



Year One – Spring Term 2026

Dear Parents and Carers,

We would like to take this opportunity to thank you for all your cards, presents and well wishes over the Christmas period. We hope you all had a wonderful break and are ready for the new term in Year One.

This handout will provide an overview of what your child will be covering this term, as well as expectations with regards to homework. We hope that you find it useful and informative.

There have been no changes in the routines since Autumn but it is useful to be refreshed on them so please see below:

Routines

Behaviour

Good behaviour will be rewarded with going on the sunshine and star, receiving family points, being given certificates in assembly like 'Pick of the Bunch' as well as 'Proud as Punch'.

The cloud and black cloud will continue to be used to sanction poor behaviour choices.

Being ready for the school day

Children are expected to be independent in coming to the line in the morning, holding their book bags and water bottles.

Children should be eating breakfast each morning to ensure their focus throughout the morning and going to the toilet before the school day starts. Children should remember their water bottles and have them filled up ready for the day.

Children need to have a good night's sleep and a good bedtime routine established. The World Health Organisation recommends that children aged between 6-12 years should be getting between 9-12 hours sleep per night. Given that your child is at the lower end of this age range, we should be aiming for 12 hours!

Homework

In terms of the spelling homework, please assist your child with this valuable part of their learning by ensuring they complete all homework to the best of their ability and provide them with support when necessary. It is important that your child is having a go at sounding out independently- with the main focus being spelling the spelling word correctly. Please encourage your child to use finger spaces, a capital letter to begin their sentence and a full stop to end it.

There may be times that I will set additional homework if necessary to support or consolidate an area of class learning.

Spellings

Spellings (5 words) are uploaded onto Google classroom as part of homework on a Wednesday afternoon. These words should be learnt throughout the week for a spelling test the following Wednesday. You will receive your child's spelling result in their reading record each week (these need to be in school every day) If your child's reading record is not in school on a Wednesday, you will not receive their spelling result for the test.

Reading

Your child will be given a stage/phase book that will be taken home with them. There is no set day for changing books as children will be read to at different points in the week. To facilitate this; please ensure your child's reading folder with their book and reading record is in their book bag every day. It is very important to hear your child read out loud each day and ask them questions about what they have read to

check their understanding and develop their comprehension skills. (See questions inside their Reading Record)

Their school reading book can be read more than once to ensure they cannot only read the words but most importantly, understand what it is about. Please remember to record the date and page number along with your signature. This helps us monitor your child's progress.

In Key Stage One, we expect a minimum of 3 signatures a week, with one of these a written comment using the KS1 reading comprehension skills sheet that is in the front of your child's reading record. If you read other stories, please feel free to write them in your child's reading record too. I strongly encourage children to read other books from home or the library in addition to the stage book sent home from school.

As well as one-to-one reading, whole class reading will take place where children have opportunities to answer questions and discuss the texts with their peers. As well as this, children will complete reading comprehension tasks.

At Bouthcher, we promote a reading for pleasure environment and ensure that children have opportunities to choose texts more freely. Your child will spend time in our class reading corner and also have a weekly visit to the school library. Our library visit will take place on **Wednesday** so please ensure that, when your child borrows a library book, they have it in school on this day to be returned so that another book can be chosen to take home and enjoy. It is important to return books because we have spent thousands of pounds on resources for our library and every book that is not returned needs money to be replaced. Funding is very tight and books not being returned will have an impact on how our library is used.

Uniform

Please ensure all items of your child's uniform are clearly labelled with their name to ensure they can be easily recovered if lost and minimise the cost of replacement.

A child's book bag with their reading folder (reading record and reading book inside) is considered to be school uniform and must be in school each day. Water bottles should be brought into class with your child's name on.

Please ensure your child is wearing correct school uniform and following the guidelines for hair bow/band colours etc.

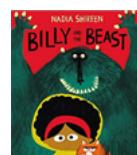
Curriculum and Learning:

English

We will continue a book-based approach to the teaching of our English. We will be working on writing sentences to create short narratives. Children will build on their skills of checking their work for sense and making any necessary changes. We will be using the following in our writing:

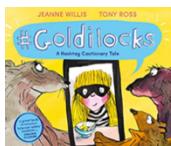
- adjectives to describe
- joining words (conjunctions) 'and', 'but' and 'because' to link ideas
- capital letters for names, places, days of the week and the personal pronoun 'I'
- Using full stops to end sentences as well as building on awareness of question marks and exclamation marks
- using -s and -es to form regular plurals
- adding suffixes -ing, -ed, -er and -est to root words
- Using the prefix -un

We will be working on ensuring our handwriting (lowercase and capital letters) are formed correctly as well as sizing and consistency. We will build on our phonological awareness and apply these into our writing whilst building up a bank of HFW in our writing and spelling them correctly.



