



St. Lawrence Primary School

La Grande Route de St Laurent
St Lawrence
Jersey
JE3 1NG

Telephone: 01534 863172
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Email: admin@stlawrence.sch.je

Year 1 - Spring Term 2022

Dear Parents/Carers,

Happy New Year! I hope you all had a lovely holiday. Unfortunately, I was not able to join the class at the start of the term, but I am pleased to be back now. From the feedback I have had the children have had a lovely couple of weeks getting back to their Maths and looking at writing stories with a picture prompt. They have also completed most of their Computing curriculum for this half term and started their new Design and Technology topic.

The children worked hard last term and adapted well to the changes from Foundation Stage to Key Stage 1. We still had a lot of opportunities for play. This term we will begin to move further towards whole class working in preparation for Year 2. We are looking forward to another exciting term, consolidating previous learning and introducing new skills and knowledge.

This term's newsletter aims to give you an outline of the intended work in your child's class. The focus is on what has been planned for topic work, but a very important programme of basics continues in Mathematics, English and Science.

There is nothing more important to a child than to know that their parents are really interested in their work. Asking about it, going to the Library to find appropriate books or perhaps buying a book, if it is particularly interesting, all help to encourage the children.

English

This term in English we will be continuing with Read Write Inc. Although due to the current Covid guidelines this will continue to be taught in our class bubble, we have had plenty of time to get used to working in this way.

The children will be working within their RWI levelled groups and will be moving around a carousel of reading, spelling and writing activities. This will give them the opportunity to work with an adult, in a small group, to complete their reading and writing tasks. It is important that your child tries to read for approximately 10 minutes at least 4 times a week. If you sign and date your child's challenge sheet each time they read then they can gain a house point after 5 reading sessions. If you would like to make any comments about their reading there is space on the back of this sheet.

We will continue to spend time developing and consolidating our writing skills. This will include work on basic sentence structure, punctuation – full stops and question marks, applying our R.W.I. skills to writing and writing a variety of sentences. This half term there will be a focus on writing traditional tales. We will be looking at 'The Three Little Pigs' and working towards writing our own version of the story. This will also link to our Science topic, Materials.

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Every Monday the children will continue to write a recount of their weekend, so please discuss with them what they have done over the weekend, to help them with their weekly writing task.

If your child is doing any writing at home, it would be good to encourage them to 'Sound out' any unknown spellings using their 'Fred Fingers'. You could also encourage them to correct any 'Red Words' (Words that they cannot 'Fred' – a list of these 'Common Exception Words' were given to all children on the last day of the Autumn Term.) They also need reminders to start a sentence with a capital letter and end it with a full stop.

It is also important to discuss any new vocabulary that you may come across when reading.

Mathematics

We continue to follow the Power Maths Scheme of work. This term we will be focusing on securing numbers to 20, before moving onto numbers to 50. At this point in the year your child should be confidently able to read and write numbers to 10 without support. They should be able to order numbers to 10 and count forwards to and backwards from 10. They should be able to add and subtract to 10 using objects, their fingers, drawings, or solve them mentally in their head. If your child is still struggling with the above listed skills then please continue to support and consolidate these skills at home using real-life objects or games. Children will also continue to consolidate these skills in class. If they are not yet confident with numbers to 10 they will have opportunities to revise these skills, but will find it harder to access numbers to 20 and beyond without a secure knowledge of numbers to 10.

www.stlawrence.sch.je/wp-content/uploads/calculations_policy_2021.pdf

This link will take you to the St Lawrence school calculation policy. This will give you further detail on how addition and subtraction is taught through the Power Maths scheme. (Addition – page 5. Subtraction – page 12)

2D and 3D shapes

- Naming 3D shapes
- Naming 2D shapes
- Making patterns with shapes

Counting and Writing numbers to 20

- Counting and writing numbers to 20
- Tens and Ones
- Counting one more, one less
- Comparing numbers of objects
- Comparing numbers
- Ordering objects and numbers

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Addition to 20

- Adding by counting on
- Adding ones
- Finding number bonds
- Adding by making 10
- Solving addition word problems

Subtraction to 20

- Subtracting ones
- Subtracting tens and ones
- Subtracting crossing the 10
- Solving word and picture problems – subtraction
- Comparing additions and subtractions
- Solving word and picture problems – subtraction and addition

