Butterfly, Dragonfly and Bumblebee Class 2026-2027
Welcome to KS1 Newsletter

Dear Parents/Carers,

Welcome to Term 2, we hope that you have had a lovely half term. We are looking forward starting our new topic '**Toys from the Past**'.

In **English** we will be exploring what toys were like in the past. We will be starting from the early 1900s, working through each decade and finishing in the 1990s. We will explore modern toys through our assessed piece of writing later in the term. We will also write a poem about winter.

In **GPS** we will be looking at coordinating (and, but, or) and subordinating (because, when, if) conjunctions.
Year 1 will be focusing on 'and' and will be introduced to a range of other conjunctions.
Year 2 will be focusing on the full range of conjunctions mentioned above.

In **Handwriting** we will be focusing on the caterpillar letters e, s and f, one-armed robot letters r, b, n, h, m, k and p and zigzag letters v, w, x, and z.
Year 1 and 2 will either practise forming the letters in print, precursive or cursive.

In **Maths** we will be focusing on Addition and Subtraction and Shape.
Year 1:

- Can find the total of two groups by combining.
- Calculates subtractions through take away.
- Add and subtract one-digit numbers.
- Knows and uses addition and subtraction number facts.
- Recognises and names some common 2D shapes and 3D shapes.

Year 2:

- Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17).
- Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17)

In **Science** will continue to focus on plants.

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

In **History** we will be completing the unit 'How Have Toys Changed?'. We will be sequencing toys on a timeline, investigating artefacts from the past, identifying how teddy bears have changed and what toys might be like in the future.

- Discussing favourite toys: recalling their past using language related to time.
- Asking questions about toys in the past; making comparisons between toys in the past and present.
- Sorting and sequencing artefacts from different periods; using words related to the passing of time; asking and answering questions about artefacts.
- Identifying similarities and differences between a toy from the past and a toy from the present.
- Identifying changes between teddy bears now and 100 years ago; recognising that the same type of toy has continued to be popular over a long period of time; explaining why teddy bears have been a popular toy.

In **Art** we will be exploring the unit 'Woven Wonders'. We will be learning skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by Cecilia Vicuña.

- Giving an opinion about whether an activity counts as 'art'.
- Being independent when choosing and measuring lengths of wool; adjusting their wrapping technique

if something doesn't work well immediately; showing that they are selecting colours thoughtfully and showing independence when joining wool sections together.

- Being open to trying out a new skill; showing that they are choosing materials based on colour, thickness and flexibility; showing resilience and keeping going when things don't go right the first time.
- Being open to trying out a new skill; showing that they are choosing materials based on colour, thickness and flexibility; showing resilience and keeping going when things don't go right the first time.
- Attaching things securely to their box loom; remembering the process needed for weaving and attaching some elements in this way; being able to discuss the choices they make and what they like about their finished work.

In **Music** we will be learning the song 'Rhythm in the Way We Walk'

- Find the pulse for unit songs.
- Rap and sing in time to the music.
- Perform a song or piece of music in front of an audience.

In **Computing** we will be completing unit 'Creating Pictures'.

- Can understand that digital tools can be used to create art and can explain the benefits of using such technology.
- Can recreate artistic movements digitally, demonstrating an understanding of colour, symmetry, pattern and line.
- Can use features such as fill, outline, brush scale, pattern arrangement and size, water beaker, and resizing appropriately.
- Can retrieve saved files and incorporate and resize imported images in digital portfolios.

In **PE** we will be completing the unit Gymnastics. **PE** will take place on **Friday for Butterfly Class**, **Thursday for Dragonfly Class** and **Tuesday for Bumblebee Class**. Please ensure that your child has a complete PE kit in school and ensure that earrings have been removed and long hair is tied back on these occasions. Due to limited space in our cloakrooms please can PE kits be kept in a drawstring bag or carrier bag rather than big rucksacks. We will also do the Mile a Day most days.

- Can keep in a tucked position when rocking, roll sideways using egg and log rolls.
- Can land with control and jump for height.
- Can combine a pattern showing some control.

In **RSE&H** we will be completing the Jigsaw unit 'Celebrating Difference'.

- I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.
- I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.

Forest school inspired learning will take place every **Monday for Butterfly**, **Dragonfly and Bumblebee Class**. Please ensure that your child has appropriate clothing (waterproof coat, jumper, top, trousers) and footwear (wellingtons or boots) in school. We would prefer it if children could bring their forest school clothes in (in a drawstring or carrier bag) on the first Monday of term and then leave their clothes in school until half term just like their PE kits. This means that we have the flexibility to change our forest school day depending on the weather. If the children's clothes get very muddy or wet, we will send them home earlier than half term to be washed.