Reading

As part of our whole class shared reading, we will build on our vocabulary, features, sequence, inference and prediction skills using a range of texts within the following themes:



Traditional Tales with a twist



Superheroes & Villains

Maths

During this half-term, we'll be looking at numbers to 20 (counting, writing, ordering and comparing) then moving onto addition and subtraction within 20.

Number (counting and place value) expectations by the end of the year:

- Count to and across 100, forwards **and** backwards, in ones, beginning with 0 or 1 or from any given number
- Count forwards **and** backwards in twos, fives and tens from 0 (to the 10th multiple)
- Read and write numbers in **numerals** to 100
- Read and write numbers in **words** to 20 and match to the numerals
- Given a number between 1 and 100, identify one more and one less
- Identify and represent numbers within 100 using objects, structured apparatus and number lines
- Begin to recognise place value in two-digit numbers beyond 20 using practical apparatus
- Use the language of equal to, more than, less than (fewer), most, least when comparing numbers/sets of objects to 100

Religious Education

Spring 1: Why do Jewish people celebrate the gift of Shabbat?

Spring 2: Who are our Christian neighbours?

Is Easter the most important festival for Christians?

Services:

This term we will continue with our theme *God's World, Our Earth, Our Responsibility*. We will learn more about God through the words and actions of Jesus, focusing on the Beatitudes from the Sermon on the Mount (Matthew 5:3–10). Each week, we will see that Jesus shows us that caring for *God's World* means living with humility, mercy, and peace, and taking responsibility for how we treat the Earth and each other.

Services will be held as a key stage each week in the hall. These services will take place on a Tuesday morning at 9:40am and parents of the class leading the drama will be invited to come and worship with us. Please check the website/newsletter for when Year 1 will be leading service.

Science

This term, we will be learning about plants.

In this topic, we will be finding out how to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

We will look at the seasonal changes from winter to spring too as we have learnt about autumn and winter as Seasons in the last half term.

PE

At Boulton, we follow the 'Real PE' approach. Real PE is a unique, child-centred approach that engages and challenges children in their PE lessons. It focuses on the development of agility, balance and coordination, healthy competition and cooperative learning. Real PE focuses on six key cogs, these are: Creative, Cognitive, Health and Fitness, Personal, Physical and Social.

Throughout the spring term, we will be working through the 'cognitive' cog in our weekly PE lessons.

Our PE day is: **Thursday**

On this day, children should come to school wearing PE kit and do not need school uniform.

PE kit is as follows:

- plain white t-shirt or polo top
- navy blue jogging bottoms, leggings or shorts (no logos)
- school navy blue jumper or cardigan
- suitable trainers for PE

PSHE

At Boulton School, we teach Personal, Social, Health Education (PSHE) and relationships as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We use the Jigsaw Programme which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Spring 1: Dreams and goals

Spring 2: Healthy me

Humanities

Spring 1:

History: How have toys changed?

We will be developing our understanding of the past and using language relating to the past. We will be asking questions about toys from the past and making comparisons to those in the present day. We will be developing our sequencing skills and identify changes between the teddy bears we have today and those from 100 years ago.

Spring 2:

Geography: What is it like to live in Accra?

We will be learning about Accra, Ghana and be thinking about the continent it is in, using atlases to locate it, developing our understanding of physical and human geography- using photographs to help us. We will explore our local area and think about the differences between the city and the countryside.

Music

Children will take part in African drumming lessons each Wednesday afternoon, where they learn call and response, body percussion and develop their sense of rhythm.

Art & Design

We will complete an artist study about Georgia O'Keefe.

As always, if you have any questions regarding any of the information in this letter, or any other matter of concern, please do not hesitate to contact me. I will be available at the end of the day to answer quick questions; however, appointments can be made via the school office to discuss any lengthier matters or concerns. You may also wish to send a private comment on Google Classroom homework.

Many thanks for your support.

Mrs Hayles