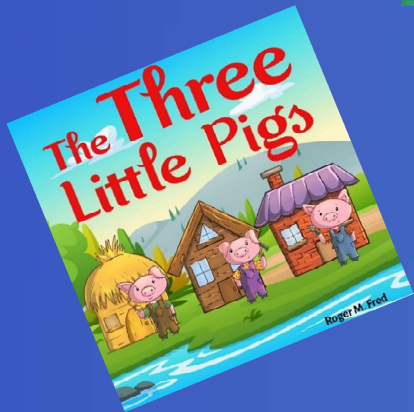
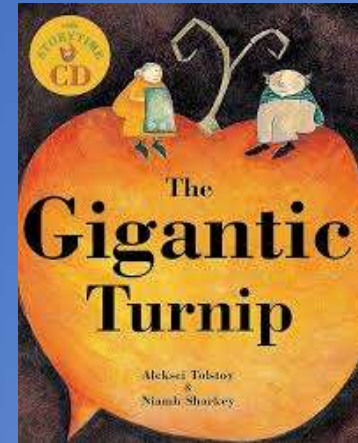
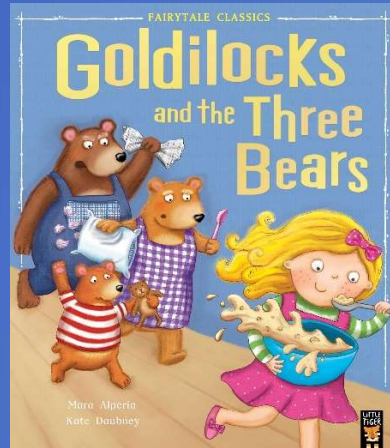
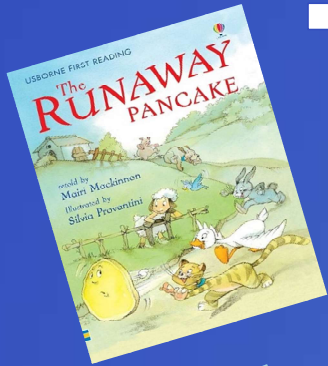


Traditional Tales

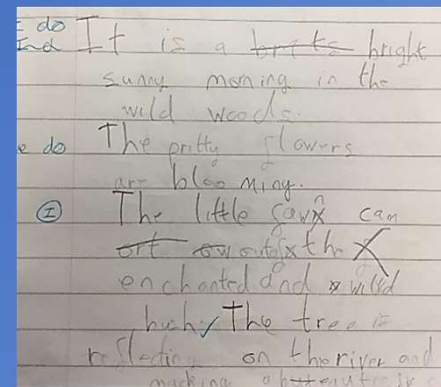
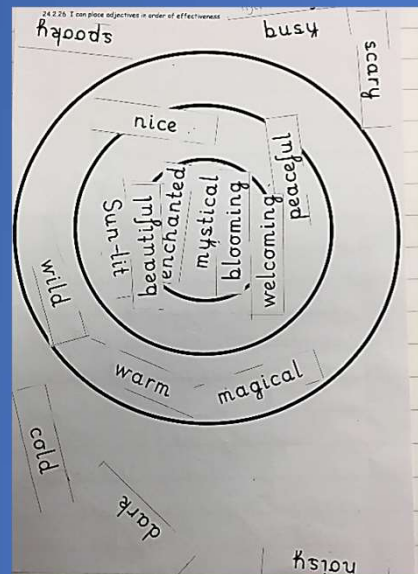
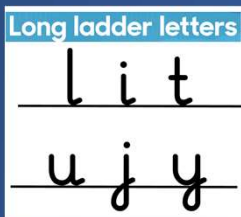


Year 1 Spring 2 2026

English

We revisited our long ladder letters this week every day!

Our first traditional tale was Hansel and Gretel. We read the story and discussed our opinions on the text. We also asked some questions and made connections to other stories that are similar. Our writing focus for this text was writing a setting description. We started with the forest, being introduced to some adventurous vocabulary and understanding how to use this in some sentences. We then had a go at writing the cottage description with more independence.



It is a ~~to~~ dark night
but ⁱⁿ the how-ows the
light are flicking.
The stairs has got
sticky skrumshoo
jam on the stairs and
the belt is a Race
like in the middle.
The ~~ag~~ golden shackle
ear is hanging on
the seating.
The skewally dot is
looking at the candle.

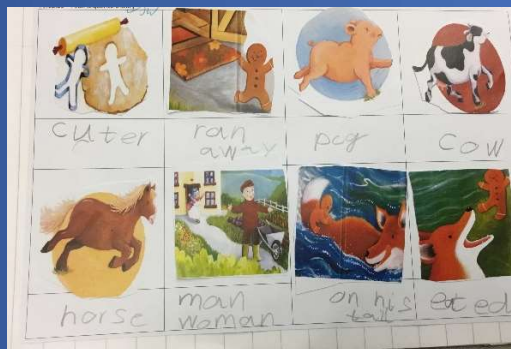
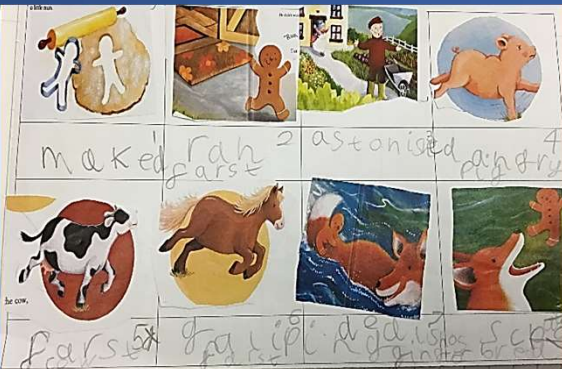
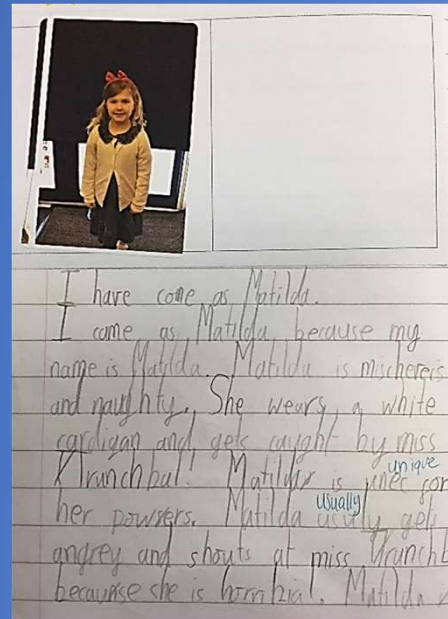
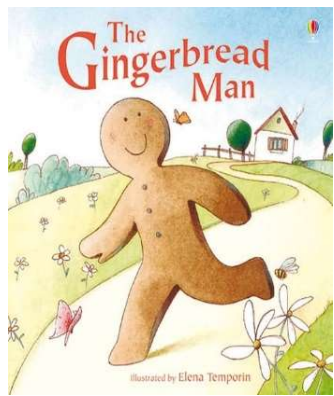
23.2.26 I can express thoughts and ideas about a book	
Likes I liked when the witch was shouting in the on/ix being because it was sunny.	Dislikes I dislikes when the witch made G. G. Scott do all the work because it was unfair.
What questions could I ask? Why way are the children here? Why was the witch kind and then she was mad?	What other books does it remind me of? (connections) The little red fox the billy goat grax