General information about Year 1 and Year 2

Suitable Clothing

Now that the weather is getting colder and wetter, please ensure that your child has suitable clothing like a raincoat, wellies and a hat scarf or gloves at school. Please also ensure that your child has plenty of warm layers available in their Forest School kits.

Contact Book

We will collect contact books in every day so please also use this book if you would like to send a message to your child's class teacher and to record any home reading. In school we will use the contact book to record any reading that we have done with your child, any reading quiz results, changes in book colour, send you any messages and it will also be used by your child to record the results of their weekly spelling test (in the back). Just one keyring on book bags please.

Home Learning

In KS1 we send home a termly home learning letter which will outline some suggested home learning activities. We hope that every child will read as often as possible at home, and we would appreciate your support in helping your child to prepare for their weekly spelling test. All other home learning is completely optional so feel free to pick and choose what you would like to do. Every child will be given a home learning folder to keep their home learning in. Completed home learning can be handed in at any time to be looked at and stamped. There are no deadlines for home learning. Children will receive a dojo point for each piece of home learning that they complete. You can also upload photos of learning at home to Class Dojo, and these don't just have to be our suggested activities.

Reading

It is very important that your child reads as regularly as possible to develop their fluency. It is also important that your child is encouraged to develop their comprehension skills by discussing what they have read with an adult and by answering questions. Children who read regularly at home always make the most progress with their reading in school, so we really value your support in this area.

In Year R, Year 1 and for part of Year 2 we use a systematic synthetic phonics (***SSP***) programme called Little Wandle Letters and Sounds. We use this programme to assess children's phonics knowledge and to highlight any gaps that they may have. Your child's reading book will be carefully selected to match their current reading level or to plug any gaps that that they may have from previous phases. We would like you to read each book three times. In school our first read focuses on applying our phonic knowledge and developing our fluency when reading the words in the book. The second read focus on prosody which means reading with appropriate meaning, stress and intonation and is an opportunity to explore characters' feelings, what words mean and how punctuation adds to the meaning. Finally, the third session focuses on comprehension and is an opportunity for you to ask questions about the characters, settings and events. For more information please see:
https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

Your child may also bring home a book from their classroom's book corner. Your child will pick this book themselves and therefore they may/ may not be able to read it to you. These are stories for you to enjoy together so please feel free to read these ones to your child. This ensures they are continuing to have access to a wide range of fiction, non-fiction or poetry which interests them.

In KS1 the children will be given time every day to change their book if needed and to independently quiz (children can complete a reading comprehension quiz on the iPad when they are reading Orange 3 books and beyond).

Teachers and teaching assistants will only write in your child's contact book if they have read with your child. If your child has changed their own book, we will not make a note of this, we will just expect them to bring the book back before they can swap it for another one.

Phonics/Spellings - Children in Year 1 will have to complete the Year 1 Phonics Check at the end of the year. If your child is in Year 2 and they did not pass the Phonics Check in Year 1 then they will take the Phonics Check again at the end of the year too. We will group the children for phonics or spelling and each week each group will have some spellings to learn at school and practise at home. We will then test the children every Friday to see how many of their spellings they can get right. Children will earn a dojo point for achieving 4/5 or 5/5, 9/10 or 10/10.

Timetables

Butterfly Class

	Monday	Tuesday	Wednesday	Thursday	Friday
8.50	Register				
9.05	Phonics/Spelling				
9.25	Mile				
9.30	English (GPS)	English	English	English	PE
10.15	Reward time (once all learning has been completed)				
10.30	Break				
10.45	Handwriting	Handwriting	Reading carousel	Reading carousel	Reading carousel
11.00	Maths	Maths	Maths	Maths	Whole class reading
11.30	Reward time (once all learning has been completed)				
11.50	Lunch				
1.00	Register				
1.05	Assembly	Collective Worship Music	Assembly	Collective Worship Jigsaw	Assembly
1.30	Forest School	Foundation	Foundation	Foundation	Show and Tell
2.15		Reward time (once all learning has been completed			Golden Time
2.45		Phonics/group reading			
3.00	Story				
3.20	Home Time				

Dragonfly Class

	Monday	Tuesday	Wednesday	Thursday	Friday
8.50	Register	Register	Register	Register	Register
9.00	Phonics/Spelling	Phonics/Spelling	Phonics/Spelling	Phonics/Spelling	Phonics/Spelling
9.20	Mile a Day	Mile a Day	Mile a Day	Get changed for PE	Mile a Day
9.30	English	English	English	PE	English
10.10	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)
10.30	Break	Break	Break	Break	Break
10.45	English/Reading Carousel (group reading, handwriting, spelling)	English/Reading Carousel (group reading, handwriting, spelling)	English/Reading Carousel (group reading, handwriting, spelling)	English/Reading Carousel (group reading, handwriting, spelling)	English/Reading Carousel (group reading, handwriting, spelling)
11.00	Maths	Maths	Maths	Maths	Whole Class Reading
11.40	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)
11.55	Lunch	Lunch	Lunch	Lunch	Lunch

