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

Dear Parents/Carers and our new/returning Year 1 and Year 2 children,

Welcome to Butterfly, Dragonfly and Bumblebee Class! It was so much fun seeing you all together on transition day and we are really looking forward to next year. We have decided to send out our Term 1 newsletter now so that you can begin to prepare for life in your new class over the summer holidays.

Twisted Fairytales

In September our first topic will be Twisted Fairytales.
Below is an overview of how our topic will link with the rest of the curriculum.

In **English** we will begin by writing a recount of our summer holidays. Then we are going to be exploring the book 'Little Red Reading Hood' by Lucy Rowland and writing our own version of the story. We will finish the term with an Autumn poem.

In **GPS** we will be looking at different ways to construct sentences.
Year 1 – We will be focusing on using capital letters and full stops correctly at the start and end of sentences.
Year 2 – We will be reviewing capital letters and full stops in more complex sentences as well as the importance of using capital letters for the names of people, places and days of the week.

In **Handwriting** we will be focusing on the ladder letters l, i, t, u, j, y and the caterpillar letters c, a, o d, g, q.
Year 1 and 2 – We will be assessing the children's handwriting at the beginning of the term and then children will either practise forming the letters in print, precursive or cursive.

In **Maths** we will be focusing on Number and Place Value to 10, 20 and 100 and Addition and Subtraction.

Year 1:

- Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 10 in numerals.
- Identify and represent numbers using objects and pictorial representations.
- 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 to 5 and some facts to 10.

Year 2:

- Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
- 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 be focusing 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 **Geography** we will be completing the unit 'Where am I?'. We will be learning about the UK, features of our school grounds, aerial photographs and maps.

- Stating that the UK stands for the United Kingdom; pointing to each country in the UK on a map when prompted; identifying which country in the UK they live in.
- Using the term 'feature' to verbally identify features within the school grounds.
- Using and responding to directional language.

- Stating that an aerial photograph is taken from above; recognising some familiar features in aerial photographs.
  Explaining that symbols show features on a map; adding sensible symbols to a map.
- Identifying how places on the school grounds have made them feel; identifying special places on a map using symbols.

In **Art** we will be exploring line and shape.

- Describing lines and how they are using materials to draw an array of line types.
- Describing lines in Paul Klee's artwork and making different line in response to music able to describe them.
- Connecting lines to create shapes and using and recognising different types of lines when drawing shapes. Identifying organic shapes.
  Identifying basic shapes in everyday objects and artwork and using shapes to draw faces.
- Making colour lighter or darker with pressure, colouring consistently within the lines and discussing why they have chosen particular colours.
- Choosing and drawing different line types, lines and shapes inspired by Brianna McCarthy and varying pressure and materials.

In **DT** we will be exploring structures and making Baby Bear's chair.

- Identifying man-made/natural structures. Contributing to discussions. Identifying stable and unstable structural shapes. Identifying features that make a chair stable.
- Explaining the definition of strength. Identifying the strongest and weakest shaped and part of a structure. Making and testing a structure.
- Working independently to use the materials as demonstrated to begin to make a stable structure. Explaining how their ideas would be suitable for the given brief.
- Producing a model that satisfies the given brief, using the appropriate materials and construction techniques and explaining how they made it strong, stiff and stable.

In **Music** we will be learning the song 'Hey You!'.

- Find the pulse for unit songs
- March in time with the pulse
- Rap and sing in time to the music
- Most will play note C
- Will use the C note to improvise
- Can create a simple rhythm using notes C and D
- Perform a song or piece of music in front of an audience.

In **Computing** we will be completing the 2besafe unit all about self-image and identity. We will then move on to our creative computing unit.

- Understands how to use technology safely and respectfully.
- Knows what information should be kept private.
- With support, knows where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- Can choose the right tools to add the details and achieve the effects that they want
- Can develop fine motor skills to use a mouse or touch gestures
- Can use the instruction screens to add appropriate detail when sharing games with others.

