



Year One Summer Term 2026

Dear Parents/Carers,

Welcome to the Summer Term of Year One.

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.

Please see below for all of the wonderful learning opportunities this term.

Our topics for the summer term are:

First half of term: Hero Hunters

Second half of term: Far far away

Curriculum enhancement activities:

The following activities have been planned for the summer term:

Great Fire of London Workshop in school AM (Monday 20th April)

Visit to Oxford Science Centre (Thursday 14th May)

Below are details of the learning that the children will embark on this term.

Subject	1 st half term	2 nd half term
English	Writing simple instructions e.g. Simon says, how to brush teeth, directions to find a superhero around school. Information texts about animals using and to extend ideas. Design a Missing Superhero poster using adjectives. Revising phonics sounds (all phases). Spelling common exception words correctly in sentences. Begin to use prefixes and suffixes in their writing.	Listen to stories about journeys to magical places - <i>Where the Wild Things Are</i> , <i>The Way Back Home</i> . Role play and hot seating. Plan and write a simple narrative based on a journey. Information texts about animals using and to extend ideas. Revising phonics sounds (all phases) Spelling common exception words correctly in sentences. Begin to use prefixes and suffixes in

	<p>Reading comprehension, answering questions about texts.</p>	<p>their writing. Reading comprehension, answering questions about texts.</p>
<p>Maths</p>	<p>Multiplication and Division These lessons introduce children to the concepts of multiplication and division by learning the skills of grouping, counting in groups and equal sharing. Children explore the patterns of the two, five and ten times tables in a range of real-life contexts and begin to solve and to generate simple puzzles and number stories. Children learn to calculate answers using a range of practical methods, including using concrete objects, drawing pictures and making arrays. They discuss their reasoning with adult support</p> <p>Fractions These lessons introduce children to the concepts of halves and quarters. They begin to find a fraction of shapes and move on to finding fractions of measures and quantities in a practical way. Children are encouraged to explain their thinking and to use mathematical reasoning to build their confidence and understanding</p> <p>Position and movement This geometry unit introduces children to the concepts of position, direction and movement, including whole, half, quarter and three quarter turns. Children learn to use the language of position, direction and motion, including: left, right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.</p>	<p>Place value 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 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> <p>Money and time This unit will introduce children to the concept of measurement in different areas, such as money and time. Children learn the vocabulary they will need to compare and describe measurement and develop their reasoning skills through solving practical problems. They 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>Science</p>	<p>Animals The children will look at different settings and identify animals living there. They will sort and classify animals according to their own criteria. The children will be introduced to the language mammals, fish, birds, reptiles and amphibians. They will match images of animals to food and be introduced to the words carnivore, herbivore and omnivore. The children will investigate how carnivores and herbivores use their teeth.</p>	<p>Seasonal Change The children will explore how seasons-changes from Spring to Summer They will plant summer seeds/fruit and vegetables. The children will investigate and be encouraged to use observation skills. They will be predicting, recording and asking questions through practical investigations. Time to talk presentations will focus on finding out about an animal and presenting learning and answering questions.</p>

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Computing	<p>Coding</p> <p>By the end of the unit:</p> <p>The children will have a basic understanding that coding involves writing instructions that a computer can follow. They will develop their understanding that these instructions must be precise and carefully structured through their work making simple one and two stage programs (for example in programs where they make an object move when clicked on). With support, children will create a simple one stage program that achieves a specific purpose. Children will begin to understand that they can correct unexpected outcomes by changing the code and they will make attempts to identify the source of bugs</p>	<p>Spreadsheets</p> <p>By the end of the unit:</p> <p>Using the 2Calculate spreadsheet, children will save and open sheets. Most Children will be able to save their 2Calculate files, using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later. They will enter data into cells , manipulate data using the 'move cell' tool and use the image toolbox to add clipart.</p>
Humanities	<p>Geography- Hero hunters</p> <p>This will involve children learning the names of oceans and continents, using maps and atlases. They will understand compass points and positional directions and language. The topic will be linked to learning about superheroes. The superheroes will be hidden and the children will use directional language to find them and direct other children to find them.</p> <p>The children will look at plans and aerial views of the area around school.</p>	<p>History - far far away</p> <p>The children will be looking at toys through the ages. They will recap timelines, compare toys past and present through artefacts and digital images. They will discuss what the toys are made of, what they were used for, who would play with them. They will create a toy museum and be encouraged to use historical vocabulary.</p>
Art / DT	<p>Sculpture</p> <p>The children will enjoy the following activities:</p> <p>Design and draw their own superhero.</p> <p>Investigate some different materials (playdough, clay, junk) to determine which is best for a superhero.</p> <p>Create a superhero.</p> <p>Design strong tall buildings for Superhero adventures.</p>	<p>Printing</p> <p>The children will enjoy the following activities:</p> <p>Experiment with print using different materials (natural and man made)</p> <p>Experiment with overlapping shapes to create a repeating pattern.</p> <p>Explore designs of Orla Kieley</p> <p>Create a pop up card/toy</p> <p>Explore simple pop up mechanisms.</p> <p>Discuss their own ideas and designs.</p> <p>Use a range of tools and equipment to perform practical tasks.</p>

