



Information for parents

“Lent is a time for greater generosity- not just with money, but with love, forgiveness, and mercy.” St. Leo the Great

Dear Parents and carers,

Welcome back after the half-term break. We hope that you and your family had a restful and enjoyable week.

Spring is on its way! The Spring bulbs are out and thankfully, the days are gradually becoming lighter and warmer.

Now that we have entered into the period of Lent, it is a perfect time for our children not only to reflect upon their personal goals and their attitude to learning, but also the choices that they make with others at home and at school.

We will continue to **guide** our children in their learning and the choices they make, as they grow and develop, via our **Sacred Heart Ethos**, which has been drawn from our Federation Mission Statement (**The parable of the Mustard Seed, Matthew 13:31**), Gospel values, Catholic Social Teaching (CST) principles and learning behaviours.

Our **Sacred Heart Ethos** is structured using the **SACRED** acronym:

S: *Service*

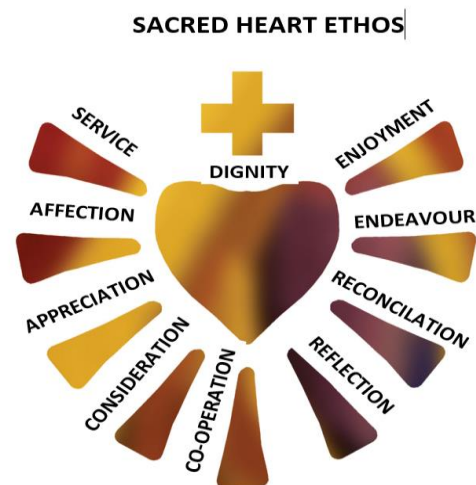
A: *Affection and Appreciation*

C: *Consideration and Co-operation*

R: *Reflection and Reconciliation*

E: *Endeavour and Enjoyment*

D: *Dignity*



Service	Helping others and the world (Being 'Pilgrims of the Earth'); We are guardians of God's creation. (CST link/s-Stewardship ; Preferential Option for the Poor ; Distributive Justice)
Affection and Appreciation	Showing loving kindness and care; being thankful for each other and the world around us. (CST link/s-Solidarity ; The Common Good)
Consideration and Co-operation	Showing thoughtfulness, thinking about the views of others, and working together for the common good in school and the wider world. (CST link-Subsidiarity , Distributive Justice)
Reflection and	Always being honest, listening to others, reflecting on

Reconciliation	choices & showing forgiveness and friendship. (CST link/s-Promoting Peace; Participation)
Endeavour and Enjoyment	Always trying our best and finding joy in all that we do, for both ourselves and others. (CST link/s The Common Good)
Dignity	Recognising that everyone is special and unique-valuing and respecting ourselves and others (CST link/s Human Dignity; The Common Good)

Please also support your child in achieving their academic goals by encouraging them to develop their learning behaviours. The [8 learning behaviours](#) we focus on at school are:

Not giving up **Being curious** Having a go **Co-operating** Enjoying learning
Improving Using your imagination **Concentrating**

***Dear Lord Jesus,
Please help us to be good friends to our family, our neighbours and all who we meet through our words and actions.
Amen***

-Here is a brief outline of what your child will be learning about this half term:

Subject	Coverage	Suggestions as to how you can support learning at home
English 	This half term, we will continue with our daily phonics lessons; learning the various phase 5 alternative spellings and pronunciations for the sounds the children have already learned. Each day the children will practise using the new newly learned GPCs in their reading and by writing words and sentences. They will continue to use their developing phonic knowledge for blending when reading and in their written work. We will continue with our three	As always, spend time reading with your child, encouraging them to use their phonics when attempting new words. Practise reading the sounds, (GPCs) on the inside cover of their reading practice book. Encourage your child to read their reading practice book every day and refer to the questions on the inside back cover. Focus on any new vocabulary and ensure your child knows what the words mean. Encourage your child to practise the weekly spellings every day and try to put the words into context by writing sentences. Discuss with your children the books we are focusing on at school and ask them questions about the work they are doing. Encourage your child to ask questions themselves, such as, "What would you ask Sir David Attenborough if you met him?". Encourage your child to write their letters correctly and with appropriate sizing. We are happy to provide handwriting sheets if you feel your child would benefit from some additional practice. If you would like to find out more about the phonics we are teaching in school, please go to the Little Wandle parents page here:

	reading practice sessions each week, focusing on decoding, (sounding words out and blending), prosody, (reading with expression and intonation, taking note of punctuation) and comprehension. We will be reading a variety of fiction and non-fiction books linked to our History topic of 'Significant Explorers'. We will be learning about the distinguishing features of fiction and non-fiction books. We will continue to use our exciting sentences to complete writing activities focusing on a variety of genres, whilst expanding our vocabulary and understanding of punctuation. Through these books the children will complete tasks such as, writing letters, diary entries, adverts, non-fiction reports and fact files. We will also read a variety of poems and begin to write some of our own. We will continue to develop and improve upon our handwriting in line with the expectations for the end of Year 1.	https://www.littlewandle.org.uk/resources/for-parents/ To practice phonics sounds and reading real and nonsense words please use the Phonics Play website: https://www.phonicsplay.co.uk/
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Maths	Following this we will be moving onto 'Numbers to 50'. This will require further work on grouping into tens and ones, using part- whole models and ten frames. The children will compare quantity using <, > and = symbols. They will use their understanding of place value to support them to order and represent these numbers within their work. We will then conclude this topic by counting in 2s, 5s, and 10s.	Support your children to continue to develop their understanding of place value. Use any opportunities for discussing numbers to encourage your children to group the quantity into tens and ones and compare the value to other quantities. This should also involve some discussion around which digit needs to come first (thirty-one being 31 rather than 13). Encourage your child to practise their maths skills on Numbots here: https://play.numbots.com/#/account/school-login-type Your child's Numbots login details are on the inside front cover of their reading diary. There is also a '1 minute Maths' app provided by White Rose. https://whiteroseeducation.com/1-minute-maths This app is free to download and available through the app store.
RE	In RE we will begin to learn about Lent and Easter. The children will explore how we change and grow. They will also understand that Lent is a time for change in preparation for the celebration of Easter. We will begin the topic by discussing meals which are special to us before connecting this to the Last Supper. The children will explore the different events surrounding Easter, including Palm Sunday and the story of 'Jesus and	Think about your local church and talk about the important dates and events during the period of Lent. Talk to your child about how they have changed as they have grown up and what they know now, that they did not know when they were younger. Encourage them to reflect on this year so far, thinking about the changes and promises they could make. This could be for example, trying their best to help others or to be kind to everyone. These are important and relevant messages as we begin the journey towards the celebration of Easter.

	the Money Lenders', before finally exploring how Jesus gave his life for us and how God our Father raised him to new life at Easter.	
PSHE (including online safety)	This half term we will continue to explore a range of emotions. The children will learn to recognise emotions within themselves. They will be learning that all emotions are acceptable, but that some emotions can make us feel comfortable, whereas others can make us feel uncomfortable. They will begin to think of and learn strategies for managing our emotions and continue to develop empathy and understanding towards one another.	Help your child to recognise a range of emotions. What emotions make them feel comfortable/uncomfortable? Do they recognise feeling happy, calm, relaxed as comfortable feelings? What do they usually do if they feel sad/angry and do they recognise these as uncomfortable feelings. Who do they/can they go to for help if they are experiencing uncomfortable feelings and what strategies can they use to help themselves feel better?
Science	Our Science learning will continue to focus on materials and seasonal change. The children will learn to identify and group materials according to whether they are natural or man-made, developing their understanding of the different	Encourage your child to identify and sort everyday objects according to whether they are natural or man-made, discussing where different materials come from. You might also explore the properties of materials through simple investigations, such as testing which household items are absorbent or which objects are waterproof. As we move towards Summer, taking time to observe and talk about changes in plants, trees, weather and daylight will further reinforce classroom learning. Encouraging children to explain their thinking and describe what they notice will help to develop their scientific vocabulary and enquiry