English

Our next traditional tale was the Gingerbread Man. We did some activities on this text alongside lots of things for world book week! We had adults come in to read to us, ranked our favourite texts from Year 1 so far, and wrote about the character we dressed as too.

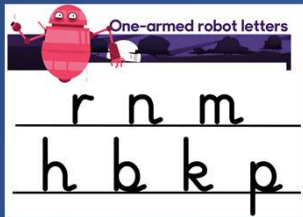
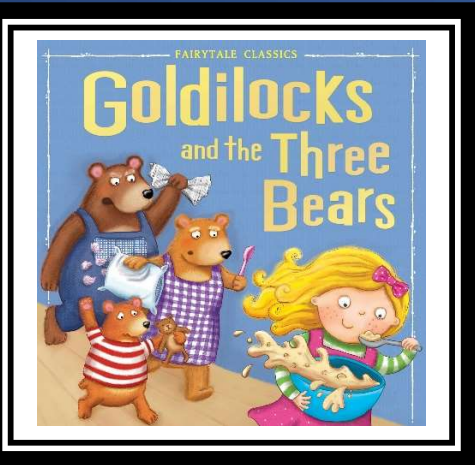
WORLD
**BOOK
DAY**

5 MARCH 2026



English

We revisited our one armed robot letters this week every day!
Our next traditional tale was Goldilocks and the Three Bears. We revisited using the suffixes -er and -est at the end of the words to compare things. We then had a go at writing these in sentences connecting them with 'and' & 'but'. We also wrote some questions that the bears might ask and learnt how to form a question mark correctly.



10.03.26 I can add the suffix er or est to a word. I can write dictated sentences. ^{ju}

Root Word	Add er	Add est
warm	warmer	warmest
cold	colder	coldest
big	bigger	biggest
small	smaller	smallest
tall	taller	tallest
short	shorter	shortest
hard	harder	hardest
soft	softer	softest

The house is big
but the sky is ~~sk~~ray
is the biggest
the tall door is tall
but the room is
tallest

12.03.26
I can write comparative sentences ^{ju} (2)

Daddy Bear's porridge is
hot but Baby Bear's porridge
is hotter.

Mummy Bear is old But
Daddy Bear is the oldest and
Baby Bear is the youngest.

13.03.26
I can begin to use a question mark (?) ^{ju} P P P P P P P P

Why did you eat
my porridge? ✓

What are you
doing in my bed? ✓

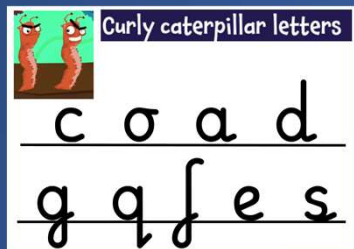
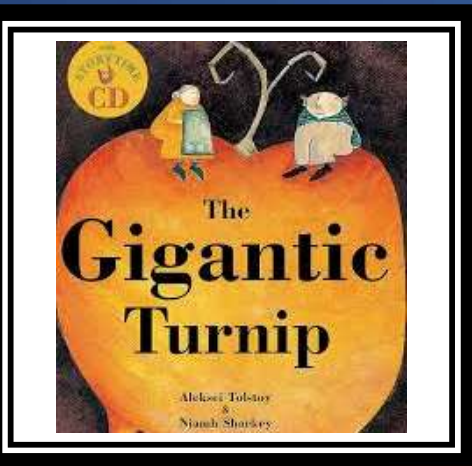
Where did
she come from? ✓

Why is she
on my bed
said Baby Bear

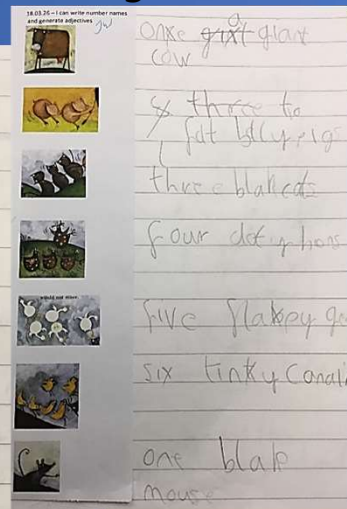
English

We revisited our curly caterpillar letters this week every day!

Our final traditional tale for English this half term was the Gigantic Turnip. We learnt how to retell the story as a chorus and sequenced it as pictures. We used the -ed suffix on the end of our verbs to show how the animals got it out of the ground. We thought of some of our own adjectives to describe each character and were introduced to some sequencing words e.g., first, then, next... Finally, we sequenced sentences to form a short retell of the story.



