



**KENSINGTON AVENUE PRIMARY SCHOOL**

Together Everyone Achieves More

# Year 1 Newsletter Spring 1 2024

# Meet the Team- Year 1

- Pankhurst class – Miss Thompson  
(EYFS/Year 1 Phase Leader)
- Davison class – Miss Osborn

**Our teaching assistants are:**

- Mrs Naseem
- Miss Pitcher
- Mrs Afzal

**Kensington Avenue Primary School**

**Details:**

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# Class Rules

- To show respect to others – we are kind to everyone.
- To share with everyone and take turns.
- To talk nicely to everyone and use our manners.
- We look after our things in the classroom and each other.
- We keep on trying and trying, even if something is hard we never give up.



KAPS

# Additional Information

## PE

Your child will have PE each week, with sports coach and with their class teacher. Please ensure they have a PE kit to change into. It is important to get dressed into a PE kit to support with independence and self-management skills. We are also going to be active for the hour and don't want to spoil our uniforms. The PE kits can stay in school on your child's peg and they will be sent home every half-term to be washed.

The days that your child will have PE are:

- **Pankhurst – Tuesday and Thursday**
- **Davison – Wednesday and Friday**

## Homework and reading records

All homework, letters and essential information will be posted on Google Classroom on Fridays. The homework will also be stuck into your child's homework book. Homework is due in on Tuesdays. Google classroom will need to be checked regularly for updates and vital announcements.

The homework will consist of:

Reading –reading records, books changed every Mon, Wed, Fri

Maths – linked to current learning in class

English/topic – linked to current learning in class

Skills Builder – active challenge from the Skills Builder programme ([Home Learning And Useful Links – Kensington Avenue Primary School](#))

Spellings – common exception (tricky) words to learn per week.

Reading books are to be read every day at home, your child will receive one decodable phonics book and one reading for pleasure book to enjoy together. Reading books are changed on Mondays, Wednesdays and Fridays.



# Learning Journey Topic – Bright Lights, Big City



In the Bright Lights, Big City project, your child will learn about the countries that make up the United Kingdom, including their location, capital cities and some of their physical and human features. They will have the opportunity to do map work, using compasses and positional and directional language to plan routes around London.

They will research the cause and impact of the Great Fire of London and look at some famous London landmarks. They will learn about other capital cities around the world, including Kuala Lumpur, and compare how they are similar and different to London.

Are you ready to explore  
London?



# Core Subjects

## As readers and authors we will:

- create a non-fiction booklet about famous sights in London.
- get creative and make a model of a famous sights in London.
- after creating the model we will write an instruction text.
- focus on improving our grammar.



As **scientists**, we will be learning about planting - focusing on the growth of plants, making observations over time to explore how things that are planted change throughout the year. We will also be learning about animals, focusing on classification of animals (mammals, birds, reptiles, fish, amphibians) and what animals eat, using the vocabulary carnivore, herbivore and omnivore.

## As mathematicians we will focus on:

- **Place value (within 20)**
  - children to verbally count to 20.
  - children to develop deep understanding of 10 which will set children up well for future learning.
  - children develop their understanding of 11, 12 and 13 as 1 ten and some ones, or "10-and-a-bit".
  - children develop their understanding of 14, 15 and 16 as 1 ten and some ones, or "10-and-a-bit".
  - children develop their understanding of 17, 18 and 19 as 1 ten and some ones, or "10-and-a-bit".
  - children apply what they have learnt about 10, to develop an understanding of 20.
  - children using the number line to 20.
  - children start to estimate on a number line.
  - children to compare pairs of numbers up to and including 20.
  - children to order sets of three numbers.
- **Addition and subtraction (within 20)**
  - Add by counting on within 20
  - Add ones using number bonds
  - Find and make number bonds to 20
  - Doubles
  - Near doubles
  - Subtract ones using number bonds
  - Subtraction – counting back subtraction – finding the difference
- **Place value (within 50)**
  - Count from 20 to 50
  - Count by making groups of tens
  - Groups of tens and ones
  - Partition into tens and ones
  - The number line to 50
  - Estimate on a number line to 50
  - 1 more, 1 less
- **Length and height**
  - Compare lengths and heights
  - Measure length using objects
  - Measure length in centimetres
- **Mass and volume**
  - Heavier and lighter
  - Measure mass
  - Compare mass
  - Full and empty
  - Compare volume
  - Measure capacity
  - Compare capacity

# Foundation Subjects

As **computing technicians** we will explore a virtual Bee-Bot and program buttons to make it move in various directions, before writing a specific algorithm for the Bee-Bot.

