

SPINFIELD SCHOOL
Year 1 Spring Term 2026



Dear Parents/Carers,

Welcome to the spring term, we are looking forward to our topics this term and continuing to work with you on your children's learning journey.

Important information

The email address for Year 1 is year1@spinfieldschool.co.uk

Emails via the class email will be replied to within two working days. The times that teachers are able to respond are between 8.15 - 8.45 and 3.45 - 6.00. The class email address will not be monitored during the school day as teachers are teaching. If you have an urgent message that needs to be passed on to your child's class teacher, which will, in the main, be a change in pick up arrangements please email the school office by 3.00pm. If we have not received confirmation of changes to pick up, your child will remain in school until we are able to contact you.

Please use the email address for the following:

- ✓ Arranging an appointment with your child's class teacher. Appointments will be conducted at a mutually convenient time.
- ✓ Time to Talk/Creative Corner presentations
- ✓ Queries regarding homework or spellings

Please note that information regarding absences must still be communicated via the school office or via a phone message. Changes to pick up should be sent to both the school office email and the year group email. Please ensure this is done by 12 noon so that messages can be passed on to teachers. If we have not received confirmation of changes to pick up, your child will remain in school until we are able to contact you.

We have planned a careful balance of hard work and great fun this term and I am sure it will be enjoyable and rewarding for all of us. Below is an outline of what your child will be learning this term.

Our theme for the first half term is **Happy Holidays**

For the second half term, our theme is **London's Burning**

School visits : Great Fire of London drama workshop (Thursday 3rd April in the morning)

Subject	1 st half term	2 nd half term
English	<p>Texts based on Herman’s holiday</p> <p>Children will write for different purposes (e.g. holiday brochure). They will try to persuade a friend to visit a destination by using interesting adjectives. They will write a postcard describing the activities they might do there. They will orally compose sentences before writing and begin to check if their work makes sense.</p> <p>Peace at last</p> <p>Children will sequence the text and read/retell the story. They’ll explore “how” and “can” can be used to join sentences. They will talk about punctuation, including capital letters. They will tell and write a story using simple predictable language.</p> <p>Speaking and listening</p> <p>Children will tell us about a favourite holiday or dream holiday they would like to go on. The focus is speaking in a clear voice, making good eye contact with the class and using describing vocabulary (eg sandy beach, crystal blue sea)</p>	<p>Texts based on Diary of Samuel Pepys</p> <p>Children will write a diary entry as if they were experiencing the Great Fire of London. They will engage in role play and use all their senses to explore the topic. They will learn how to use noun phrases and interesting verbs to write a poem about the fire (eg I can see bright orange flames dancing)</p> <p>Children will understand how language can be used in narrative and sequence sentences to form short narratives. They will use capital letters for names of people, places and days of the week. They will say aloud what they are going to write, compose a sentence orally and will begin to re-read what they have written to check if it makes sense.</p> <p>Owl Babies</p> <p>Children will explore the structure of the story in which a problem is identified and solved. They will identify plurals and words we can use instead of said. They will write their own story in which a problem is identified and solved.</p>
Maths	<p>Addition and subtraction</p> <p>Children will reason about number facts and will apply these to solve problems in different contexts. They will learn different strategies for adding and subtracting numbers, including counting on and counting back, bridging ten and finding the difference. They will apply these skills to problem-solving and reasoning challenges. Children will use different concrete resources and representations to help deepen their understanding.</p> <p>Place value</p> <p>In this unit, children gain confidence in counting, reading and writing numbers up to 100. They develop fluency in identifying and representing numbers in different representations and in applying these skills</p>	<p>Length, height, weight and volume</p> <p>This unit will introduce children to the concept of measurement in different areas, such as length and height, capacity, weight, money and time. Children learn the vocabulary they will need to compare and describe measurements and develop their reasoning skills through solving practical problems. The children explore both non-standard and standard units of measure and apply their skills of measuring and recording in a wide range of real-life contexts. They will also learn to sequence events in chronological order, use language related to dates and begin to tell the time on an analogue clock.</p>