Root Word	Add ed
pull	pulled
heave	heaved
tug	tugged
yank	yanked
twist	twisted
pick	picked
uproot	uprooted



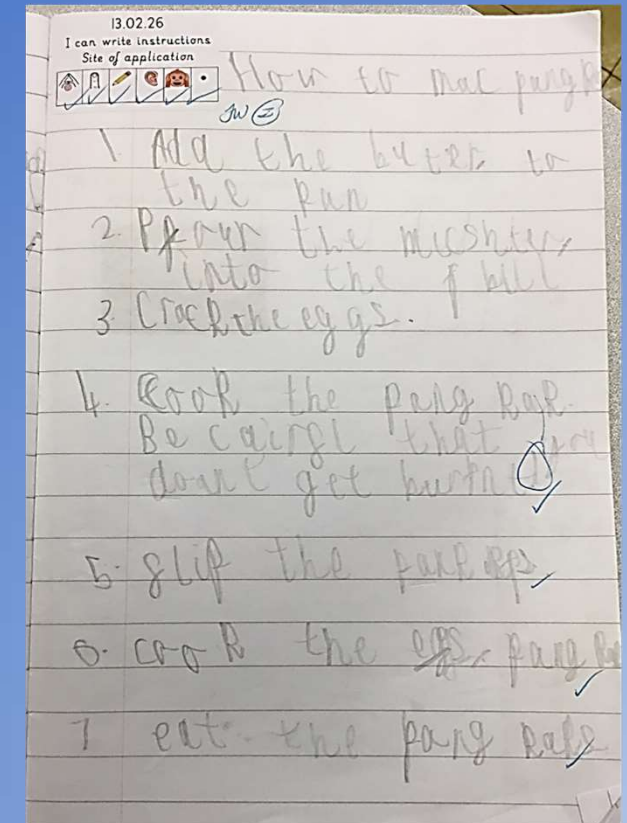
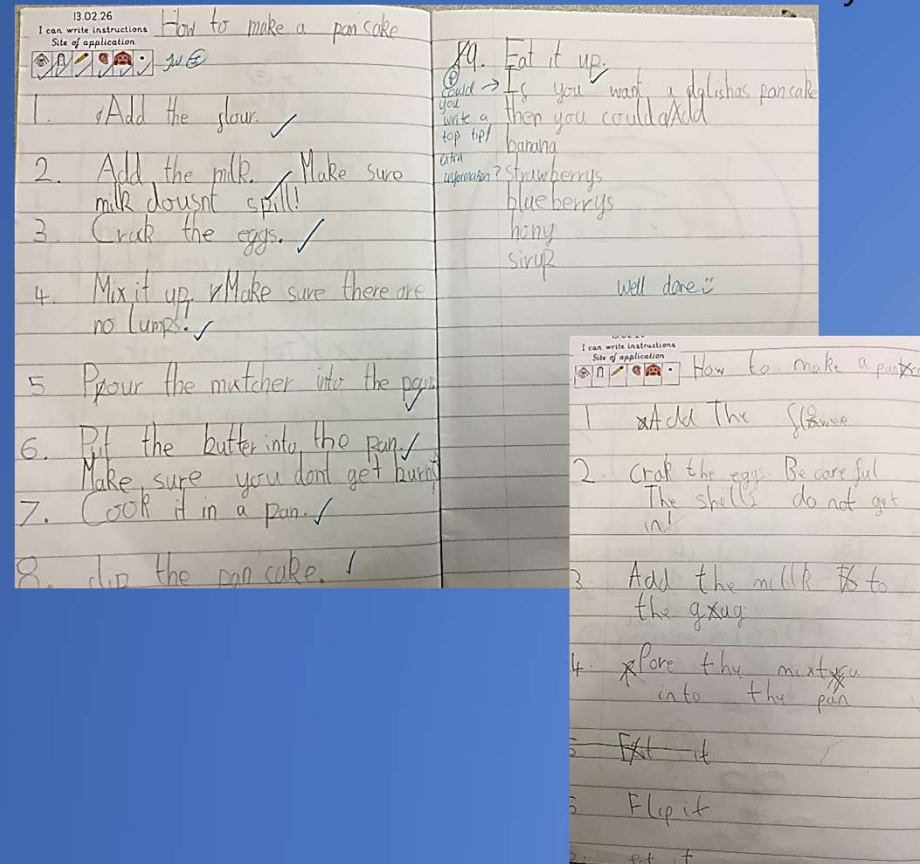
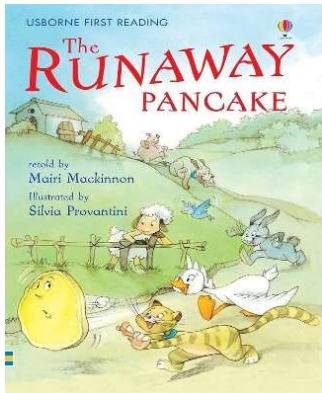
The Man heaved and tugged.
The Mouse pulled the canary but
it still wouldn't move. The cow
gigantic turnip heaved the giant
turnip. The man woman pulled the
man the cow pulled the woman

First the giant cow uprooted
the turnip.
Then the two fat belly pigs
yanked the turnip.
Next the three black cats
asked will it ever come out?
The hen replied yes it will
we just need a few
more animals. All the
animals helped to twist
the turnip and it started
to move.
Finally the geese and the
canaries and more heaved and
tugged. The turnip flew

I can sequence sentences to
form a short narrative
First the ~~huge~~ ^{one} huge
pulled the turnip.
Then the ~~two~~ ^{tiny} pigs
heaved.
Next the three fox black cats
tugged the turnip.
After that four dot hens
yanked the turnip.
Later on the five white geese
twisted the turnip.
In the afternoon the
yellow birds kicked the turnip.
Finally the tiny mouse uprooted
the turnip.
well done Walker

