

Woodpeckers Class Newsletter

Autumn Term 2, 2022

Dear Parents, Guardians and Children

We cannot believe we have already completed the first half term! It has been wonderful to see our children in Year 2 continue to grow in confidence and maturity and to see those in Year 1 settling in and learning the new routines of being in Woodpeckers class! As teachers, we really have enjoyed settling in to daily life in our classroom. Homework and spellings are going well and if you need any additional paper copies, please do let us know.

We have had lots of **engaging** and **exciting** learning opportunities through our **Explorers** topic. In **English**, we have explored an island story on the Scottish coast and written postcards and stories. Using the text '*The Explorer*', we have written diary entries about explorers and completed fact files about orca whales. We finished the term using a text called '*Man on the Moon*' and wrote a story about a day in the life of the main character, Bob. In our **Art** lessons, we have used mixed media to create collages and posters relating to space exploration. Our weekly **Forest School** sessions have been very enjoyable and being part of nature is so important for the children's wellbeing.

We loved learning and performing **Big Blue Tractor** in the Harvest Festival at Moggerhanger Church. We also had a real big, blue tractor come to visit the school from Anderson's Farm, which the children loved climbing in and sitting in the driver's seat! As a village school, it is very important for us to mark the changing seasons and how this affects the use of the land around us.

We hope that you have a lovely and restful half term, and look forward to seeing everyone back on Monday 31st October.

Kind regards

Mrs T Hiller and Mrs L Robbins (Class teachers), Miss Bryan (Trainee Teacher),
Mrs Hardyman and Mr Petrucci (Learning Support Assistants)



Woodpeckers Class—Year 1 & 2
Moggerhanger Primary School



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Curriculum Information

Year 2 English

- READING** **Word** - revise and consolidate the GPCs and the common exception words taught in Year 1
Comprehension - check that the text makes sense and correct inaccurate reading.
- TRANSCRIPTION** Learn to spell common exception words; add suffixes to spell longer words.
- WRITING** **Grammar, Vocabulary and Punctuation**—capital letters, full stops, sentence structure, noun phrases.
Composition—planning, proof-reading and editing.
- HANDWRITING** Letter formation, horizontal and diagonal joins.

Year 1 English

- READING** **Word** - revise and consolidate the GPCs and the common exception words taught in Reception year, then introduce Year 1 programme.
Comprehension - listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- TRANSCRIPTION** Learn to spell common exception words; add prefixes and suffixes.
- WRITING** **Grammar, Vocabulary and Punctuation** – leave spaces between words; begin to punctuate sentences.
Composition: say out loud what they are going to write about; compose a sentence orally before writing it.
- HANDWRITING** Letter formation.

Years 1 and 2

- Spoken Language** Listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge.



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<p>Science</p>	<p>Everyday materials:</p> <ul style="list-style-type: none"> • To describe the simple physical properties of a variety of everyday materials. • To compare and group together a variety of everyday materials on the basis of their simple physical properties. • To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
<p>Geography</p>	<p>Continents and Oceans</p> <p>Investigate the world's continents and oceans</p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans. - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather . Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
<p>Art and D&T</p>	<p>Artist Focus: Banksy</p> <p>Portraits; rangoli patterns; experimenting with textures in paint.</p> <p>Cooking /</p>
<p>Computing</p>	<p>Digital Literacy: Using a Computer</p>



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<p>History</p>	<p>Explorers: Christopher Columbus and Neil Armstrong</p> <ul style="list-style-type: none"> Understand key features of events, use a wide vocabulary of everyday historical terms, events beyond living memory, the lives of significant individuals in the past who have contributed to national and international achievements. <p>Black women in History</p> <ul style="list-style-type: none"> Understand key features of events, use a wide vocabulary of everyday historical terms, events beyond living memory, the lives of significant individuals in the past who have contributed to national and international achievements.
<p>Music</p>	<p>Our land:</p> <p>Musical focus, exploring sounds.</p> <p>Subject link—Geography: The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.</p> <p>Our bodies:</p> <p>Musical focus: Beat</p> <p>Subject link—Mathematics: The children develop a sense of steady beat, through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p>
<p>RE</p>	<p>What can we learn from sacred books and stories?</p>
<p>PSHE and SMSC</p>	<p>Who is special to us?</p>
<p>PE</p>	<p>Multi-Skills</p> <p>Agility • Teamwork • Game Play • Competition • Invasion • Striking and Fielding • Target Net and wall</p>



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General Information

School Uniform

On days that the children do **not** have PE (Tuesday, Wednesday and Friday) they are expected to wear their usual school uniform as follows:

- White or navy polo shirt (school logo available)
- Dark grey school trousers, with grey/black socks
- Dark grey school skirt or pinafore, with white socks or navy tights
- Black school shoes
- Navy V-neck or round neck jumper (school logo available)
- Navy cardigan (school logo available)

Additions for the Autumn Term:

- Warm, hooded coat
- Hat, gloves, scarf



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Forest School

Woodpeckers will be having **Forest School** every **Thursday**. The children will need to wear **school uniform**, but we ask that you provide a waterproof outer layer and a pair of wellies to change into. These can be left in school on your child's peg, or brought in to school every Thursday.

Forest School Kit

During your child's allocated Forest School session, they will need a suitable Forest School kit. Although this is dependent on the season and the activity, we would generally recommend the following items:

- Wellies / Outdoor walking boots or shoes
- Waterproof salopettes / waterproof splash-suit / waterproof trousers and jacket
- Warm layers, when required

Please note that these items are likely to get dusty, dirty and sometimes wet, so please ensure they are practical and durable, but not expensive, items.



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PE Days:

Woodpeckers class will continue to receive specialist PE teaching from Miss Corke. PE will take place outdoors wherever possible and children will, therefore, need to wear their **PE kit to school** every **Monday** and **Thursday**. They will also still need to wear a coat over their PE kit, when coming into school.

Forest school will be every **Thursday**. Please can you provide a raincoat or coat, a pair of wellies, or other appropriate footwear, as we will be outside for Forest School.

PE Kit:

- Trainers
- Socks
- Shorts/plain jogging bottoms (navy or black)
- Navy Moggerhanger PE T-shirt, or plain white T-shirt/polo shirt
- Plain sweatshirt/hooded top (navy or black)

Snack:

If you would like your child to have a mid-morning snack, to be eaten during playtime, please could you provide this. We would suggest fruit or cereal bars (please avoid sugary or chocolatey ones). Please also remember **NO NUTS** due to severe nut allergies.

We provide fresh fruit and vegetables during break time everyday.



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Homework, Spellings and Reading:

Homework will be set on ClassDojo every Monday, and is due the following Monday. You can upload a photo of the completed homework to your child's ClassDojo portfolio. Optional activities are set on Abacus (ActiveLearn) weekly.

Spellings will be set on a **Monday**, alongside the homework and we will have our spelling test the following Monday.

Your child will be provided with a reading book and reading record. Please can we ask that you read with your child at home every day. Please can you also practise the **common exception** and **high frequency words**, which can be found in your child's reading record. These will be updated once your child is secure in being able to read and spell the common exception words and confidently read the high frequency words.

Recommended websites (please ensure you supervise the use of the internet at all times):

- <https://www.phonicsplay.co.uk/>
- <https://www.topmarks.co.uk/>
- <https://classroom.thenational.academy/>
- <https://www.thoughtco.com/ways-to-practice-spelling-words-2086716>



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