



Hedgehog Newsletter Term

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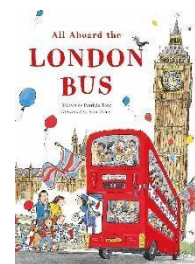
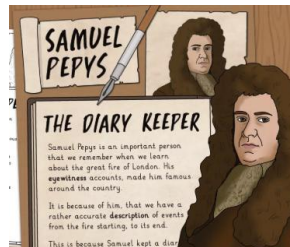


'The Great Fire of London'

Dear Hedgehog class,

Welcome back! I hope everybody had a great summer. This term we will be starting our new topic 'The Great Fire of London'. We will begin the term looking at London and how it has changed through history and the events of the Great Fire then we will learn 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?
- What else was happening in the world at this time?

Try and use the following conjunctions to explain fully:

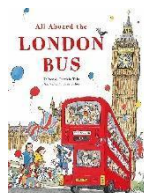
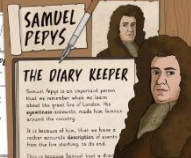
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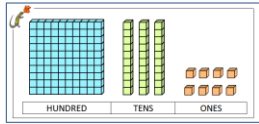
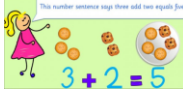
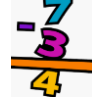
So

Therefore

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. Alongside this we have set up provision activities in the classroom which support the learning. For example; a bakery role play area, a writing area, a construction area and a maths area with challenges connected to the weekly objectives.

Term 1 Learning Map

Literacy 	Non-fiction- reports 	Fiction- narrative 	Non-Fiction- Narrative Diaries 
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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 Beetbots - 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

<u>Reading</u> Year 1 and 2 weekly	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. In Year 1, children do a group read three times a week with an adult in school. They then take this book home to read with you. This is a change from how reading previously worked at our school. We will be holding a phonics information evening with all Year R-2 parents later on in the term. Year 2- Children from Year Two upwards will begin using CUSP Reading. This is a reading programme whereby children will do small group reading and focus on different aspects of reading such as fluency, intonation, retrieval and prediction. All the books are quality and not phonics based. The children will focus on one text for a couple of weeks before moving on.
<u>Phonics</u> Year 1	This year the school has moved to using the Little Wandle Phonic Scheme. Mrs Denton has taken all the children individually to assess their phonic skills following the summer break. This will feed into our planning allowing us to plug gaps and move the children forward. We will begin phonic sessions next week. A weekly reading phonics sheet will come home on a Monday which shares the phonics sounds and words they have covered during the week. We encourage the children to read this as well as their reading books to review the sounds and words they have read the previous week. These can also be logged on Boom reader. Little Wandle phonics and they have a great parent section to help support the learning of sounds and games to play: https://www.littlewandle.org.uk/resources/for-parents/
<u>Spelling</u> Year 2	We will be sending home a weekly overview of the sounds the children will be learning throughout the term. This follows on from our phonics and builds on from the sounds they already know. This moves their reading of the sounds to spelling. As with the phonics sheets last year, these can be used with your child at home to consolidate their learning at school. You do not have to complete any written tasks with your child to be brought back into school for spelling in year two.
<u>Maths</u> Optional year 1 and 2	Maths is optional in KS1 however we like to share with you the learning we are doing and examples of games and learning you could do with your child at home if you would like to. This will be sent home termly.

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 but we will split these between the year groups so the children have enough time to talk and ask questions about the things they bring in.

Year 1 can bring in their topic show and tells on Mondays and Year 2 can bring them in on Fridays.

Following on from our parent meeting last term about the teaching arrangements in Hedgehogs, I can confirm that the following will be in place:

Monday- Mrs Knight and Miss Watts in the morning / Mrs Shearer in the afternoon (overseen by Mrs Denton)

Tuesday – Mrs Knight and Miss Watts in the morning / Mrs Denton in the afternoon

Wednesday – Mrs Knight and Miss Watts in the morning / Mrs Shearer in the afternoon (overseen by Mrs Denton)

Thursday – Mrs Knight and Miss Watts in the morning / Mrs Denton in the afternoon

Friday – Mrs Denton all day

Mrs Shearer started teaching in Hedgehogs this week on Wednesday and the children had a fantastic time with her. She is very experienced at teaching in a range of classes and is well known to the children.

Useful information and reminders:

- Please can you make sure your child brings in a **water bottle** and their **book bag, with their book in**, each day.
- Please check that all your **child's belongings are clearly labelled, including water bottles**. Although these are different, if left somewhere else in the school it is then hard to match with the right owner with names.
- The children will need a **named coat or sun hat** depending on the weather.
- Our PE days are **Mondays and Wednesdays** so please send your child into school in their PE on these days with long hair tied back.

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

Thank you for your support, we can't wait for a new year with Hedgehogs!
Mrs Denton and Mrs Knight