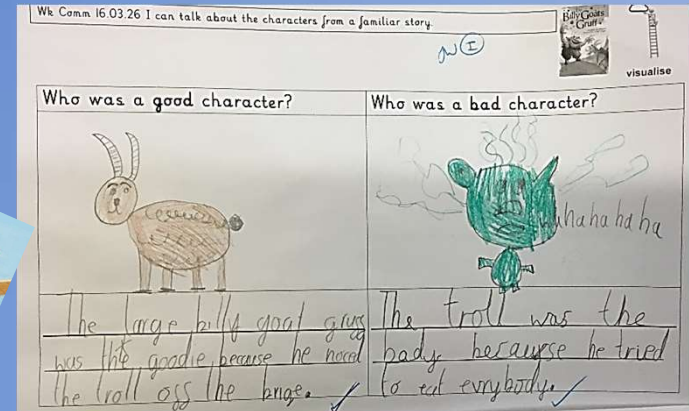
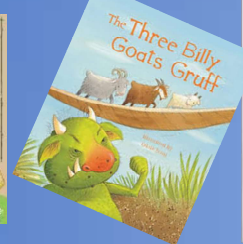
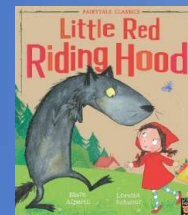
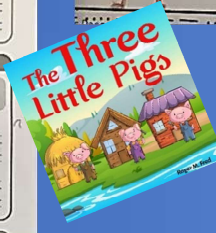
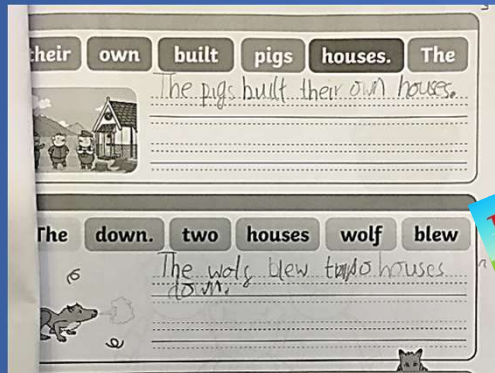
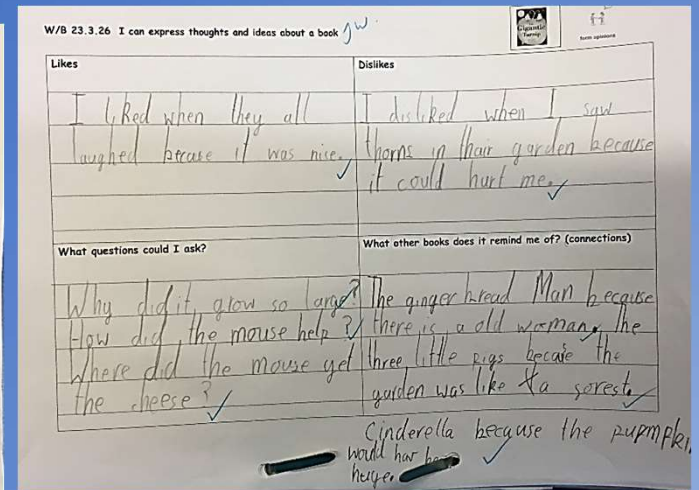
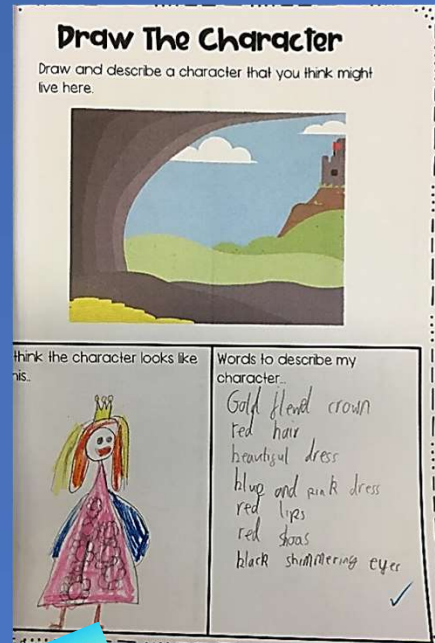
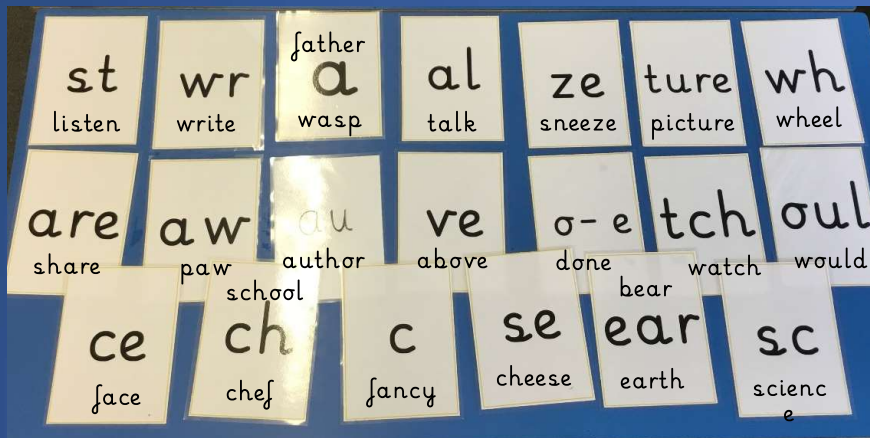
English

We also enjoyed watching our teacher make some pancakes for Pancake Day. We then wrote some instructions as a site of application from our Woolly Mammoth instructions, this time on how to make a pancake. We also enjoyed eating them! Finally we read the tale of the Runaway Pancake



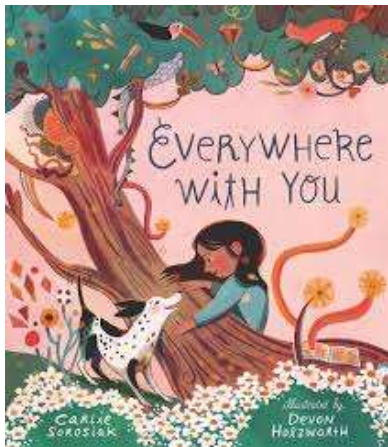
Reading and Phonics

We continued to develop our decoding and prosody skills daily in reading practise. We developed our reading skills through tell me squares, asking questions, making connections, visualising characters and story elements, and additional writing practise with taught vocabulary. We also continued with Phase 5 phonics.

