

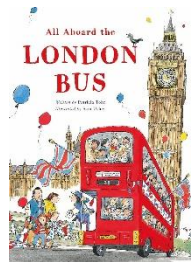
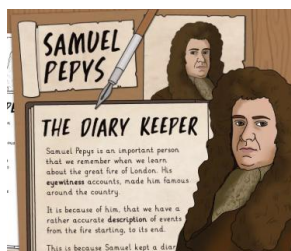
Kingfishers Newsletter Term 1 2026/2027

'The Great Fire of London'

Dear Kingfishers Class Families,

Welcome back, I hope everybody had a great summer holidays. This term we will be starting our new topic of The Great Fire of London. We will begin the term looking at London and how it has changed through history and we will be looking at the events of the Great Fire and closely about how people lived at that time. We will also be looking at historical figures such as Samuel Pepys.

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



Questions to ask at home:

- When was the Great Fire of London?
- How is London different today than it was in that time?
- Why did the fire spread so quickly?
- What equipment is inside a fire engine?
- How would you call the fire brigade if you needed them?

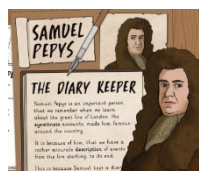
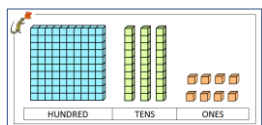
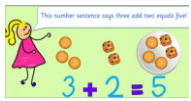
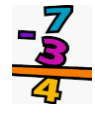
Home Learning Tasks

You could have a go at some of these at home:

- Make some bread or cakes with your family, just like they would have done in the Pudding Lane Bakery.
- Find out about houses in 1666 – what caused them to catch fire so quickly? Were there any other reasons that the fire spread?
- Could you design your own fire engine using your own building materials at home? (lego, junk modelling, building blocks etc.) take a photo of your creations and let us see how you got on!

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-focused activities and group work.

Term 1 Learning Map

Literacy 			
Maths 	Number and place value 	Addition 	Subtraction 
Science 	Seasonal changes - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies.		
History 	How do we know so much about what happened in the Great Fire of London? - To know and order events surrounding the Fire of London. - To know vocabulary to describe the passing of time. - To know how the Fire of London has impacted on modern life. - To know which sources are reliable.		
Music 	Fire Music - To know about pulse in music and improvise sounds to match an emotion. - To sing with dynamics. - To describe music accurately.		
ICT 	Programming Beethots - To create clear instructions to give directions. - To explore commands through digital Bee-Bots. - To program a digital robot using instructions.		
PSHE 	Me and my relationships - To discuss actions which contribute positively to the life of the classroom - To use a range of words to describe feelings - To recognise, name and understand how to deal with feelings		
DT 	Building structures - To know that structures can be made by joining simple objects. - To know the names of different tools. - To know that materials need to be planned and measured to create accurate structures. - To know that designs are needed to create accurate final products.		

RE 	What does it mean to belong to a faith community? <u>Make sense of belief:</u> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people <u>Understand the impact:</u> • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <u>Make connections:</u> • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas
PE	Attack, Defend, Shoot • Head – Select the most appropriate skill to move forward. • Hand – Can send a variety of different sizes and shaped balls. • Heart – Work with a partner and in small groups to develop specific skills.

Home Learning

Reading	Please read with your child <u>at least three times a week</u>. When reading with your child, please acknowledge the fact that the book has been read by <u>recording this on Boom Reader</u>. 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. Kingfishers are encouraged regularly to change their books regularly, please can you help remind your child when their books need changing.
Phonics	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.
Spelling	We will not be setting weekly Spellings. Please practice spelling their Phonics CEW's/ HFW from the weekly overview.
CPG books Year 2	Each week there will be a page set in each of their CPG books, we will mark these as a group on Fridays. If your child needs extra help with a certain topic/question we can find time to work on this within the week if you let us know!

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' on a Friday, see below the slot for your child.

Week 1 Friday 11th September - Year 1

Week 2 Friday 18th September - Year 2

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).

Useful information and reminders:

- Please can you make sure your child brings in a **water bottle** and their **book bag** each day.
- The children will need a **named coat or sun hat** depending on the weather.
- Our PE days are Thursday and Friday so please send your child into school in their PE kit on these days. Please ensure this consists of shorts/trousers, t-shirt, jumper and trainers or plimsolls.

We hope you all have lovely term supporting the children in their learning.