	<p>in different contexts. Children practise using the language of 'less than' and 'least', 'more than' and 'most', and 'equal to' to compare numbers in different representations. They also learn to count in steps of two, five and ten, and write numbers up to twenty in numerals and words.</p>	
Science	<p>Plants</p> <p>Children will identify and name common wild and garden plants including deciduous and evergreen trees. They will describe basic structures of flowering plants including trees. They will plant a bean and watch it grow. Linking to our holiday topic, they will investigate and observe plants grown in different places (eg cactus, palm tree). Working scientifically, children will ask and answer simple scientific questions, observe closely through first hand practical experiences, gather and record data and perform simple tests with support.</p>	<p>Everyday materials</p> <p>Children will name and sort everyday materials identifying simple physical properties. They will use first hand practical experiences to explore everyday uses of materials. They will distinguish between an object and the material from which it is made. They will apply their scientific understanding and discuss the impact of wooden houses during the time of the Great fire of London. Working scientifically, children will ask and answer simple scientific questions, observe closely through first hand practical experiences, gather and record data and perform simple tests with support.</p>
Computing	<p>Maze explorers - basic coding</p> <p>Children will explain the possible ways to make their turtle move in the different levels of 2Go. When looking at a program they will 'read' the code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. When presented with an example from challenges they will work out where the turtle will end up at the end of the program and when they are incorrect, they will make good attempts to work out why.</p>	<p>Animated story books</p> <p>Children will use the 'My Story' aspect of 2Create a Story to create an interactive story. They will manipulate the properties of their story by changing the images, adding animations and sound as well as typing, copying and pasting pages. Children are taught the importance of saving their work, overwriting saved files and retrieving their saved work. Children will include their name and date within the text of their e-books.</p>
Humanities	<p>Geography - Compare the UK to a non European holiday destination- Australia</p> <p>Children will find out where Australia is on a world map. They will identify and name the states and territories within Australia. They will become familiar with a map of Australia and its shape. Children will compare Christmas day in Australia to Christmas day in the UK. They will look at the difference in weather, activities, food and traditions between the two places.</p>	<p>History - Significant historical event. Compare sources / different representations of past - Great fire of London</p> <p>This Great Fire of London unit will teach about the key events of the Great Fire of London, and help the children to develop an understanding of the ways in which we can find out about the past through discussing primary sources. In doing so, this unit also provides an introduction to Samuel Pepys and his infamous diary. The children will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century.</p>

<p>Art / DT</p>	<p>Experiment with using paint brushes and other methods of mark making to create different sized lines Children will explore Aboriginal art work and create their own work in this style.</p> <p>Design and make a healthy salad They will explore where different foods come from and discuss what they liked/dislike about it.</p>	<p>Use different brushes and paints to recreate a picture of fire</p> <p>Children will use paintings of The Great Fire of London to observe different themes /colours. They will experiment with mixing colours to create flame pictures. They will begin to use artistic vocabulary to discuss their own and others' work.</p> <p>As part of our materials topic, children will practise weaving using different materials.</p> <p>They will design and make a utensil to carry water.</p>
<p>PE</p>	<p>Gymnastics Children will be participating in a weekly gymnastics lesson with Spring Bucks Gymnastics.</p> <p>Forest school This is outdoor education that is learner led and develops a range of environmental skills and understanding alongside the development of personal, social and technical skills.</p>	<p>Gymnastics Children will be participating in a weekly gymnastics lesson with Spring Bucks Gymnastics.</p> <p>Forest school This is outdoor education that is learner led and develops a range of environmental skills and understanding alongside the development of personal, social and technical skills.</p>
<p>Music</p>	<p>Rhythm</p> <p>Learning note time values. Performing basic rhythmic patterns on Boomwhackers and other percussion instruments. Rests. Understanding time Signatures. Musical Maths. The meaning of Beat and Pulse, listening for them in different musical styles.</p>	<p>Rhythm</p> <p>Learning note time values. Performing basic rhythmic patterns on Boomwhackers and other percussion instruments. Rests. Understanding time Signatures. Musical Maths. The meaning of Beat and Pulse, listening for them in different musical styles.</p>
<p>R.E.</p>	<p>Why do we celebrate important occasions? Children will explore the following questions:</p> <ul style="list-style-type: none"> ● What important times do I celebrate with my family and friends and why? What beliefs and feelings are expressed on these occasions? ● What makes a good celebration? ● How do some religious people celebrate their important occasions? What beliefs and feelings are expressed on these occasions? ● I wonder why we all have special occasions and why they are important to us? <p>Through these questions the children will explore in more detail some non-religious celebrations -birthdays/Valentine's day/</p>	<p>How do people celebrate Easter? Children will explore the following questions:</p> <ul style="list-style-type: none"> ● What do you know about Easter? ● What do you do at Easter? ● What is the Easter Story? ● What do Christians do at Easter? How do they celebrate? ● How do you think Christians feel at Easter time?

