



Summer Term Newsletter 2025-2026

Year 1

“With Christ as our guide, we inspire and thrive”.

Welcome: I hope that you have all had a restful Easter break and I can't believe that we are moving into the last term of Year 1!

PE will continue to be on a Friday so children will need to arrive in school dressed in their school PE kits.

I am looking forward to working with you and your children until the end of the year and I am always there if you any support. A polite reminder – please ensure that your child brings their reading book to school every day and that they have at least 3 adult signatures each week to indicate that they have been reading at home. Home learning will continue to be set on Tuesday so please check Google Classroom. It will consist of English and Maths activities which consolidate your child's learning from school. I will also be sending out practise Phonics Screening tests as part of Home Learning, so please practise these with your child.

Below is an outline of what the children will be learning during the summer term.

Religious Education: We will continue with the new RED curriculum and will be covering the following:

Branch 5- To the ends of the Earth. By the end of this branch, pupils will recognise and retell the promise of the Holy Spirit and Jesus' Ascension into heaven. We will also learn that the Church celebrates Pentecost and that when people open their hearts to the Holy Spirit, they are changed 'as the apostles are changed.' Will be singing songs/ hymns about the Holy Spirit and also looking at and discussing ways that the Holy Spirit is described in art or music.

Branch 6- Encounter and dialogue. The focus of this branch is to recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers. We will also make simple connections between Jesus' life and message and how Christians live today and find out that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.

We then explore Judaism- correctly using religious words and phrases to recognise features of Jewish religious life and practice.

Diversity: We will be exploring **how to make you feel welcome**; supporting or improving respectful relationships by looking at the book 'The boy who loved everyone' by Jane Porter and Maisie Paradise Shearring. We will then be looking at **working together**. Exploring how families work together, how to respect differences and how families show love and care. We are learning to do this through the book *Bathe the cat* by Alice B McGinty and David Robert

Mathematics: We will be continuing to explore mass and capacity, using the language of heavy and lighter. We will carry out lots of practical maths lessons; balancing scales and containers and describe the volume in a container using phrases such as "empty", "nearly empty", "nearly full" and "full". We will have lots of discussion on why we need to measure and weigh things outside of school.

We will then be counting in 2s, 5s and 10s forwards and backwards, we will be introduced to the language associated with multiplication, for example 'There are ___ equal groups of 5. There are ___ altogether.' Then we will be using this understanding to help us when recognising and adding equal groups. This then leads on to our next topic on fractions, in which we recognise and find half and then a quarter of a shape, object or quantity.

Next, we will be using mathematical vocabulary to describe position, direction and movement before moving onto place value within 100. As we continue to build upon our understanding of place value, we will find one more and one less and compare numbers. Finally, we will look at the topics of money focusing on pence and also time in which we will be telling the time to o'clock and half past.

With Christ as our guide, we inspire and thrive.

Phonics: We will continue using Supersonic Phonic Friends as our curriculum and we have daily phonic lessons. We will continue with Basics 5 Switch it Mitch and then re-visit basics 4 and 5 to fill in any gaps in learning. We will continue to focus on split digraphs and the numerous spellings for the sounds as we prepare for our Phonic Screening Check in June.

Reading: Our text for the first half of the term is Meet the planets by Caryl Hart. During the second half our text will be Animals Find it! National Geographic. We will focus on predicting, clarifying new vocabulary, retrieving, and explaining what is being read to them. We will be making inferences based on what is being said and done.

Writing: Our text for the first half of the term is Toys in space by Toni Grey. We will be focussing on correctly punctuating sentences, using 'and' to join words and clauses and also using the prefix 'un'. We will also be writing instructions as we develop our non-fiction writing. During the second half of the term, our text will be Goldilocks and Just the One Bear by Leigh Hodgkinson. As we grow in confidence in the summer term, we will continue to focus on writing basic sentences with full stops and capital letters, also using adjectives and co-ordinating conjunctions (and, but, so.) We will use story maps to retell tales.

Grammar: Changing verbs into the past tense, identifying and generating adjectives and verbs and co-ordinating conjunctions (and, so, but). We will be exploring plurals using 's' and 'es', continue to punctuate sentences correctly and leave finger spaces between words.