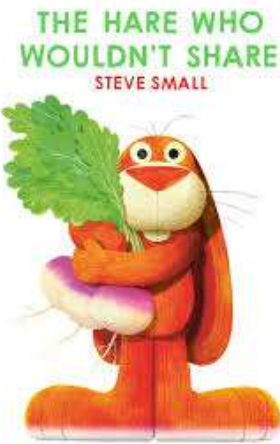


Hampshire Book Awards

In Year 1, we took part in the Hampshire Picture Book Awards. We shared and explored four different picture books, discussed them and did some tasks on them using our different reading skills in Guided Reading. We then had to vote for our favourite which was... **Everywhere with you!**



30



15



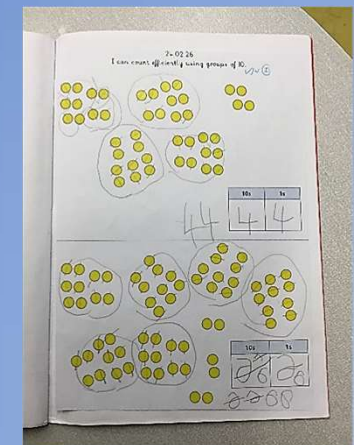
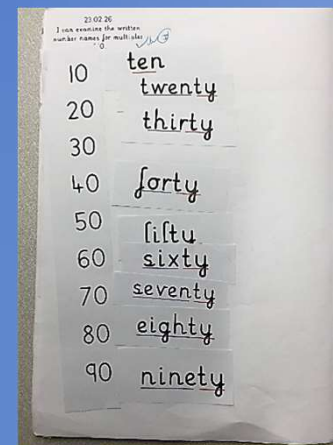
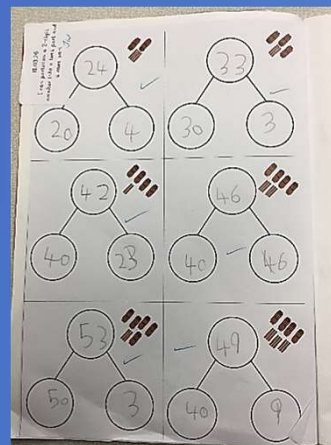
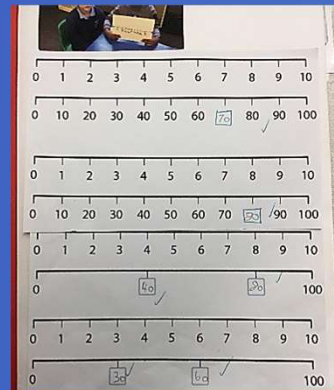
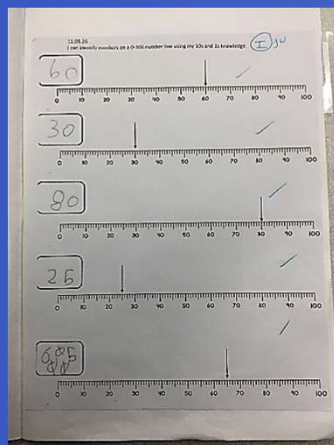
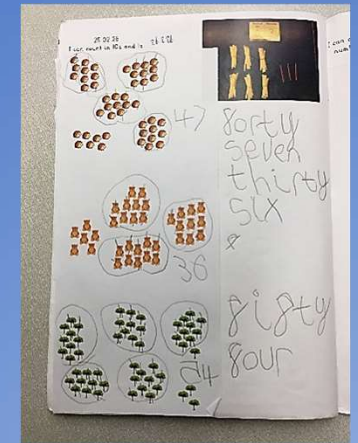
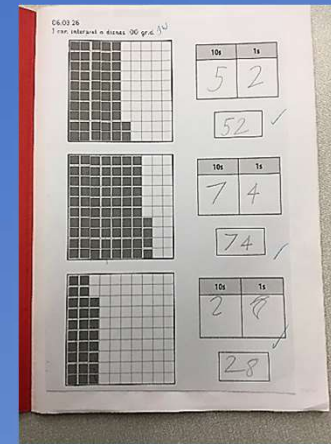
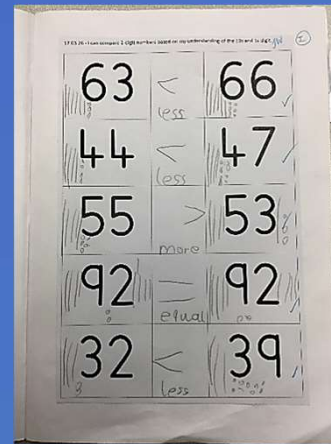
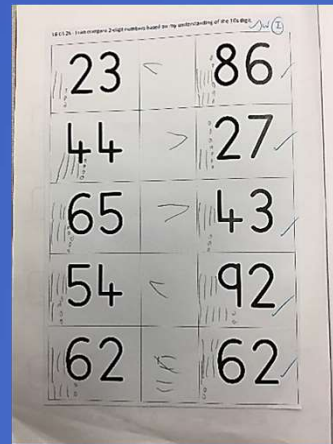
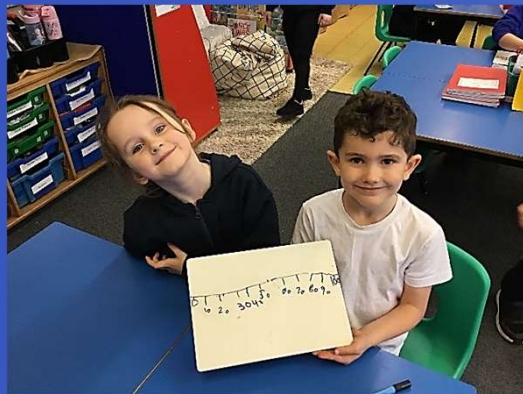
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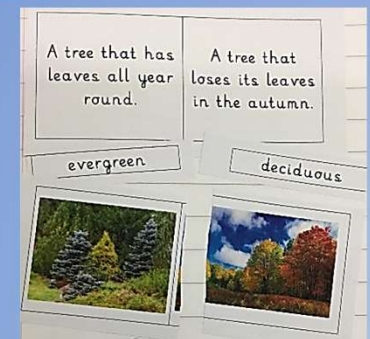
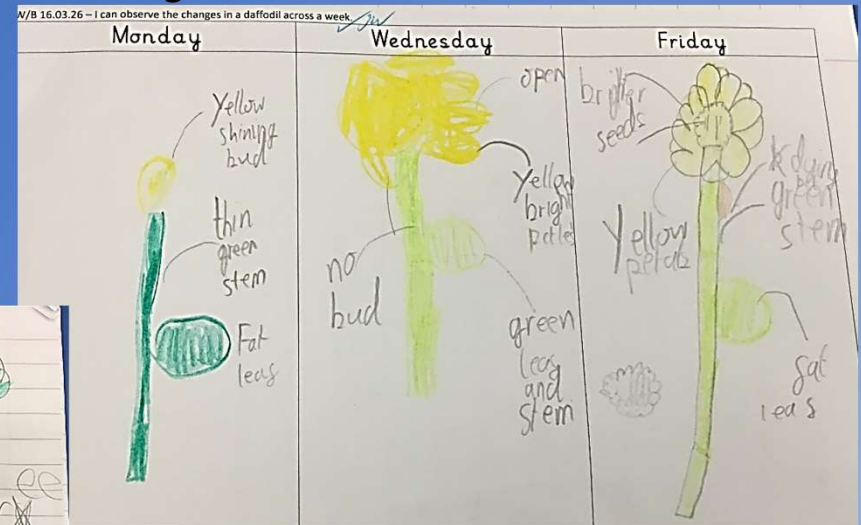
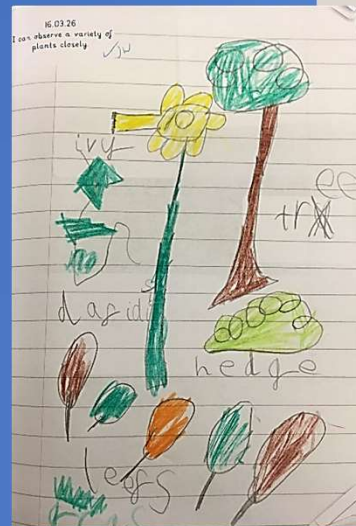
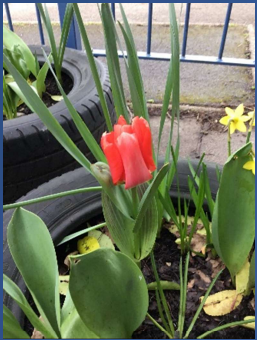
Maths

