

## Spring 1 Newsletter—Key Stage One

<p><b>English:</b></p> <p>Our text for this term: How to find gold</p> <p><u>Potential writing outcomes:</u></p> <ul style="list-style-type: none"> <li>· Character description</li> <li>· Writing in role (thought bubbles and diary entries)</li> <li>· Play script</li> <li>· Letter to the author/ illustrator</li> <li>· Writing a narrative sequence, retelling the story</li> </ul> <p>We will also be learning phonics, spelling, handwriting, and sentence and grammar skills. Please find more information about this below as well as on the school website.</p>	<p><b>Maths:</b></p> <p><u>Year 1</u></p> <p>Place value to 20</p> <p>Addition and subtraction to 20</p> <p>Time</p> <p><u>Year 2</u></p> <p>Place value</p> <p>Addition and subtraction</p> <p>Time</p>	<p><u>Geography</u></p> <p>Comparison of places in USA and Ilminster</p> <p><u>Science</u></p> <p>Working scientifically</p> <p><u>Art</u></p> <p>Collage</p> <p><u>Music</u></p> <p>Musicals</p>
<p><b>Computing:</b></p> <p>e-Safety: I am safe and secure</p> <p>Y1: Digital writing Y2: Making music</p>	<p><b>RE:</b></p> <p>Trinity</p>	<p><b>PE:</b></p> <p>Dance</p>

Here is an overview of the learning that we will be doing during Spring 1 as well as information about routines in our classes.

**How you can help your child:**

**Handwriting, phonics and spelling:** We will be encouraging the children to form their letters correctly. We will be working on phonics and spelling most days in school. Again, as much support with this at home would be great. Please look out for links and tips on Class Dojo as we are teaching phonics in a different way this year.

**Maths:** Please look on the school website for a link to the school calculation policy which gives you more information about how each year group are expected to make their calculations by the end of the year.

<p><b>PE kit:</b></p> <p>Our PE days this term are:</p> <p>Y1 &amp; Y2: <b>Tuesdays and Fridays.</b></p> <p>Children should wear their PE kit to school on the days that they have PE. PE kits should be plain, dark colours. PE will take place outside whenever possible.</p>	<p><b>Reading Books:</b></p> <p>It is really important that children re-read books. When they first read a book, they will be focusing on working out what each word says. When they re-read books, they develop confidence, fluency, expression and understanding which are all key skills in reading. For this reason, reading books will be changed on <b>Mondays</b> and <b>Thursdays</b> for Year 2. For Year 1, books will be changed on Thursdays as we are using our new books linked to phonics.</p> <p>Please still bring your reading book and reading record into school <b>every day</b> as this will help us when we are reading with your child in school.</p>
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**Knowledge Organisers**

Knowledge organisers are a tool which summarise key facts and essential knowledge that we teach in school, linked to the National Curriculum. Every time your child starts a new a new unit of work they will be given a knowledge organiser. This is essentially a "fact sheet" for the topic. Knowledge organisers will also be available online via Google Classroom. We will start "low-stakes quizzing;" to review and retrieve knowledge. We do these quizzes as it strengthens children's memory and enables them to access more complex tasks. Increasing memory also helps students to think more creatively, critically and analytically. You can support your child by discussing the information on the knowledge organisers with your son or daughter and quizzing them on what they know.

## Reading VIPERS

Key questions you could ask your child while reading with them.

This helps them think about the whole text in a deeper way than 'just' reading the words.