<p>PE</p>	<p>AJD sports Football Focusing on developing a range of football skills leading to small matches</p> <p>Indoor Games: Jumping The children will learn to:</p> <ul style="list-style-type: none"> - explore jumping in different directions, at different speeds and different levels. - understand the different reasons when, where and why we jump in different ways. - develop their understanding of how to jump efficiently, using their head, arms and feet. . - explore how jumping affects our bodies. - apply their jumping skills during a circuit. - explore skipping and apply these skills into a game. - apply their knowledge of jumping into competitions. 	<p>AJD sports Football Focusing on develop a range of football skills leading to small matches</p> <p>Outdoor Games: Rackets, Bats and Balls The children will learn to:</p> <ul style="list-style-type: none"> ● Move a ball using a racket. ● Understand how and why we keep the ball close and controlled. ● Understand why moving a ball into a space is so important to evade defenders. ● Learn to push a ball using a racket accurately. ● Understanding the importance of being accurate as they apply their skills. <p>The children will practice skills needed to take part in Sports Day</p> <ul style="list-style-type: none"> - Running in lanes and through the finish line - Picking up and carrying equipment. - Jumping through and over equipment.
<p>Music</p>	<p>Pitch</p> <p>Notes on the stave, The difference between base and treble clef. Notes on the line and space. FACE and All Cows Eat Grass, Playing notated music on Pitched percussion instruments.</p> <p>Music sessions with Blue Mic.</p>	<p>Pitch</p> <p>Notes on the stave, The difference between base and treble clef. Notes on the line and space. FACE and All Cows Eat Grass, Playing notated music on Pitched percussion instruments.</p> <p>Music sessions with Blue Mic.</p>
<p>RE</p>	<p>What makes things sacred to some groups of people? (Special Things) Do you have a special object? What makes it special? How does it make you feel?</p> <ul style="list-style-type: none"> • What objects are Important or sacred in Judaism and why? Torah Scrolls • How do Jewish people use them and treat them? • What beliefs are expressed in the objects? • What is it about special things that makes them so important to people? • I wonder, why is it important to show respect and care for things that are 	<p>Why are some places so important?</p> <ul style="list-style-type: none"> ● Do you have a special place that means a lot to you? How do you feel when you are in your special place? ● Which buildings in our local area are important - what makes them important? ● What buildings are important in some religions? Why? What happens there? ● What are the main features of these places of worship? ● I wonder, what do people gain from being together in a shared important place?

	important to people?	
PSHE	<p>Think Positive</p> <p>This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.</p>	<p>It's my body</p> <p>The unit, It's My Body explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p>

General Organisation:

Please ring school on the first day of absence if your child is away. Should you not contact the school by 9:20am, we will contact you. You are not required to supply a note if you have contacted the school.

Please ensure that all letters or slips that are returned to school go directly to the class teacher via the book bag; please do not return them through the school office.

Please ensure that your child has a water bottle in school every day. You may provide a snack of fruit or vegetables for the mid-morning break, however, there is school fruit available. In addition, it is recommended that children have sun cream applied at home and that they bring a hat with them to wear at break times.

Timetable Information:

PE will be on Tuesdays and Thursdays

A reminder that when your child has a PE session s/he needs to come to school dressed in a PE kit. Children can wear shorts or tracksuit bottoms (both need to be in the correct PE kit colour). If for any reason your child is unable to take part in a PE or games lesson, please send an email to your child's class teacher.

If your child attends the after school football club on a Tuesday, they can remain in PE kit but may bring in football boots and shin pads to wear at the club. They will not change again.

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 at Spinfield 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.

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 on a Wednesday and will need to be handed in by Monday morning, please return reading record books on a Monday too.

Additional homework tasks include:

Spellings: check on Friday morning.

Daily reading using the monster phonics books and website and sharing books.

Doodle maths: set every Wednesday

Library Books and Sharing Books are changed on Thursdays and Fridays.

If you wish to discuss the content of this letter or have any other concerns, please contact us via year1@spinfieldschool.co.uk

Thank you for your continued support,

Miss Priest, Mrs Batt and the year one team.