We have had lots of fun in Maths this half term. We looked at the composition of numbers from 20-100. We saw how they were composed of tens and ones. We also looked at these numbers on numberlines, comparing the size of the numbers, partitioning them into our part part whole models, and even beginning to measure.



Science

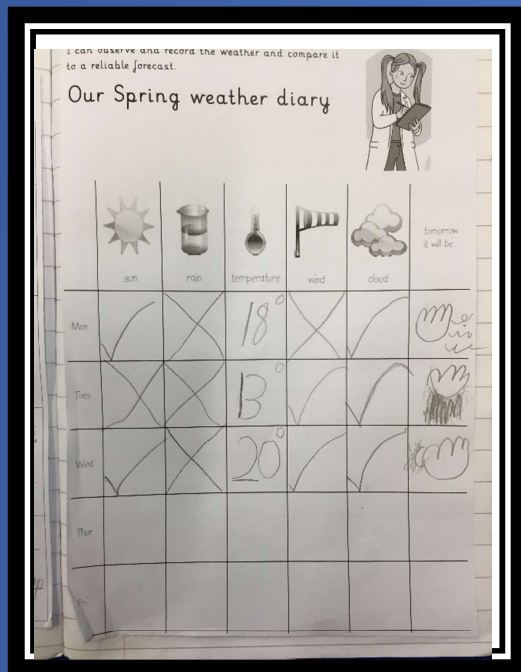
We started our learning on plants this year. We learnt what a plant is and the many different types of plants. We went out into our school grounds to observe and name these plants. We sorted them into those that grow wildy and those we plant in our gardens. Finally, we learnt about the terms 'evergreen' and 'deciduous' trees and how to spot the difference. We also observed how a daffodil changed across a week.





As well as looking at plants, we also continued our seasonal observations and weather watching. This time we observed how our school grounds had changed in spring. We noticed that the days had more hours of sunlight than in autumn and winter.

We also found birds were making nests and singing, flowers were blooming and deciduous trees were blossoming.



23.03.26 I can observe how my environment is changing with each season.	
Spring – observation record.	
What can you...?	What I observed...
see 	I saw a beetle and a bee.  
hear 	I heard birds chirping and singing and crunching leaves.  
smell 	I smelled some little flowers.    
feel 	I felt that the air is warm and the soil is damp.



In R.E. we have been looking at what can make us sad, but then how we can then change that feeling into happiness.



R.E.