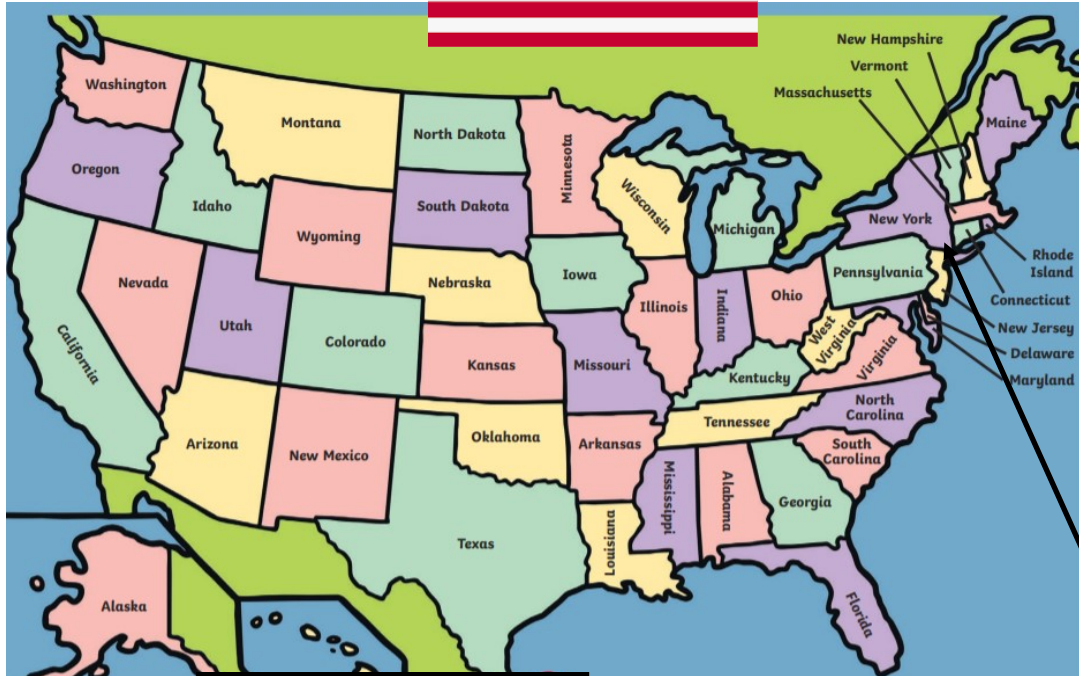
What it stands for	Questions you could be asking? FICTION (stories)	Questions you could be asking? NON FICTION (fact, information, real life)
V Vocabulary	Be sure to talk about new words Think of other words which mean the same	Be sure to talk about new words – these may be specialist words to the topic of the book. Point out the glossary may help them (if there is one) Think of other words which mean the same
I Inference	Which characters does the author want us to like? Dislike? What is the mood of this story/chapter? How did _ feel when happened?	Why are some parts in bold/bigger/coloured print? Does the author like the topic they are writing about?
SAY FEEL	Was ___ a nice character? What makes you think so?	
P Prediction	What do you think will happen in the story? What will happen next?	What is the topic of the book going to be? How do you know? Tell me about the pictures? What do they tell you?
E Explain	What ways did the characters act? Which one would you be most like? How did _ react when _ happened? Explain why ___ did ___? What would you do? Do the characters remind you of anyone? Why? Is this like another story? In what way? Was this story happy/sad/exciting?	What tells you that this is a non-fiction book? Can you explain why some information is in a box, and some in a normal paragraph? How are the pages different to a story book? What makes a good title? Can you find me one and tell me why it's good? (look for short, sharp, rhyme, alliteration (same sounds)) Which part did you find the most interesting? Why? What are the labels used for on a picture?
R Retrieve (find)	Who is in the story? What did ___ do? Can you find the words which make you feel _____?	Can you find me a fact about ___? Tell me some things you have learnt from this book?
S Sequence (order)	What happened next? Did _____ happen before or after _____?	Where might the index be? What does it do? Where is the contents page and what is its job?

# Geography Knowledge Organiser - What is the same and what is different about New York City and Ilminster?

## Map of



USA flag



New York City

## Key Vocabulary

Town	An area with streets, houses, and buildings that is larger than a village but smaller than a city
City	A place where lots of people live and is much larger than a town.
Human features	Man-made things e.g. buildings, bridges and roads
Physical features	Naturally made things e.g. oceans, mountains and lakes
The United States of America (USA)	A country located in North America with 50 states
New York City	Largest city in USA based in New York state

## Ilminster Town



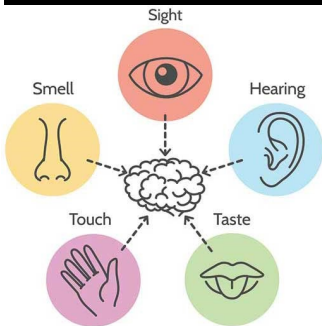
# Knowledge Organiser - How do we work scientifically?