Numbers to 50

- Counting to 50
- Tens and ones
- Representing numbers to 50
- Comparing numbers of objects
- Comparing numbers to 50
- Ordering objects and numbers to 50
- Solving word problems – addition and subtraction
- Counting in 2's
- Counting in 5's

Geography

This half term we will be moving our Geography on from 'Our Local Area' to study the United Kingdom and London. The children will be identifying places on the map, looking at photographs, sharing experiences of any visits, comparing Jersey and creating their own maps as well as using Google maps, globes and atlases. We will be

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sampling some food, e.g. shortbread, welsh cakes, scones. (**If your child has any allergies then please send me an email.**)

The children will be taught to:

- Name and locate the four countries of the United Kingdom on a map or globe.
- Identify the similarities and differences between their local environment and another place.
- Recognise simple human and physical features on an aerial photograph or simple map showing an awareness that objects look different from above.
- Use simple locational language including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork.

History

After February half term, we will be starting our History topic 'The Ice Age in Jersey'. We are very lucky to have the support of Mrs Otterwell to help deliver this topic and already have some talks and experiences booked in. I am sure the children will love this topic. We look at how we know about the Ice Age, find out that Jersey didn't use to be an island, look at ordering different periods of time chronologically on a time line, carrying out mini-excavations, cave painting and using some replica tools from the Ice Age.

The children will be taught to:

- develop an awareness of the past, using common words and phrases relating to the passing of time
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Children will be taught about:

- events beyond living memory that are significant nationally or globally

When cave painting, we will be using paprika, turmeric, cinnamon and ginger. **If your child has any allergies then please send me an email.**

If anyone has any old bits of fur type fabric or small world toys (e.g. cavemen/women, sabre tooth tigers, woolly mammoths, etc) that you no longer need and are happy to donate to school, then please send them in. We would love some for our class!

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Science

Our Science topic this term will be 'Materials'. This term the children will be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

The children will also be working on their scientific enquiry skills in lessons and in the 'Investigation Area'.

- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions

ICT

In the first half term the children will be 'TV Chefs'. The children will be looking at writing instructions and creating their own cookery show demonstrating how to make a sandwich. They will then film this and edit the video. In the second half term, the children will continue to explore giving clear instructions/algorithms using the BeeBot Robots in class.

P.E.

This term P.E. lessons will take place on a **Monday afternoon and Wednesday morning**.

P.E. on a Wednesday will be in the hall with Mrs Wilderspin. The children will be doing dance lessons.

P.E. on a Monday afternoon will be outside (weather permitting). The children will be working on games and developing attacking and defending skills. They will also be continuing to practise throwing and catching skills within these games.

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RE

R.E. will be taught by Mrs Wilderspin on a Wednesday morning. This term the topic will be 'Our Wonderful World'.

We aim to:

- identify things that make our world special
- explore the Jewish, Christian and Islamic creation Stories.
- explore the Hindu creation story.
- explore different accounts of the creation of the sky and Heaven.
- explore different accounts of the creation of plants.
- explore different religious accounts of how animals and people were created.

DT

In Design and Technology this half term we will be designing, making and evaluating moving pictures, to go along with our writing work on Traditional Tales.

Art

After February half term we will be learning about the American Modernism movement in art, by taking inspiration from the artist Georgia O Keefe.

Music (Tuesday afternoons)

Music with Miss Stievenard will teach the children more about rhythm, beat, basic note reading, tempo and dynamics.

PSHE

We will be thinking about identity, society and equality in a unit called 'me and others'.

Lunch boxes and snack

The children put their lunchboxes on the Year 1 trolley, on the way into the classroom each morning. The children eat their snack during the morning playtime, so **please ensure their snack is in their book bags for the children to access easily at playtime. Please also try to ensure it is something that will fit in their tray as some of them are struggling to close their trays due to large snack pots.** Water bottles are stored by the sink for the children to access during the day. Please ensure **only water is in the bottles**, in case of any spillages.

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Homework:

Reading: The children will be expected to read with an adult 4 – 5 times a week, for about 10 minutes a time. It would be valuable for the adult who reads with your child to talk to your child about the story or book they are reading to ensure they have a good understanding.

The children will be given 3 books on a Monday. Please can these be returned on a Friday to allow for appropriate quarantine and to ensure there are enough books to give out on a Monday. If your child is reading through these quickly, then please take the time to ask them questions, re-read the book and develop their confidence and fluency. It would also help to practise reading the 'common exception words' sent home in the Autumn Term.