**E-Safety** - we will discover which devices connect to the internet, finding out top tips for staying safe online and how using the internet can affect our emotions.

**Key vocabulary** - algorithm, artificial intelligence, bee-bot, clear, code, debug, demonstration, filming, inputting, instructions, internet, connection, predict, internet safety, online safety, respect, kind

Our focus this half term in PSHE is '**A problem shared is a problem halved**'.

We will look at the importance of communicating with our friends, family, teachers and any trusted adults who can help us with any problems, and make us worry less so that we feel like the problem is not so bad. We will also be learning about healthy communication and what trust is.

This half term our RE focus is 'Judaism'.

**We will:**

- identify what Jewish people believe about God.
- explore the importance of the early life of Moses for Jewish people.
- explain why Joseph (Genesis 37) is important to Jews.
- identify and discuss where Jewish people go to worship.

As **musicians** we will learning a song called 'In the Groove'. This will teach us the different styles of music. The song will be learnt in six different styles: Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week, we will listen and learn to a different style of 'In the Groove'.



# Key Vocabulary



## Topic

bakery	underground
bank	map
Big Ben	museum
boat	Pudding Lane
bridge	River Thames
Buckingham Palace	river
building	school
bus	theatre
capital city	Thomas Farriner
Cardiff	train
cathedral	United Kingdom
church	
cinema	
Edinburgh	
flag	
government	
Houses of Parliament	
London	

## Science

anemometer	evergreen
animal	fog
autumn	fruit
Beaufort Scale	gale
blossom	grow
breeze	hail
bud	hibernate
cloud	hurricane
dark	leaf
daytime	light
deciduous	meteorologist
dormant	migrate
Earth	night time
evergreen	carnivore
fog	herbivore
	omnivore

## Mathematics

measure

length, height, distance

mass, weight

time

capacity, volume

long, short, longer, shorter, tall, taller

heavy, light, heavier, lighter

full, empty, half full

quicker, slower, earlier, later

more than, greater than, less than

double, half, quarter

hour, minutes, second

ruler

container

order, compare



# Homework

Please refer to the knowledge organiser and the homework pack that have been sent out on Google classroom and within your child's homework book.

Please encourage them to look at the new vocabulary in advance and discuss this with them.

Remember to continue reading throughout the holidays at home to ensure that your child is making good progress.

## Help your child prepare for their project

During our 'Bright Lights, Big City' project, children will be learning all about London. Have you or your child been to London before? If so, what is London like? What did you see? What is similar about London and where you live?

Find out information about what key landmarks are in London or/and about the Great fire of London.

# Knowledge organiser- Spanish



Teaching Type: **Early Language**



Unit: **LOS COLORES Y LOS NÚMEROS**

Unit Objective: To learn 10 colours and count from 1-10 in Spanish.

By the end of this unit we will be able to:

- Say 10 common colours in Spanish.
- Count from 1-10 in Spanish.

It will help if we already know:

- None as this is recommended as a starter unit.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH J Ñ LL RR**

- **J** sound in **naranja**
- **LL** sound in **amarillo**
- **RR** sound in **marrón**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in **a-zul**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **a-ma-ri-llo**, blan-**co** and **cua-tro**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **ma-rrón**.

Activities we will complete:

A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and remember 10 common colours and count from 1 to 10 in Spanish.

Skills we will develop:

Learning to listen really carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term.

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

Vocabulary we will learn & revisit:

Ten common colours and how to count from 1 -10 in Spanish. This is all listed on the Vocabulary Sheet.