

# Why should we look after the oceans?

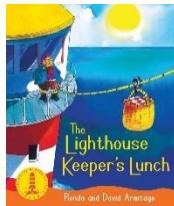
## Year 1 and 2 Newsletter

Term 4 2025-2026

Dear Parents and Carers,

Term 3 saw us dive into learning about animals. The children loved exploring animals from around the globe, having our own animals teddy bears picnic and learning about animals at Drusillas! In term 4, we will be looking at oceans and why we should keep them safe. The children will explore materials in science linked to the impact onto the ocean, write dairies as a lighthouse keeper and explore one of the biggest events to happen within an ocean; the sinking of the Titanic.

Some of the texts we will be using for our learning are:



Story re-telling



Information texts



Guided reading

If you would like a learning activity to complete at home this term with your child, you could choose from one of these example activities:

- Make a sculpture from recycled materials.
- Visit the beach and create some art work!
- Research the oceans around the world and create a fact file.
- Research people that advocate for our oceans (For example Greta Thunberg)
- Create a story around the animals in the ocean or a lighthouse keeper.

The learning map attached to this newsletter outlines the areas we will be learning about and some of the work we will be doing in teacher-focussed activities and group work.

### Helping to enrich our topics

It is always great to have items that support our topic, so if anyone has any items that may help us with any of the work above that we could borrow, we would love to see them. We will have a topic-based 'show and tell' weekly on a Friday, see below the slot for your child.

Week 1 Friday 6<sup>th</sup> March - Year 1 boys

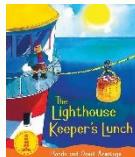
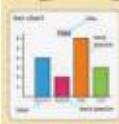
Week 2 Friday 13<sup>th</sup> March – Year 2 girls

Week 3 Friday 20<sup>th</sup> March – Year 1 girls

Week 4 Friday 27<sup>th</sup> March – Year 2 boys

# 'What makes animals unique?' Learning Map Term 4 2026

What are we learning this term?

Literacy	 Story re-telling	 Poetry	 Guided reading
Maths	Multiplication and division 	Measure - length and height 	Statistics 
Science	Investigations 	Materials 	Questioning 
History	What did we learn from the sinking of the Titanic? 		
Music		Composing our own music about the Oceans	
ICT		Computing systems and networks – What is a computer	
PSHE		Rights and respect	
DT		Sculptures and recycled materials	
RE		Why does Easter matter to Christians?	

Home Learning

<b>Reading</b>	<p>Please read with your child <b>at least three times a week</b>, even if it is just for 5 minutes. When reading with your child, please acknowledge the fact that the book has been read by <u>recording this on Boom Reader</u>. <b>If you need a reminder of your Boom Reader Log in then ask Mrs Tucker.</b></p> <p>During reading sessions, please discuss the story with your child and ask them questions about what they are reading. These questions will help to develop their understanding of what they are reading as comprehension and discussion are key reading skills in Year 1 and 2. Squirrels are encouraged to change their books regularly, please can you help remind your child when their books need changing.</p>
<b>Phonics</b> Year 1	<p>Attached to the newsletter you will find our Weekly Phonics overview- please read through these words with your child at home to supplement the Phonics teaching we will be completing in class.</p>
<b>Spelling</b> Year 2	<p>We will not be setting weekly Spellings.</p> <p>Please practice the attached spellings from Little Wandle, we will also be practising these in class. See below the speller's toolkit we will be developing with Year 2 pupils this year.</p>  <p>The diagram illustrates the 'Little Wandle Spelling Speller's Toolkit' with various spelling strategies:</p> <ul style="list-style-type: none"> <li><b>Count the sounds</b>: Use your fingers to count the sounds in a word.</li> <li><b>Use the code</b>: Look at the code to see the different spellings for each sound.</li> <li><b>Think about 'Best bets'</b>: Consider the sound at the beginning, middle or end. Which spellings are most common?</li> <li><b>Mind the prickles</b>: Identify tricky spellings, particularly ones with silent letters.</li> <li><b>Look for root words</b>: Identify the root word and any prefixes or suffixes (e.g., walk-ed, re-write).</li> <li><b>Watch out for homophones</b>: Distinguish between words that sound alike but have different meanings (e.g., see/sea, one/won).</li> <li><b>Say it as it is spelled</b>: Spell words phonetically.</li> </ul>
<b>Maths</b>	<p>For Maths homework please work through the weekly Maths activities on the set work in your child's CPG book. You can work through these at a pace that works for your child.</p>

#### Useful information and reminders:

- Please can you make sure your child brings in a water bottle and their book bag each day. We use their books daily so these need to be placed in a box as they come into the classroom.
- The children will need a named coat, hat and gloves in school as the weather starts to get colder and wetter.
- Our PE days are Mondays and Fridays so please send your child into school in their PE on these days.

#### **Snacks:**

Just a quick reminder that the school does provide a healthy snack each day for the children. However, if you would prefer to send your child in with their own snack, please ensure it is **one healthy snack only** (such as fruit or vegetables).

We hope you all have lovely term supporting the children in their learning. Please do not hesitate to come and speak to us if you have any questions.

Thank you for your support.

Mrs Tucker, Mrs Luckhurst and Miss Hayter