Spelling – Once your child reaches Yellow group in the Spring Term (due to the current high number of absences I will introduce these on the 31st January) they will bring home some spellings to practise writing. Due to the current restrictions in place affecting the delivery of RWI there will not be a weekly spelling test, but the words that are sent home the children will be asked to correct if they spell them incorrectly in their classwork.

Ways to help your child with their learning:

- Reading at home at least 4 times a week
- Number bonds to 10 and then onto 20
- Ensuring numbers to 10 are secure
- Addition and Subtraction to 10
- Addition and Subtraction 'real life' problems (e.g. I have 6 sweets. I eat 2. How many are left?)
- Reading and writing 2 digit numbers
- Addition and Subtraction to 10/20/100
- Reading the time – o'clock and half past. Then when your child can do that they can move on to quarter past and quarter to.
- Identifying coins and notes.
- Adding different coin amounts
- Subtracting money (finding change)
- Creating and continuing patterns
- Counting in 1's, 2's, 5's and 10's
- Ensuring numbers are correctly formed
- Finding half of an even number up to 20
- Doubling numbers up to Double 10

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- Identifying common 2D and 3D shapes, discussing their properties (2D – sides, corners/ 3D – faces, edges and vertices)
- Letter formation – ensuring each letter is correctly formed
- Spelling – days of the week, numbers to 20 in words (e.g. 8 = eight), red words.
- Identifying 2 digit numbers (e.g. identifying them in the world around them)
- Using Fred talk to read and spell unknown words
- Reminding children to use capital letters and full stops when writing a sentence
- Encouraging your child to put a question mark at the end of a question

General

Please ensure your child does not bring in any personal objects as there is a worry that these may get broken or misplaced and sometimes distract them from their learning.

Your child only needs to carry their **thin green book bag** RWI folder, snack, lunch box and water bottle with them. **Please do not purchase rucksacks as they are causing issues in the classroom. The children are finding them too heavy to lift onto the peg, hard to open and they are causing obstructions and safety issues in the classroom.**

Please ensure that the classroom bottles **only contain water** as if there is a spillage it is much easier to clean up. The children do not need to bring pencil cases or pens from home as the stationary they need is provided in class.

Birthday cakes – I am happy to hand out birthday cakes at the end of the day, however please ensure it is 30 individual cakes – following guidelines sent by Mr Charlesworth at the beginning of the year (individually wrapped, shop bought due to Covid restrictions)

PLEASE CHECK NO PEANUTS DUE TO ALLERGIES.

Mrs Wilderspin will teach RE and PE to Year 1 on a Wednesday morning.

If you have any queries about any issues that arise then please do not hesitate to contact me directly, via email.

Facebook

Look out for updates of what we are up to on the school Facebook page.

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Please feel free to contact me at any time; you can do this by contacting the school office or via email.

Many thanks
Mrs M. Lowry

Attached – Maths Fluency Targets.

www.stlawrence.sch.je/wp-content/uploads/Fluency_Policy_2021.pdf

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KEY FLUENCY FACTS Year 1, Spring 1

At St Lawrence School, we value parents as partners in their child's learning. At the beginning of every half term, we will provide an overview of Key Fluency Facts so that parents are aware of the areas that will help their child secure their Mathematical knowledge and can work on these areas with their child:

To be able to count in 2s, 5s and 10s and to recognise odd and even numbers.

Count forwards and backwards in steps of 2:

2, 4, 6, 8, 10, 12, 14, 16, 18, 20

20, 18, 16, 14, 12, 10, 8, 6, 4, 2, 0

Count forwards and backwards in steps of 5:

5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

60, 55, 50, 45, 40, 35, 30, 25, 20, 15, 10, 5, 0

Count forwards and backwards in steps of 10:

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

100, 90, 80, 70, 60, 50, 40, 30, 20, 10, 0

Key Vocabulary

When we count in 2s are the answers **odd** or **even** ?

When we count in 5s are the answers **odd** or **even** ?

Children can practise counting in these steps, starting from different multiples e.g. count up in 10s, starting from 30 or count down in 2s, starting from 16, with support if necessary. Children can talk about patterns e.g. counting in 2s - all the numbers are even; counting in 10s - all the numbers end in 0; counting in 5s the numbers alternate between odd and even.

