

Chapelford Village Primary School

Year 1 Newsletter

Spring Term 1



A Happy New Year from the Year 1 Team

We hope that you and your families had a safe and happy start to 2026. We have loved welcoming the children back to school after the Christmas holidays. Thank you for all the kindness you showed us at Christmas time with presents and cards. We hope the children enjoyed the parties and activities we planned towards the end of the Autumn term! We hope they have enjoyed their first few days back at school whilst settling back into their routine. Now we are back to school, please find information on what we are learning about this term below which may be a useful prompt when asking your child about their day!

Please find below your teacher's email address if you have any questions this term.

Class 4 – Mrs Pearson: e.pearson@cvps.omegamat.co.uk

Class 5 – Miss Barber: a.barber@cvps.omegamat.co.uk

Class 6 – Mrs Cleary (Year Group Lead): a.cleary@cvps.omegamat.co.uk

English



We returned to school to our poetry unit looking at the poem 'If I had a beak' by W M Foster. The children have enjoyed looking for rhyming words in addition to drawing and describing their own beak. We will shortly be starting our new text, 'I follow the fox' by Rob Biddulph. Keep your eyes on our Facebook page. Phonics continues to be a huge focus in Year 1 and it is important that the children are reading their books at least 3 times per week. Remember to check out the E-Books on the Oxford Owl Website (password in reading record). We will let you know the sounds that your child is focussing on, and you can help your child by spotting these in their books. If you have any questions about how to pronounce a sound or your child's progress with phonics or writing, please contact your class teacher who will be more than happy to answer your questions. We have also introduced a new author study for this term of Mini Grey and we are reading these texts during our daily shared reading opportunities.

Maths

Year 1 maths allows lots of opportunities to re-visit our learning and consolidate what we have learnt. We are currently re-visiting our topic of place value – but this time with numbers to 50. We will be looking at recognising and representing these numbers whilst accessing some reasoning questions with support to further their knowledge. Number formation is still a big focus in year 1. This is something that all children could practise at home. Other topics that we will cover this half term include length and height, volume and we will re-visit addition and subtraction too. The children will continue to have the opportunity to access our fantastic outdoor provision area and using our brand new equipment to consolidate their learning.

My Book

Book Title: _____

Author: _____

Illustrator/Designer: _____

Reading Record

Name: _____

Date: _____

High Frequency Words

the	and	to	of	in	on	at	by	with	from
is	was	are	were	you	me	us	them	he	she
it	he	she	we	they	his	her	its	our	their
and	but	or	so	because	if	when	where	how	what
who	which	that	this	those	these	any	some	all	each
every	no	not	only	just	too	very	much	more	less
most	few	many	little	big	small	long	short	fast	slow
old	new	young	old	young	old	young	old	young	old
up	down	in	out	on	off	under	over	above	below
near	far	close	open	closed	empty	full	half	whole	part
one	two	three	four	five	six	seven	eight	nine	ten
hundred	thousand	million	billion	trillion	quadrillion	quintillion	sextillion	septillion	octillion
nonillion	decillion	undecillion	duodecillion	tredecillion	quattuordecillion	quintodecillion	sextodecillion	septodecillion	octodecillion
nondecillion	vigintillion	trigintillion	quadragintillion	quingentillion	sexcentillion	septcentillion	octcentillion	noncentillion	milliard
billion	trillion	quadrillion	quintillion	sextillion	septillion	octillion	nonillion	decillion	undecillion
duodecillion	tredecillion	quattuordecillion	quintodecillion	sextodecillion	septodecillion	octodecillion	nondecillion	vigintillion	trigintillion
quadragintillion	quingentillion	sexcentillion	septcentillion	octcentillion	noncentillion	milliard	billion	trillion	quadrillion
quintillion	sextillion	septillion	octillion	nonillion	decillion	undecillion	duodecillion	tredecillion	quattuordecillion
quintodecillion	sextodecillion	septodecillion	octodecillion	nondecillion	vigintillion	trigintillion	quadragintillion	quingentillion	sexcentillion
septcentillion	octcentillion	noncentillion	milliard	billion	trillion	quadrillion	quintillion	sextillion	septillion
octillion	nonillion	decillion	undecillion	duodecillion	tredecillion	quattuordecillion	quintodecillion	sextodecillion	septodecillion
octodecillion	nondecillion	vigintillion	trigintillion	quadragintillion	quingentillion	sexcentillion	septcentillion	octcentillion	noncentillion
milliard	billion	trillion	quadrillion	quintillion	sextillion	septillion	octillion	nonillion	decillion
undecillion	duodecillion	tredecillion	quattuordecillion	quintodecillion	sextodecillion	septodecillion	octodecillion	nondecillion	vigintillion
trigintillion	quadragintillion	quingentillion	sexcentillion	septcentillion	octcentillion	noncentillion	milliard	billion	trillion
quadrillion	quintillion	sextillion	septillion	octillion	nonillion	decillion	undecillion	duodecillion	tredecillion
quattuordecillion	quintodecillion	sextodecillion	septodecillion	octodecillion	nondecillion	vigintillion	trigintillion	quadragintillion	quingentillion
sexcentillion	septcentillion	octcentillion	noncentillion	milliard	billion	trillion	quadrillion	quintillion	sextillion
septillion	octillion	nonillion	decillion	undecillion	duodecillion	tredecillion	quattuordecillion	quintodecillion	sextodecillion
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noncentillion	milliard	billion	trillion	quadrillion	quintillion	sextillion	septillion	octillion	nonillion
decillion	undecillion	duodecillion	tredecillion	quattuordecillion	quintodecillion	sextodecillion	septodecillion	octodecillion	nondecillion
vigintillion	trigintillion	quadragintillion	quingentillion	sexcentillion	septcentillion	octcentillion	noncentillion	milliard	billion
trillion	quadrillion	quintillion	sextillion	septillion	octillion	nonillion	decillion	undecillion	duodecillion
tredecillion	quattuordecillion	quintodecillion	sextodecillion	septodecillion	octodecillion	nondecillion	vigintillion	trigintillion	quadragintillion
quingentillion	sexcentillion	septcentillion	octcentillion	noncentillion	milliard	billion	trillion	quadrillion	quintillion
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English