	sources of everyday materials. They will also plan and carry out a simple investigation to test objects for specific properties, with a particular focus on identifying which materials are absorbent and which are waterproof. As part of this process, the children will gather, record and discuss their findings, strengthening their scientific enquiry skills. In addition, we will explore the changes that occur during the season of Spring, including observing how plants and trees grow and change, as well as discussing differences in weather patterns and daylight hours.	skills.
History	Our History topic this half term focuses on 'Significant Explorers'. The children will find out about the lives of various famous explorers including Ibn Battuta, Neil Armstrong, Matthew Henson and Felicity Aston. We will learn about their incredible missions and the things we have learnt from them. We will discuss what makes a	Talk to the children about the world and space. What do they think it might be like to be an explorer? Use the internet, books or visit the Science Museum to encourage the children's curiosity and understanding of our world and its surrounding solar system. How can we find out about explorers and where they have been? If they could explore anywhere, where would they go? What would be the best part of being an explorer? What particular traits do explorers need to have? Why might they have to be particularly brave?

	person 'significant' and learn about the importance of perseverance. The children will particularly focus on the changes we have seen in technology and society and how this has impacted our view of explorers. They will find out about sources of historical evidence and how it is easier to find out about explorations now, compared to those which took place in the past. They will also discover how societal views have enabled greater and fairer opportunities for exploring for people like Matthew Henson and Felicity Aston.	
Computing	Year 1 pupils will be using a program called 'Puppet Pals' to create animations about the famous explorers that we will be learning about in our History work. We will continue to learn how to use computers safely and we will learn to use a keyboard and a simple word programme to create a simple document. We will continue to	If your child has access to a computer at home, help them to learn how to use the mouse and type using a keyboard. Use computing as a medium for finding out facts and for practising phonics, reading and maths skills using websites such as, http://www.bbc.co.uk/bitesize/ks1 www.oxfordowl.co.uk and https://play.numbots.com

	use iPads safely to interact with age-appropriate software. Through our online safety lessons, we will also think about the adults they can go to for help if something upsets them whilst using an iPad.	
PE	Year 1 will be focusing on developing their ball skills through football. They will be learning to dribble, pass and shoot the ball through a target, as well as increasing their fitness levels through various challenges. They will also continue to develop their balance, co-ordination and match play skills using a variety of invasion games.	
D.T	This half term the children will be exploring textiles as they design, plan, create and evaluate their own puppets. The children will be thinking about different 'joining techniques' for connecting two pieces of material together and evaluating which they think is the best for the task. They will also find out that there are various temporary methods of joining fabric by using staples, glue or pins. To understand that different techniques for joining materials can be used for different purposes. To understand that a template (or fabric pattern) is	Talk to your children about different designs and joins for similar items. Why might one item be joined together using glue whilst another has been sewn. Which is the better method for soft fabric/hard plastic? How might the designer have held the pieces in place before connecting them? Talk to your child about different toys and puppets they have at home. What type of design might they like to replicate at school?

	used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look.	
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-Upcoming class assemblies and/or Family Learning events and dates:

- Celebration of the Word - 25th March at 9.15

-All teachers at Sacred Heart R.C Primary School follow the homework policy.
In year 1 we will follow this homework timetable:

Subject	Handed out	Due in on	How you can help
Spelling Pack	At the beginning of each half term.	Spelling tests are on Tuesday mornings.	Practise the spellings with your child every day using the method 'Look, cover, write, check'.
Maths Pack	At the beginning of each half term.	Math tests are on Tuesday mornings.	Complete the Maths homework with your child every day. Please read the instructions carefully before completing the homework.
Reading	New reading books will be handed out on a Friday.	Reading folders need to be brought to school everyday. They will stay in school on a Thursday for books to be changed.	Listen to your child read their phonetically decodable book every day and discuss the story or non-fiction text with them. If your child has finished their books, please re-read these books with your child to develop fluency, in line with the Year 1 National Curriculum. Also share your child's chosen 'book for pleasure' with them, discussing the story with your child, modelling the correct use of expression and exploring the meaning of any unfamiliar vocabulary.

-PE is an essential part of the curriculum. We are lucky enough to have specialist teachers and coaches. Please send your child in with his or her PE kit on Monday, and leave it at school until Friday. Any absences from PE need to be explained in a letter.

PE days for Year 1 are Tuesday and Thursday.

Please remember to remove your child's earrings on these days.

Kind regards,
Miss Lacey
Miss B
Miss Graham
Miss Paulette