## Asking simple questions



What resources and methods could we use to answer the question?

## Use our senses and simple equipment to observe closely



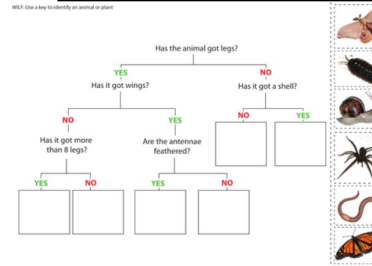
Looking closely to spot small differences and notice the similarities between things. We can use these observations to answer questions such as: "Do humans always get bigger as they get older?"

## Performing simple tests



We design "Fair Tests" that investigate practical concepts by altering one aspect at a time in order to prove or disprove a theory.

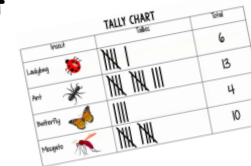
## Identifying and Classifying



We use different ways to classify organisms or materials according to similarities.

## Gathering and recording data questions

Collecting data in order to help answering questions. We use different ways to



...and different ways to present it.

## Key Vocabulary

Recording	Taking a note of what you find
Testing	Investigating a statement to see if it is true.
Data	The findings of your investigation
Equipment	Whatever you use to carry out your test
Observing	Watching carefully and noting details

## RE Knowledge Organiser

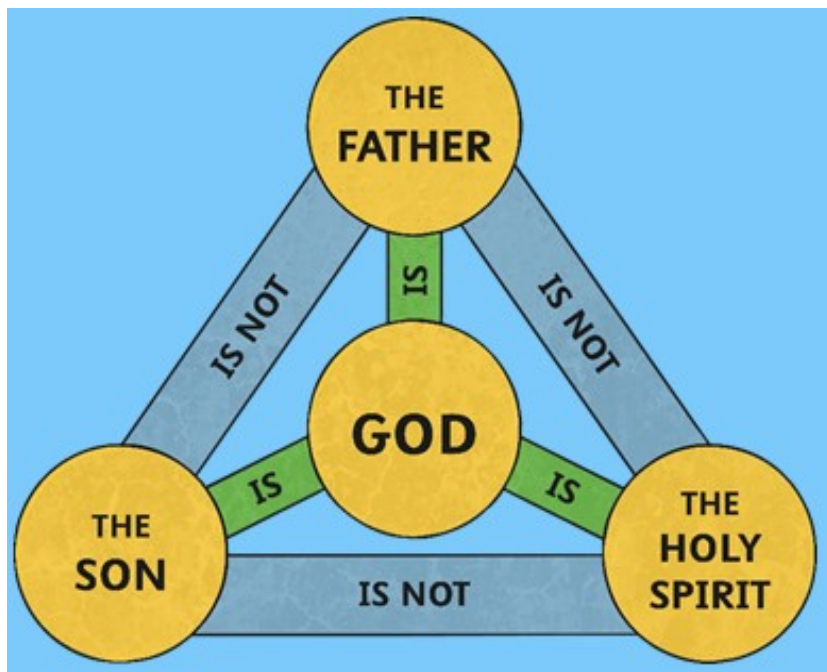
How do Christians show an understanding of the trinity?

### Trinity



- Some Christians believe that God is: **Father, Son and Holy Spirit.**
- These three 'persons' make the **Trinity.**

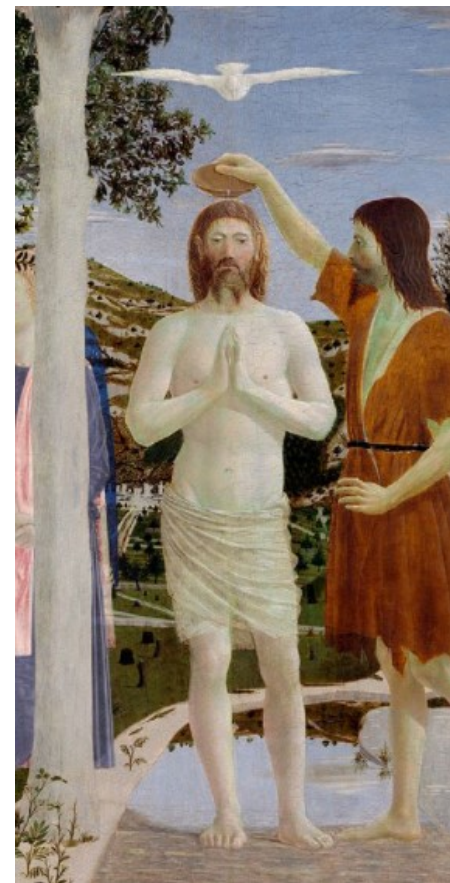
- The **Baptism of Jesus** shows all three persons of the Trinity at one time.