	Religious - Pancake day/Lent(Christianity) Passover(Judaism)	
PSHE	<p>One world</p> <p>In this unit, children learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.</p>	<p>Aiming High</p> <p>In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes.</p>

General Organisation:

Absence:

Please ring school on the first day of absence if your child is away. If you have not contacted school by **9.20am**, a member of staff will contact you. You are not required to supply a note if you have contacted the school.

Homework:

We value the support of parents in providing the time, encouragement, and suitable environment for the children in which to complete their homework. In setting homework for children, we aim to provide a relevant activity for them to do in which parents may be involved and which can aid their general educational progress. Homework will be set online in some cases. You will be emailed details on a Wednesday and it will need to be completed by Monday morning.

Year 1 homework is outlined below:

Spellings: sent home on a Monday and checked on Friday

Daily reading: The monster phonics book will be sent home on a Wednesday and should be read at least once and returned on Monday.

Library/Sharing Books: These will be issued/changed on a **Thursday**.

Doodle: Please remember your child has access to doodlemaths. Done daily, this can really improve children's progress in mathematics.

There will be at least one other piece of work, usually maths or English, this could be on paper or via purple mash.

All homework and reading records should be returned to school on a Monday.

DBS checks

Please note that the school requires parent helpers to hold a current DBS certificate and you will need to sign our confidentiality policy. Volunteers are also required to attend safeguarding training (which will need to be refreshed every 3 years). Training dates will be published in our monthly newsletter. If you have not yet filled out the DBS form and the confidentiality policy, please collect them from the office. There will be a voluntary contribution for us to process the DBS form.

Daily organisation:

Please ensure that your child has a water bottle in school every day. KS1 children are provided with a fruit or vegetable snack; however, they may bring one in from home if this is their preference. Please ensure that your child has the correct clothing for the weather, we do try to take the children out at break and lunchtimes so that they can have some fresh air so coats are essential. Please make sure that your child has a suitable pair of school shoes, which they will wear on the days that they do not have PE.

Your child will wear their PE kit on the days that they have PE. Please ensure your child has black tracksuit bottoms/shorts, either a school PE hoody or school sweatshirt, their PE t-shirt and trainers.

Timetable Information:

PE lessons are on a Tuesday and children will need to come in wearing their PE kit. On a Monday, children will take part in Forest School each week. Forest School is an afternoon session so children can wear the inner layer of forest school clothes to school but will need to bring in waterproofs and shoes to use in the session). If for any reason your child is unable to take part in a PE or games lesson, please email the class email address.

Forgotten Items:

Please be aware that if your child forgets something for school, you will only be contacted if it is absolutely necessary, as we are trying to encourage the children's independence.

Medicines:

Children must not bring medicines of any kind into school without prior agreement with Miss Spreadbury. A health care form must be completed for any required administration of medication.

Holidays:

The staff and governing body appreciate the decision made by parents not to take children out of school during term time. Where exceptional circumstances occur, a leave of absence form can be collected from Miss Spreadbury who will submit your application to the Governing Body for consideration.

A quick hello! My name is Mrs Batt and I will be taking over from Mrs Wright teaching Year 1 on a Thursday and Friday. Having two children at school in Marlow and growing up in the area, I am excited to be joining the exceptional team here at Spinfield. I am very much looking forward to getting to know the children and the wider school community. Please do say hello when you see me at the school gate.

If you wish to discuss the content of this letter or have any other concerns, please email the class email address.

Thank you for your continued support,

Miss Priest, Mrs Batt and the Year 1 team