Core texts: 'I Follow the fox!' by Rob Biddulph and the poem 'If I had a Beak' by W M Foster.

WRITING OUTCOMES: To write a story about an animal who befriends another animal in the African Savannah, an information text.

Vocabulary, grammar and punctuation:

- To leaving spaces between words
- To use a capital letter for the personal pronoun 'I'
- To begin to punctuate sentences using a capital letter and a full stop
- To use a capital letter for days of the week.
- To orally plan and rehearse ideas.
- To discuss their writing with adults and peers.
- To read aloud their writing to an adult or peer.

Composition:

- To say out loud what they are going to write about
- To compose a sentence orally before writing it

Phonics:

- Set 3 Read Write Inc sounds.
- Speedy green words
- Common exception words; linked to our book band colour.

Handwriting:

- To sit correctly at a table, holding a pencil comfortably and correctly
- To begin to form lower-case letters in the correct direction, starting and finishing letters in the right place

Music

Continue to follow the Charanga program – In the Groove.

Style: Blues, Latin, Folk, Funk, Baroque, Bhangra.

PE

How do I control a tennis ball? · I can engage in cooperative physical activities. · I can explore different ways to move with and use the ball. · I can strike a ball with accuracy. · I can send and pass a ball – developing my throwing technique. · I can catch/stop and send/pass a ball – developing my throwing and catching techniques. · I can move fluently changing speed and direction.

Art

PAN art

Design Technology

Mechanisms – Sliders and Movement

Computer Science

How might I program a robot?

Geography

What is the weather like in the UK? · Name and order the months of the year and seasons · Compare and contrast seasons and identify key features of each · Use Geography skills to predict, record and begin to analyse the weather in the UK · To identify weather patterns in the uk

RE

Islam - How might beliefs about creation affect the way people treat the world?

PSHE

How can I keep myself and my body safe from harm? · Describe who works in my school · Describe how to respond to visitors in school · Understand who my trusted adults are and that I should speak to them if I am ever worried or feel uncomfortable about another adult · Identify which substances are safe to put into and onto my body ·

Maths

Place Value to 50 · Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number · Count, read and write numbers to 50 in numerals; count in multiples of 2s, 5s and 10s · Given a number, identify 1 more and 1 less · Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Addition and subtraction. · Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs · Solve one-step problems that involve addition and subtraction.

Science

Seasonal changes and daily weather (Physics)

- Re-visit all four seasons and the weather within our current season of Winter.

Animals including Humans (Biology)

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivore.
- Describe and compare the structures of a variety of common animals including pets.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

History

- How have explorers changed the world? · Explain what explorers do and name equipment or transport an explorer would need. · Name important explorers (e.g. Christopher Columbus). · Describe how an explorer is significant and how they impacted events or people's ideas. ·