Father (Voice of

Son (Jesus)

The Holy Spirit  
(Dove)





# Art Knowledge Organiser - What is a collage?

## Core Knowledge

- The term collage was made up by both George Braque and Pablo Picasso in the beginning of the 20th century when collage became a part of modern art.
- Materials can be changed in different ways to create a collage.

## Key Vocabulary

collage	Art in which bits and pieces of paper and fabric have been pasted onto a surface.
tear	Pull apart or to pieces with force.
cut	Use a sharp tool (e.g. scissors) to split something into parts or make a hole.
glue	(noun) a sticky substance that you use to attach things together. (verb) to join things together using glue.
background	The part of a picture that is behind the main things or people.
layer	using layers of colours and 'breaking' the top colour

Key Facts	Henri Matisse	Eric Carle
life	1869 - 1954	June 1929
Country of birth	France	USA
Style	Fauves, meaning wild	Illustrator
Media	Painted paper and collage	Painted paper and collage
	 The snail	



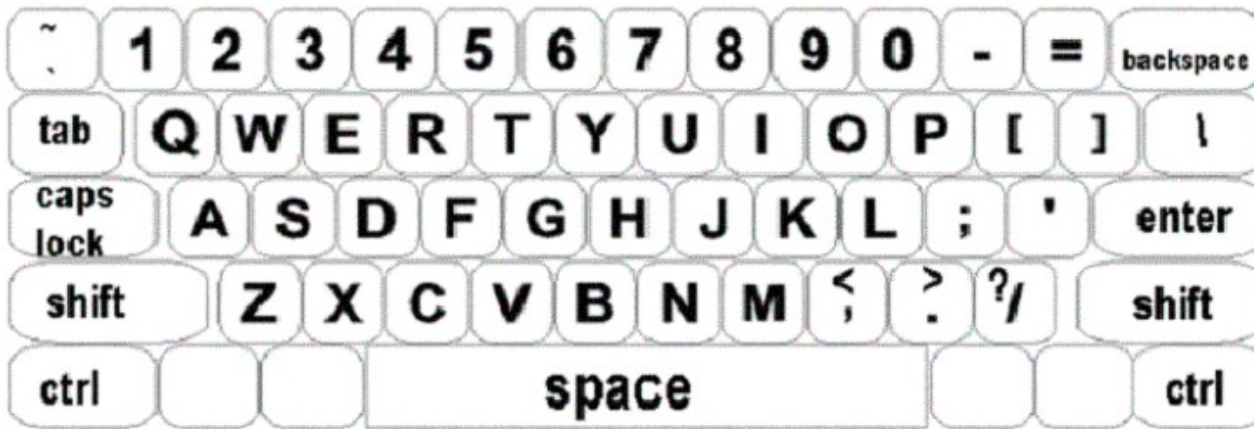
tearing



cutting

# Knowledge Organiser - Multimedia Year 1 - How can we write on a computer?

computer keyboard

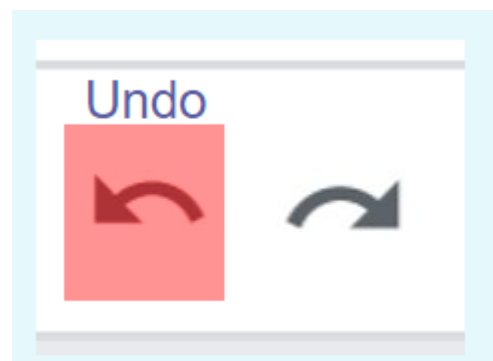
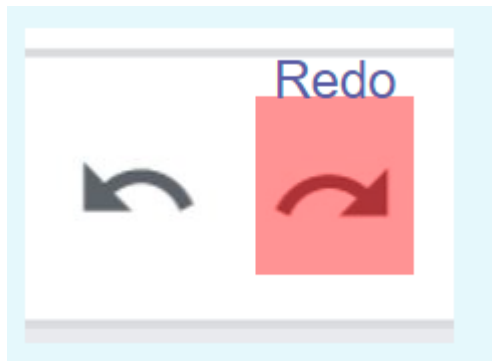
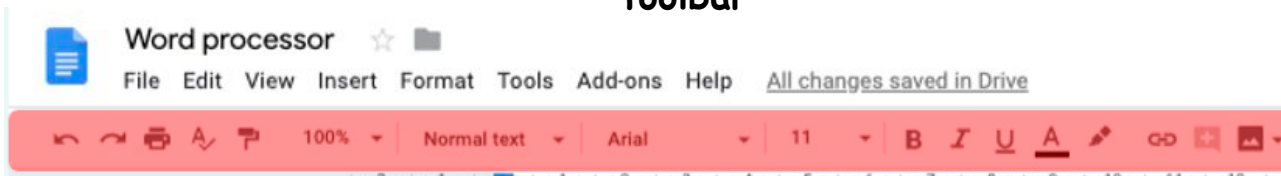


## Key Vocabulary

keyboard	An input device for a computer.
text	Printed or written matter on a page.
toolbar	Series of buttons that change the text on a page.
backspace	A key that moves the cursor one place to the left and deletes anything in that place.
word processor	A computer program used for adding and changing texts with colours, different font sizes and styles.