In **PE** we will be completing the unit Striking and Fielding. **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 use basic rolling skills with some accuracy. Can track balls sent back to them moving in line with the ball to collect it
- Can strike the ball from a tee and it sometimes goes where they want it to

- Can strike a ball with a hand or racket
- Can attempt to perform striking and fielding skills quickly and often with accuracy

In **RSE&H** we will be completing the Jigsaw unit 'Being me in my world'.

- I can explain why my class is a happy and safe place to learn.
- I can give different examples where I or others make my class happy and safe.

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.

Information about Year 1 and Year 2

Contact Book

All children will be given a new contact book in September. 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		Challenge Time	Challenge Time	Challenge Time	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	Forest School	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
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	PE	English	English	English
10.10	Reward Time (once all learning has been completed)	PE	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	History/Geography	Computing/Science	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

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.

Staff

Butterfly Class		
Miss Seymour Class teacher	Mrs Coombes Teaching Assistant	Miss Rowden 1-1 Teaching Assistant

Miss Seymour's PPA will take place on a Wednesday afternoon and she will be covered by Mrs Coombes and Miss Davis.

Dragonfly Class		
Mrs Mundy Class teacher Monday, Tuesday, Wednesday	Mrs Cox Class teacher Wednesday PM, Thursday, Friday	Mrs Barber Teaching Assistant

Mrs Mundy and Mrs Cox's PPA will take place on a Wednesday afternoon and they will take it in turns to cover each other.

Bumblebee Class	
Mrs Kitchen Class teacher	Mrs Dearing Teaching Assistant

Mrs Kitchen's PPA will take place on a Wednesday afternoon and she will be covered by Mrs Dearing and Mrs Fermor.

KS1 Areas

In the morning you will come to the playground, the teachers will blow their whistles and then you will enter through the green or white door.

You will have a peg to hang your coat and PE bag on, a peg or a box to put your forest school bag in and a tray for your book bag.

Dragonfly Class Pegs	Butterfly Class Pegs	Bumblebee Class Pegs

Trays

Dragonfly Class Toilets	Butterfly Class Toilets	Bumblebee Class Toilets

We are still preparing your new classrooms for September, but this is what they look like at the moment. If we make any big changes, we will send you a photo on ClassDojo so that you will know what to expect.

Butterfly Class

Dragonfly Class

Bumblebee Class

KS1 Outside Area

If you have any questions, please don't hesitate to contact us.
Have a wonderful summer holiday and we look forward to seeing you in September.

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

Miss Seymour
Mrs Coombes and Miss Rowden

Mrs Kitchen
Mrs Dearing

Name: _____ 1 Challenge Completed = 1 dojo point

KS1 Summer Holiday Challenges

Some parents have asked for ideas for summer activities that they can do to help their child prepare for their new class and so here are some Summer Holiday Challenges. For every challenge that your child completes they will receive 1 dojo point in September. There is no pressure to complete any of these challenges, it is all optional.

English Pick your favourite fairytale character and write a character description about them.	**Reading** Read at least one book a week from your bookshelf or from the library. Can you challenge yourself to include a fairytale?
Spelling Start to learn the Year 1 or Year 2 common exception words.	**Phonics** Access free games on Phonics Play with adult supervision.
Maths Go on a shape hunt. What 2D or 3D shapes can you find?	**Handwriting** Practise writing your name in your best print, precursive or joined handwriting.
Music Learn a new song about summer or have a dance party with your family.	**Art/DT** Draw an existing fairytale character or be creative and design a brand-new character.
History Find out what you were like as a baby by looking at old photos of yourself.	**Geography** Explore a map of the UK. Can you spot and name our 4 countries?
Science/Forest School Explore your garden or an outdoor space. Can you name any of the plants or trees that you find?	**PE** Challenge yourself to be active for at least 60 mins per day. Can you make up a new game to play with your family?
Computing Go on a technology hunt around your house.	**Eco** Donate old toys or clothes to a charity shop instead of throwing them away.

I confirm that my child has completed the crossed-out challenges.

Signed _____

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	