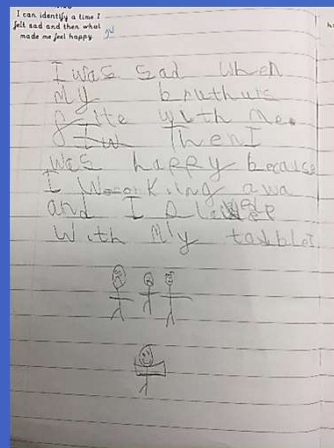
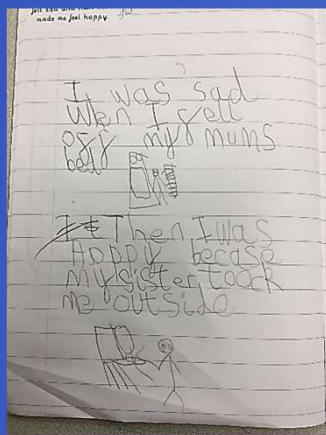
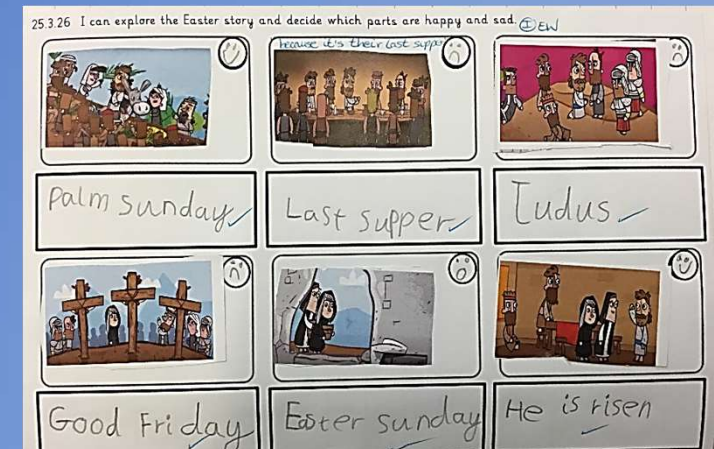
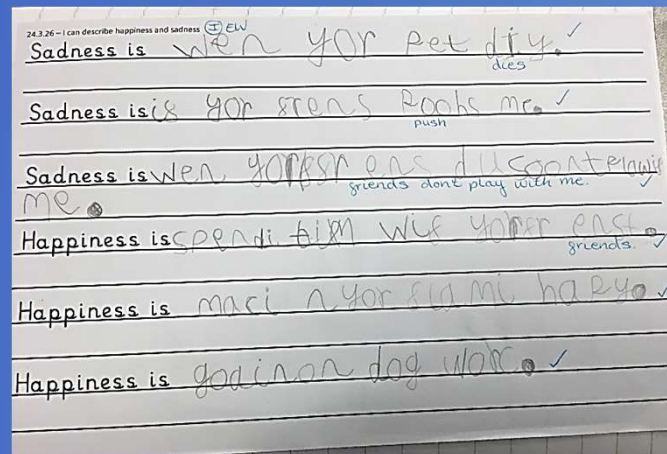
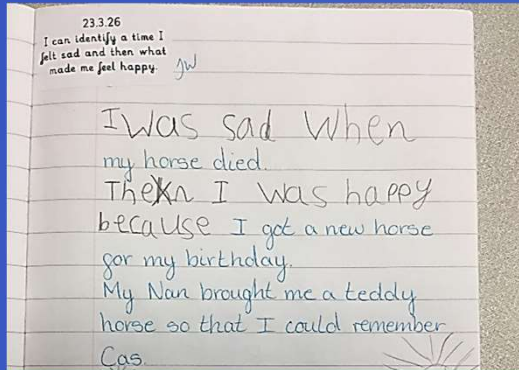


Sadness & Happiness

We listened to the story of 'Badger's Parting Gifts'. We talked about times where other people might have been sad and then happy. We wrote a poem about sadness and happiness.