Top Tips

The secret to success is practising **little and often**. Use time wisely. Can you practise these number facts whilst walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a counting step of the day.

Use practical resources – Use objects such as pasta shapes to make patterns in 2s, 5s and 10s. These can be arranged in arrays and then counted.

Use numberlines – Practise counting up and back in steps of 2, 5 and 10 on numberlines.

Songs and rhymes – There are lots of songs and counting rhymes available online.





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KEY FLUENCY FACTS Year 1, Autumn 2

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To be able to know number bonds up to ten.

0 + 6 = 6	6 + 2 = 8	0 + 9 = 9	0 + 10 = 10
1 + 5 = 6	7 + 1 = 8	1 + 8 = 9	1 + 9 = 10
2 + 4 = 6	8 + 0 = 8	2 + 7 = 9	2 + 8 = 10
3 + 3 = 6	0 + 8 = 8	3 + 6 = 9	3 + 7 = 10
4 + 2 = 6	1 + 7 = 8	4 + 5 = 9	4 + 6 = 10
5 + 1 = 6	2 + 6 = 8	5 + 4 = 9	5 + 5 = 10
6 + 0 = 6	3 + 5 = 8	6 + 3 = 9	6 + 4 = 10
0 + 7 = 7	4 + 4 = 8	7 + 2 = 9	7 + 3 = 10
1 + 6 = 7	5 + 3 = 8	8 + 1 = 9	8 + 2 = 10
2 + 5 = 7	6 + 2 = 8	9 + 0 = 9	9 + 1 = 10
3 + 4 = 7	7 + 1 = 8		10 + 0 = 10
4 + 3 = 7	8 + 0 = 8		
5 + 2 = 7			
6 + 1 = 7			
7 + 0 = 7			

Key Vocabulary

What do I **add** to 2 to make 6 ?

What is 10 **take away** 6 ?

What is 3 **less than** 9 ?

How many more than 2 is 10 ?

Children can practise answering these questions in any order, including missing number questions and related subtraction facts, with support if necessary.

e.g. $1 + ? = 10$ or $9 - ? = 8$.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these number facts whilst walking to school or during a car journey ? You don't need to practise them all at once: perhaps you could have a fact of the day.

Use practical resources – Your child has one potato on their plate and you give them two more. Can they predict how many they will have now?

Make a poster – We use Numicon at school. You can find pictures of the Numicon shapes online – your child could make a poster showing the different ways of making 10.

Play games – Number Bond pairs or Number Bond 'Snap'.

Kim Banks

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KEY FLUENCY FACTS Year 1, Autumn 1

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To be able to read and write numbers from 1 to 20 in numerals and words.
When given a number, to identify one more and one less.

1 + 1 = 2	11 + 1 = 12	1 - 1 = 0	11 - 1 = 10
2 + 1 = 3	12 + 1 = 13	2 - 1 = 1	12 - 1 = 11
3 + 1 = 4	13 + 1 = 14	3 - 1 = 2	13 - 1 = 12
4 + 1 = 5	14 + 1 = 15	4 - 1 = 3	14 - 1 = 13
5 + 1 = 6	15 + 1 = 16	5 - 1 = 4	15 - 1 = 14
6 + 1 = 7	16 + 1 = 17	6 - 1 = 5	16 - 1 = 15
7 + 1 = 8	17 + 1 = 18	7 - 1 = 6	17 - 1 = 16
8 + 1 = 9	18 + 1 = 19	8 - 1 = 7	18 - 1 = 17
9 + 1 = 10	19 + 1 = 20	9 - 1 = 8	19 - 1 = 18
10 + 1 = 11	20 + 1 = 21	10 - 1 = 9	20 - 1 = 19

Key Vocabulary

15 **add** 1 ?

12 **subtract** 1 ?

What is 1 **more than** 12 ?

What is 20 **take away** 1 ?

What is 1 **less than** 15 ?

Children can practise answering these questions in any order, including missing number questions e.g. $19 + ? = 20$ or $20 - ? = 19$

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these number facts whilst walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Use what you already know – Use number bonds to 10 (e.g. $7 + 1 = 8$) to work out related number bonds to 20 (e.g. $17 + 1 = 18$).

Use practical resources – Make collections of 20 objects. Ask questions such as, "How many more conkers would I have left if I took away one?"

Kim Banks

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