Our unit this half term is **'Which times are special and why?** This investigation will enable the children to think about their own significant times and those times that are special in different religions. The festivals focussed on in
this topic are Easter (Christian people), Diwali (Hindu people) and Sukkot (Jewish people. The children will give examples of special occasions and suggest features of a good celebration, recall simple stories connected with Easter and festivals from Hinduism and Judaism and say why the festivals are special times for belieer

### Expressive Art and Design (Art/DT)

Children will explore and discuss a variety of puppets, including finger, hand, sock and stick puppets. They will identify their features, the materials used and their purpose. Each child will choose their favourite puppet and draw and label it. The children will then explore different finger puppets and use a template to cut appropriate sizes of fabric to create their own. They will assemble and decorate their puppet, joining components together to develop their ideas. They will evaluate their finished puppet, discussing what went well and what could be improved. Children will learn and practise sewing techniques such as running stitch and overstitch. Finally, the children will share and demonstrate their completed puppets. They will evaluate their own work and reflect on possible improvements.

# Class 1

# Ways to help your child at home

We welcome and encourage children to continue their learning beyond school and share their achievements with us. We have consciously decided not to publish or set homework sheets, however we would like all children to complete these key weekly tasks and activities.

## Phonics

Phonics underpins all of their learning in reading and writing and it is vital that children practise regularly. We will be sending home a copy of the sounds that they are learning and a card with some ideas of activities and games you can play with them to help develop their phonic knowledge and skills.

## Daily Reading

Developing a love or reading and learning to read are directly linked to children's success at school and beyond. Reading daily to your child is the single most important thing you can do to help them with their learning. At this stage the children will not have their own books to read, but this love of reading can be fostered just by an adult sharing regular stories at home.

## 1 Minute Maths

This is a fantastic app, (particularly suited to Year R-3) which helps children to build number confidence and fluency through 1-minute tasks. The app gives instant feedback, with a 'hints' button which rephrases the question if children need a little extra support.

KIRFs

## Key Instant Recall Facts

KIRF practise will help your child to learn by heart, key facts and information which they need to have instant recall of. KIRFs are designed to support the development of mental maths skills that underpin much of the maths work in our school. Your child's KIRFs for this half term can be found below.

## Year 1 Spring 2 KIRF

Number bonds to 10 and each number to 10

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

| | | | |
|---|---|---|---|
| 0 + 7 = 7 | 0 + 8 = 8 | 0 + 9 = 9 | 0 + 10 = 10 |
| 1 + 6 = 7 | 1 + 7 = 8 | 1 + 8 = 9 | 1 + 9 = 10 |
| 2 + 5 = 7 | 2 + 6 = 8 | 2 + 7 = 9 | 2 + 8 = 10 |
| 3 + 4 = 7 | 3 + 5 = 8 | 3 + 6 = 9 | 3 + 7 = 10 |
| 4 + 3 = 7 | 4 + 4 = 8 | 4 + 5 = 9 | 4 + 6 = 10 |
| 5 + 2 = 7 | 5 + 3 = 8 | 5 + 4 = 9 | 5 + 5 = 10 |
| 6 + 2 = 8 | 6 + 2 = 8 | 6 + 3 = 9 | 6 + 4 = 10 |
| 7 + 1 = 8 | 7 + 1 = 8 | 7 + 2 = 9 | 7 + 3 = 10 |
| 8 + 0 = 8 | 8 + 0 = 8 | 8 + 1 = 9 | 8 + 2 = 10 |
| | | 9 + 0 = 9 | 9 + 1 = 10 |
| | | | 10 + 0 = 10 |

**Key Vocabulary**

What do I **add** to 5 to make 10?

What is 10 **take away** 6?

What is 3 **less than** 10?

**How many more** than 2 is 10?

They should be able to answer these questions in any order, including missing number questions e.g. 6 + ◯ = 10 or 10 – ◯ = 3.

**Top Tips**

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

**Use practical resources** – Your child has one potato on their plate and you give them two more. Can they predict how many they will have now?

**Make a poster** – We use Numicon at school. You can find pictures of the Numicon shapes here: bit.ly/NumiconPictures – your child could make a poster showing the different ways of making 5.

**Play games** – You can play number bond pairs online at www.conkermaths.com and then see how many questions you can answer in just one minute. You can also do number facts games on sumdog online at www.sumdog.com

# Reception KIRFs Spring 1

## I can partition numbers, to 10, into two groups

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

Zero and ten make ten.

One and nine make ten.

Two and eight make ten.

Three and seven make ten.

Four and six make ten.

Five and five make ten.

**Key Vocabulary**

_____ and _____ make _____

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You do not need to practise them all at once; perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Use practical resources –

- Using items around the house to find different ways of making 10, e.g one blue teddy and nine red teddies. One and nine make ten.
- Making up stories with items around the home, e.g there are 2 cars in the car park and 8 more cars arrive, how many cars altogether? Two and eight make ten.
- Asking questions during daily routines, e.g you have 4 sausages on your plate and I have 6 sausages on my plate, how many sausages altogether? Four and six make ten.

## UTW

## The moon landings/Materials

Decade, Century, Modern, Timeline, Order, Similar, Different, Memory, Artefact, Generation, Impact, Significance, Legacy, Astronaut, Launch

Object/ Material/ Wood / Plastic/ Glass/ Metal/ Solid/ Liquid/ Gas / Water/ Rock / Rough/ smooth/ Bright / shiny/ Dull / dim / Absorbent/ Waterproof/ Bendy/ Stiff/ Soft / Hard/ Squashing/ Stretching/ See through/ Names of common materials/
Man-made/ Natural/
Describe features of
change – pushing / pulling/ Suitable/ Use / useful/ Characteristics/ Properties/ Rigid/ Flexible/Strong/ Weak / Reflective/ Non-reflective/ Transparent/ Opaque/ Translucent/ Shapes/ Changes

# Key Vocabulary

# Spring 2 2026

## Expressive Arts and Design

Puppet, finger puppet, hand puppet, template, join, running stitch, string/ Marionette puppet, stick puppet, Materials, fabric, glue, design, evaluation

**Religious Education**

celebration, special, believer, Easter, Diwali, Sukkot