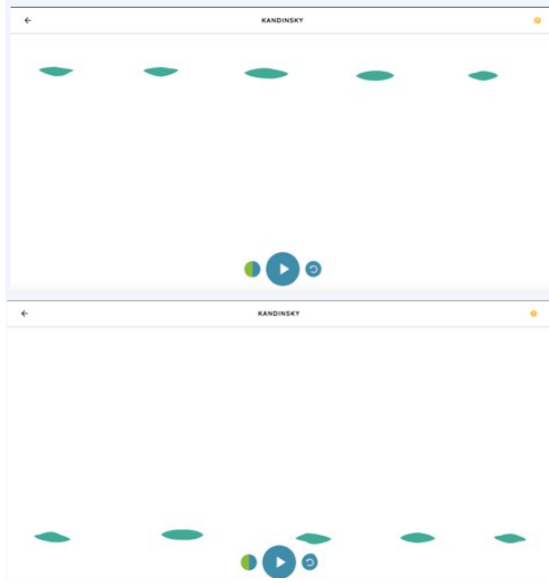
**bold**      *italic*      underline

toolbar

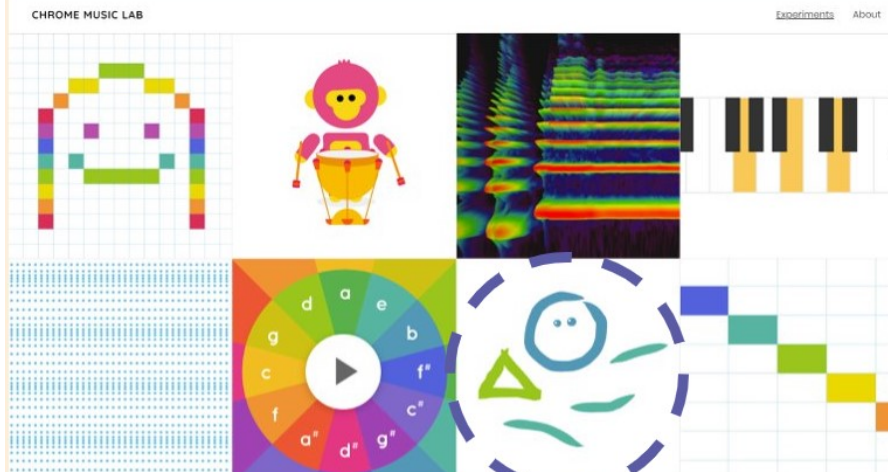


# Knowledge Organiser - Multimedia Year 2 - How can we make music using media?

## Making sounds with drawing: pitch



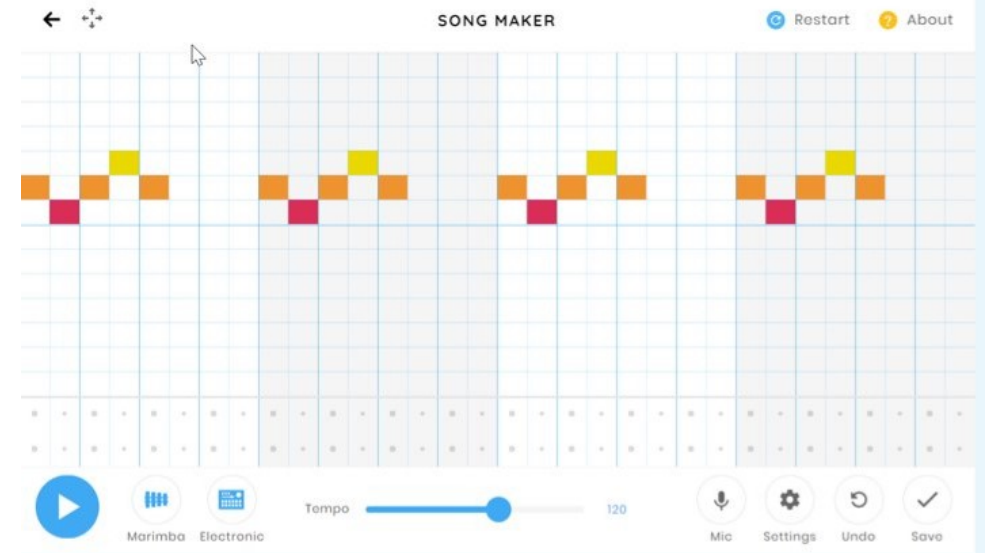
## Making music with drawings



## Key Vocabulary

Chrome Music Lab	A website that helps you explore how music is made.
Pitch	How low or high a note is.
Rhythm	A pattern of long and short sounds.
Pulse	A steady beat like a clock or heartbeat.
Duration	Length of time music is played for.
Tempo	Speed of music.
Editing	Making changes that you thought of.

## Making music with patterns





# KS1 Music Knowledge Organiser

## Key Skills

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

## Listening and using our voices

We can use our voices to express ourselves by singing, speaking, chanting, rhyming and rapping.

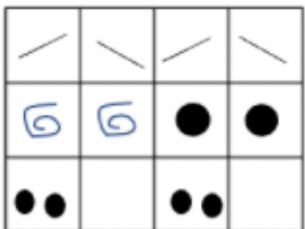


We listen with concentration to appreciate and understand a range of high-quality music.

## Writing Music

We can use graphic scores to help us write down the music so we can remember it later.

Examples of graphic scores:



## Tuned Instruments

### Boomwhackers

Tuned plastic instruments that make sound when they are hit against a surface.



### Xylophone

Wooden tuned instrument that is played with a hard beater.



## Untuned Instruments

### Wood block

Makes a resonant sound when you tap it with a wooden beater.



### Triangle

A metal instrument that is best played with a metal beater and adds great textural sound.



## Key Vocabulary

Instrument	An object that produces sound or music
Tuned	Can make specific notes
Untuned	Cannot make specific notes
Note	Sound played at a specific pitch
Score	The music written down
Beat	The pulse that you feel in a piece of music

## PE— What is dance? How can we move to music? Dance



Dance is moving our bodies

We use 8 counts to keep in



There are many different types of dance.

Dance movements can express mood and feelings.



Your heart will beat faster and faster during exercise because your body needs more oxygen.

### Key Vocabulary

<b>Travel</b>	To move to the music.
<b>Mood</b>	The style of the music, does it sound happy? Sad? Angry?
<b>Balance</b>	To hold yourself upright and steady.
<b>Coordination</b>	To be able to use different parts of the body at the same time
<b>Repetition</b>	Do something over and over again.
<b>Rhythm</b>	A strong repeated pattern of movement or sound.
<b>Pace</b>	Speed of the music or dance.
<b>Flow</b>	How you move from one place to another in a steady motion.

### Sporting Values