How you can help at home: Continue to read with your child daily, ask your child questions to check that they have understood their reading book. Write a diary entry of something they did over the weekend, checking their sentences makes sense and they have used their phonics to help their spellings. Go on a scavenger hunt in your garden or on a walk finding items to build upon their understanding of length and mass eg: can you find a stick longer/ shorter than your hand; can you find an item that is lighter/ heavier than a dandelion.

Science: We will be exploring the topic of 'Plants.' We begin to know and label the parts of a plant, understand the conditions a plant needs for healthy growth and see how they change over time. We will be growing and observing the growth of our own plants too. Next, we move on to 'All About Animals' in which we identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. We will also identify and name animals that are carnivores, herbivores and omnivores.

Computing: We will continue with our topic on animated story books. Then we will be moving onto Coding, where the children be understanding what instructions are and that computer programs work by following instructions called code. We will be understanding what an event is and then using an event to control an object creating a simple program using code blocks. Finally, we create a simple program using code blocks editing where necessary. Then we move onto the topic of Moving a robot using beebots. The children will learn how to program the beebots so they complete given instructions.

History: The topic will be 'Food'. In this topic we will be looking at how our experience of food has changed over the last 100 years. Looking into changes in our tastes, in the availability of food, rationing and how different factors have affected these.

Geography: The topic will be Hot and Cold places. Will be locating hot and cold places on a map and identifying their features. Looking at what animals live in hot and cold places and how they adapt. Also exploring the questions: why an animal would live in a hot or cold place? And What we would pack for a trip to a hot or cold place?

Art: The theme is plasticine print making. We will be using plasticine to create our own seaside plasticine shell plates. We will then use ink pads and rollers to explore print making. We will then look at drawing and mark making and look at the job of a curator.

Music: The theme is 'Contrasts' and we will be focussing on: Performing and composing rhythmic contrasts in our music making. Recognising, performing and composing music that has contrasts in its pitch. Recognising, performing and composing music that uses dynamic contrasts. Recognising, performing and composing music that has contrasts in its articulation. Recognising, performing and composing music that has melodic contrasts.

With Christ as our guide, we inspire and thrive.

PE/Sport: At first, we will be focusing on athletics and the children will be learning to develop the sprinting action, to jump for distance, to develop technique when jumping for height and to throw for distance and accuracy. Finally, we move onto striking and fielding developing our teamwork skills as we build upon throwing and catching skills and striking of an object in simple games.

PSHE: At first we will be looking at what can happen when rules are broke, how we can be responsible and also how a problem shared is a problem halved. Then we will be exploring the importance of water safety and then first aid and CPR. Finally we will be in the forest school- gratitude for what we have.

How you can help at home (in relation to the above subjects): get out into the garden and plant seeds; help them to grow by watering them and ensuring they have the right conditions to grow. Computing: discuss how they can stay safe using technology in their own homes and visit the free website such as thinkuknow.com.

Home Reading: As well as set homework, your child should also spend time each evening reading for at least 10 minutes. He/she will bring home a book from school. This book must be read as your child will have been assessed and set to match their reading band age. They may also read a book of their own choice from home / the library alongside this if they wish. Each child will also receive a reading record. The record should be filled in every time the child reads at home (minimum 3 x per week). The children should make notes about what they have read each week and have this signed by a parent / carer. This will be checked in school weekly so any parental comments can also be communicated here.

How you can help at home: Teach your child that failure is a stepping-stone to success and make academic subjects feel relevant to your child. Try to involve games in learning as much as possible. Where possible, research some areas of learning as this will act as pre learning which will support your child being ready for the lessons.

- **Set a routine** – choose a regular time for home learning each day.
- **Create a quiet space** – free from distractions, with everything they need.
- **Encourage independence** – let them try first, then offer help if needed.
- **Talk about learning** – ask questions about their reading or maths.
- **Daily practice** – keep up with reading
- **Praise effort** – celebrate persistence as well as correct answers.
- **Stay connected** – check Google Classroom/IXL together and contact school if needed.



Read to Succeed Reward System.

12 Week Term

Bronze Star = 26 Reads
You've started your reading journey—keep it up!

Silver star = 50 Reads
You're halfway to greatness—amazing progress!

Gold Star = 70 Reads
You're a reading champion—golden level achieved!

3 Gold Badges = Choose a book YOU love!
At the end of the year, your chosen book will be gift-wrapped and personally presented to you by Mr McDermott in a special celebration!

(1 read a day is counted.)

Work hard. Read lots. Earn your reward!
"With Christ as our guide, we inspire and thrive".