	Monday	Tuesday	Wednesday	Thursday	Friday
1.00	Register	Register	Register	Register	Register
1.05	Assembly	Collective Worship Jigsaw	Assembly	Collective Worship Music	Assembly
1.30	Forest School	RE	Foundation	Foundation	Next Steps/ Corrections Readers
2.15		Challenge Time	Challenge Time	Challenge Time	Golden Time
2.45	Phonics/Spelling/Reading	Phonics/Spelling/Reading	Phonics/Spelling/Reading	Phonics/Spelling/Reading	Show and Tell

3.00	Story	Story	Story	Story	Story
3.20	Home Time	Home Time	Home Time	Home Time	Home Time

Bumblebee Class

	Monday	Tuesday	Wednesday	Thursday	Friday
	Register	Register	Register	Register	Register
	Phonics/Spelling	Phonics/Spelling	Phonics/Spelling	Phonics/Spelling	Phonics/Spelling
	Mile a Day	Mile a Day	Mile a Day	Get changed for PE	Mile a Day
	English	PE	English	English	English
	Reward Time (once all learning has been completed)		Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)
	Break	Break	Break	Break	Break
	English/Reading Carousel (group reading, handwriting, spelling)	English/Reading Carousel (group reading, handwriting, spelling)	English/Reading Carousel (group reading, handwriting, spelling)	English/Reading Carousel (group reading, handwriting, spelling)	English/Reading Carousel (group reading, handwriting, spelling)
	Maths	Maths	Maths	Maths	Whole Class Reading
	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)	Reward Time (once all learning has been completed)
	Lunch	Lunch	Lunch	Lunch	Lunch

	Monday	Tuesday	Wednesday	Thursday	Friday
	Register	Register	Register	Register	Register
	Assembly	Collective Worship Jigsaw	Assembly	Collective Worship Music	Assembly
	Forest School	RE	History/Geography	Computing/Science	Next Steps/ Corrections Readers
		Challenge Time	Challenge Time	Challenge Time	Golden Time
	Phonics/Spelling/Reading	Phonics/Spelling/Reading	Phonics/Spelling/Reading	Phonics/Spelling/Reading	Show and Tell
	Story	Story	Story	Story	Story
	Home Time	Home Time	Home Time	Home Time	Home Time

Show and Tell

We have Show and Tell every Friday. There will be time for every child to participate if they want to. Children don't have to show or tell every week or at all if they don't want to. Equally if they want to show and tell every week then they can. Children can bring anything in to show but it must fit in a carrier bag. We are happy for you send a photo on Class Dojo if the thing your child wants to show is too big or fragile to bring to school. Children can also choose to just tell us something or for the other children to ask them a question.

If you have any questions, please don't hesitate to contact us.

Mrs Mundy (Monday, Tuesday, Wednesday), Mrs Cox (Wednesday PM, Thursday, Friday),
Mrs Barber

Miss Seymour
Mrs Coombes and Miss Rowden

Mrs Kitchen
Mrs Dearing

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

a b c d e f g h i j k l m n o p q r s t u v w x y z

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Grapheme mat **Phases 2 and 3**

s ss	t tt	p pp	n nn	m mm	d dd	g gg	c k ck cc	r rr
h	b bb	f ff	l ll	j	v vv	w	x	y
z zz s	qu	ch	sh	th	ng	nk		

a	e	i	o	u

ai	ee	igh	oa	oo	oo	ar
or	ur	er	ow	oi	ear	air

Year 1

a	love	the
are	me	there
ask	my	they
be	no	to
by	of	today
come	once	was
do	one	we
friend	our	were
full	pull	where
go	push	you
has	put	your
he	said	
here	says	
his	school	
house	she	
I	so	
is	some	

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

a	e	i	o a	u o
s ss c	t	c ck k	n kn gn	m
d	g	p	r wr	h
b	f ff ph	l ll le el al il	j g ge dge	v ve
w wh	x	y	z zz	qu
ch tch	sh ch ti	th	ng	ee e le y e-e ea ey
ai ay a-e a	or aw au a ar	er ur ir or	ow ou	
oo ew ue u-e	oo	ar	igh ie i-e y	oa
yoo ew ue u-e u	oi oy	ear	air ear are	