Thank you for your support.
Miss Hodge, Mrs Fenton and Mrs Aldred

Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk a, be, he, me, we, she, no, go so, to, do, today, I, by, my	tch ve ai love, some come, was is, his has, one once, friend your	oi ay oy the, of said here there you school	suffix s/es ASSESSMENT 1 a_e house, our where were they says are, ask, put push, pull, full	e-e i-e o-e from, help back, animals will, this, that then, them with, went, off children, just	u-e u-e ar made, make came, like time, by, my I, I'm into, too don't	ee suffixes ed/ing see, very day, have when, about out people	ASSESSMENT 2 ea ea look, looked asked, could saw, all down now	er ir ur Mr, Mrs what their little called	oo oo oa HFW REVISION	ASSESSMENT 3 oe oe suffices er/est more, horse gone, live would school soon, food room	ou ow ow play, way, say may, away been, need keep, feet snow, grow window, know
	YEAR 1 CEWs				100 HFWs				200 HFWs			
TERM 2	ue ue ew three, tree trees, green, sleep queen, please ever, never, river under, better after	ew k before y i e ASSESSMENT 4 good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	ie igh going, most over, cold told, gave take, place	or ore aw he's, we're even, began before because girls, birds first	au air Prefix un sea, tea, eat each, really these, other mother another	ASSESSMENT 5 ear ear flop, any many, everyone baby, only suddenly pulled	are y ph want, wanted great, us has, inside liked, can't didn't, key hear, white	wh e o love something coming, fly why, new use, there where, boy	ASSESSMENT 6 ff ll ss zz ck nk tch which, head dragon animals couldn't eyes, lived boat, cried	Review ve ai ai giant, find laughed again, friends different door, jumped stopped	Review oy a-e e-e i-e thought through magic narrator once, air, who I've, I'll, these	Review u-i u-e u-e ar 200 HFW REVISION
	YEAR 1 CEWs				100 HFWs				200 HFWs			
TERM 3	g c PHONICS SCREEN HFW REVISION	Review ee ea er be, he, me, we she, no, go so, to, do, today, I, by, my	Review ir ur oo (u) love, some come, was is, his has, here there, friend your	Review oa oe ou ow the, of said house our one once	ASSESSMENT 7 Review ow ue ue ew where were they says are, ask, put push, pull full, a	Review ew le le igh from, help back, animals will, this, that then, went, just children, off	Review or ore aw au made, make came, like time, by, my I, I'm into, too don't	Review air ear ear are see, day very, have when, about out, people	Review y ph wh e down, now look, looked asked could saw, all	Review o Prefix un k before e, y, i 2 syllable words Mr, Mrs their little what called	Compound Words Numbers Contractions HFW REVISION two	Days Months Colours HFW REVISION

Year 2 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	dge g great break steak find mind, kind behind	c kn wild, child climb old, gold hold cold told	gn wr would could should door floor poor	le el il any many pretty move prove improve	ai homophone most both only every everybody	Vowel suffix (drop e rule) Vowel suffix (double rule) even people whole clothes thought	Vowel suffix (Y to i rule) ASSESSMENT 1 busy money hour Christmas	y ai (or) grass class pass past fast last	o (u) ey bath path father plant half	W-a after W-or after again sure sugar	W-ar after S(zah) water parents beautiful	ti i eye who Mr Mrs
	YEAR 2 CEWs											
TERM 2	Consonant suffixes Contractions Year 2 CEW REVIEW	Possessive Apostrophe ASSESSMENT 2 Year 1&2 CEW REVIEW	REVIEW dge Adding suffix find, great kind, steak, mind break, behind	REVIEW g Adding suffix wild, child, climb, old, gold, hold told, cold	REVIEW c Adding suffix would, door floor, could poor, should	REVIEW kn Adding suffix any, move prove, many improve, pretty	REVIEW gn Adding suffix most, both only every everybody	REVIEW wr Adding suffix even, people, clothes whole	REVIEW le Adding suffix busy, hour Christmas money	REVIEW el il al Adding suffix grass, class pass, past fast, last	REVIEW y Adding suffix bath, path father, plant half	REVIEW ai (or) Adding suffix after, sure again, sugar
	YEAR 2 CEWs											
TERM 3	REVIEW o(u) Adding suffix water parents beautiful	REVIEW ey Adding suffix Mr, Mrs who eye	REVIEW W-a Adding suffix thought laughed magic, animals I've, I'll two	REVIEW W-or Adding suffix where once only baby floppy, every suddenly great	REVIEW W-ar Adding suffix any many these small, bear boat home clothes	REVIEW S(zah) Adding suffix because everyone town how through eyes, boy again	REVIEW ti Adding suffix gone horse which pulled fly, why cried, giant narrator	REVIEW i Adding suffix different lived grandad morning, rabbit that's, things king, across along	ASSESSMENT 4 Homophone Vowel suffix (drop e rule) great, break steak, every even, busy many everybody pretty, people any, money	Vowel suffix (double rule) Vowel suffix (Y to i rule) find, mind kind, behind climb, both most, old, gold told, cold, hold whole, clothes only	Consonant suffixes Contractions beautiful move prove improve who half	Possessive Apostrophes CEWs ASSESSMENT 5 would, could, should door, poor, floor Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again