

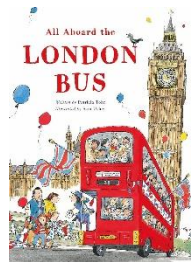
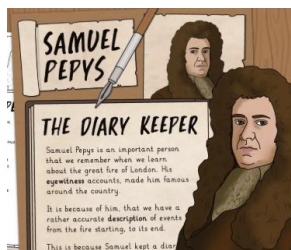
Cherry Newsletter Term 1 2024/2025

'The Great Fire of London'

Dear Squirrel Class Families,

Welcome back, we hope you all had a great summer break! This term we will be starting our new topic of The Great Fire of London. We will begin the term by looking at London and how it has changed through history. We will learn about the events of the Great Fire as well as how people lived at that time. We will be using Samuel Pepys' diary to help us to build our knowledge on the great historic event.

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?

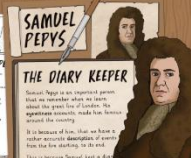
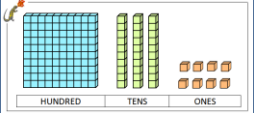
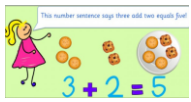
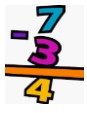
Home Learning Tasks

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.

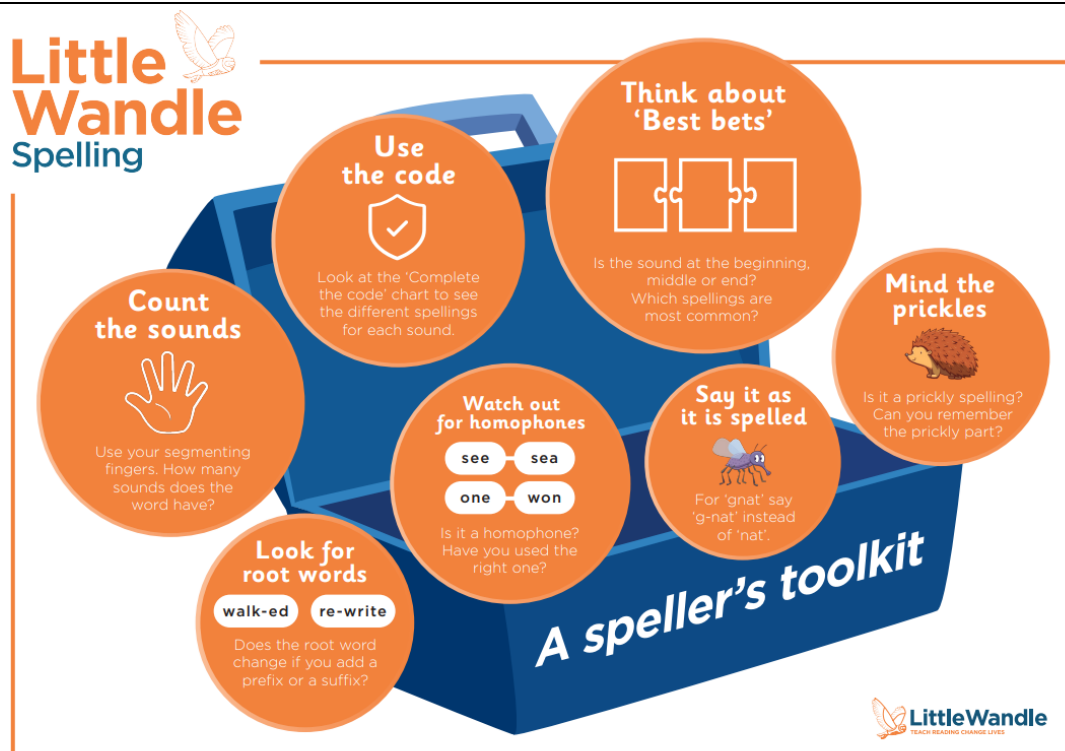
Term 1 Learning Map

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 Bee-bots - 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 manage 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? Make sense of belief: - Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leader taught about loving other people		

	Understand the impact: • 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) Make connections: • 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 at least three times a week. When reading with your child, please acknowledge each time your child reads by recording this on Boom Reader. (If you do not know your login, please speak to Mrs Pike.) During reading sessions, please practise sounding out unfamiliar words by encouraging your child to apply their phonics knowledge. You can also help develop your child's understanding of the book by asking them questions about what they are reading. Your child will receive a Little Wandle book or a book banded book. If your child has a Little Wandle book, this will be changed once per week. Book banded books can be changed once your child has read it. Children will also have the option of choosing a supplementary book (this might be a book that does not match their phonics ability but can be enjoyed together at home). Supplementary books can be changed as often as they would like and the children will be shown how to do this.			
Phonics Year 1	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. Year 1: please practice spelling their Phonics words from the weekly Phonics sheets. Year 2: 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. <table><tr><td>Autumn 1 5 weeks: Phase 5 review</td><td>Autumn 2 5 weeks: Bridge to spelling</td><td>Spring and Summer 20 weeks: Spelling units</td></tr></table>	Autumn 1 5 weeks: Phase 5 review	Autumn 2 5 weeks: Bridge to spelling	Spring and Summer 20 weeks: Spelling units
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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.

Snacks:

School does provide a healthy fruit 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** (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 **Mondays and Fridays** so please send your child into school in their PE kit on these days.

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

Thank you for your continued support,

Mrs Pike and Mrs Fry