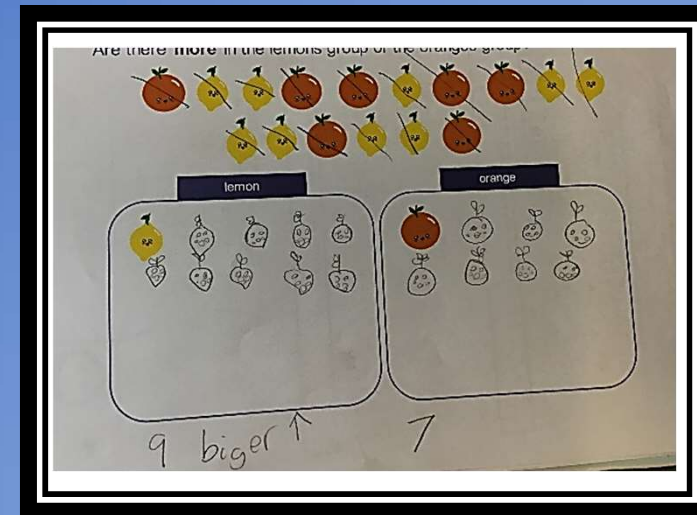
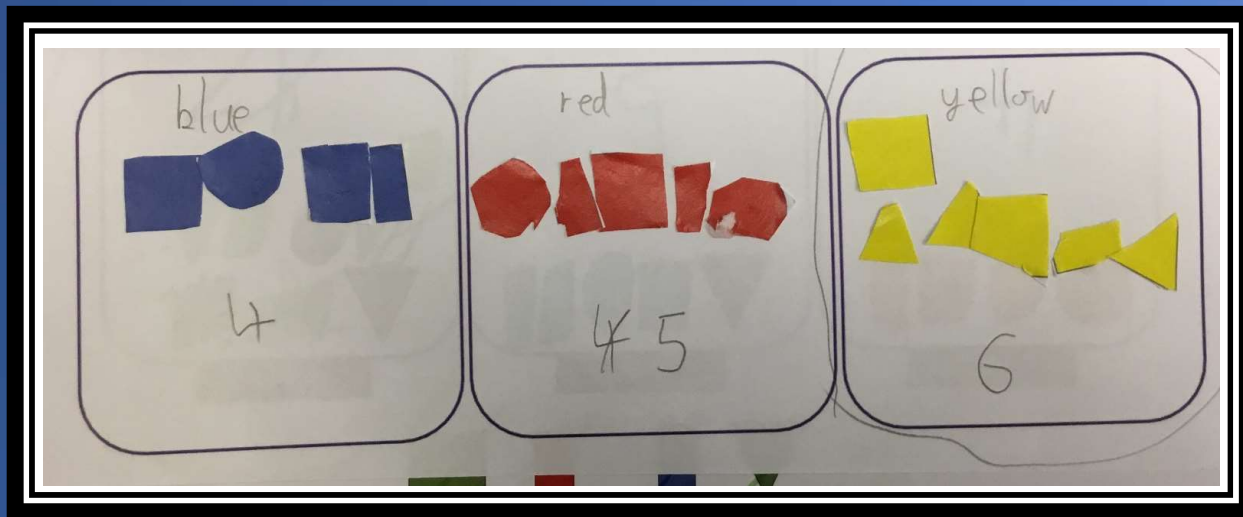
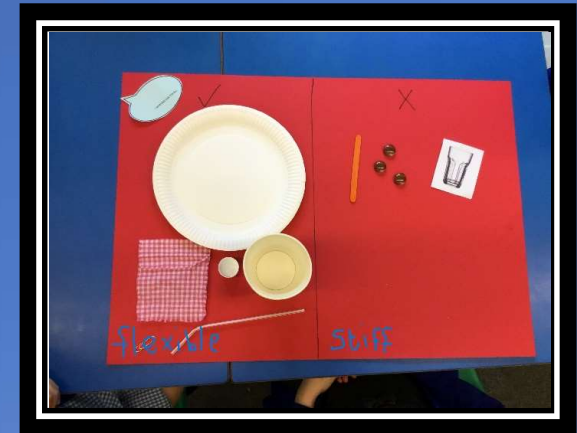
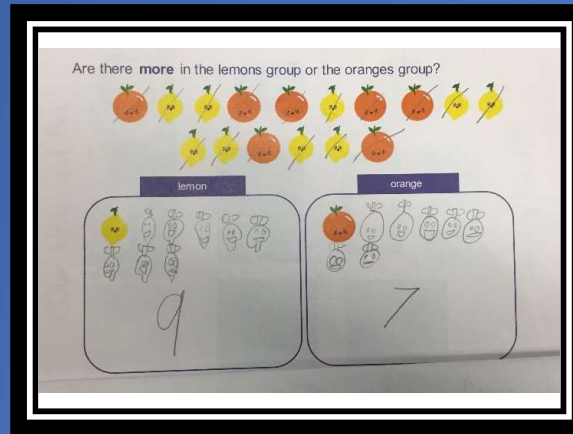


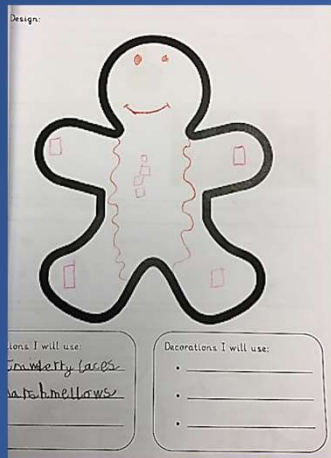
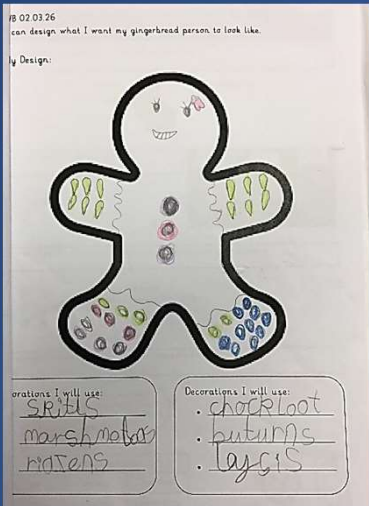
We listened to The Easter Story and thought about which parts were happy and which were sad. Finally, wrote about why this story is important to Christians.



In computing this half term we have been looking at data and information. We have looked at different objects and how we can describe their properties. We sorted objects based on common properties. We then looked at how objects can be grouped in more than one way depending on which property we are looking at: colour, shape, size, etc. We recorded and compared the data of different groups such as the heading, the number of each group, and found which was bigger.

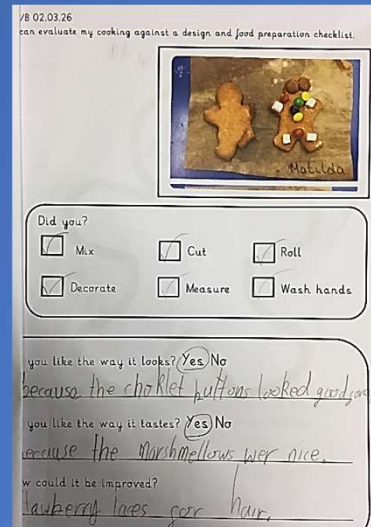
Computing



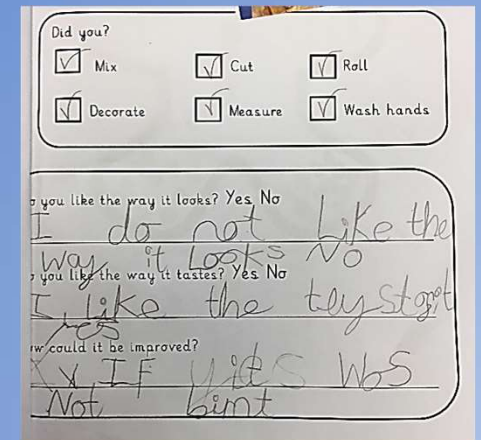
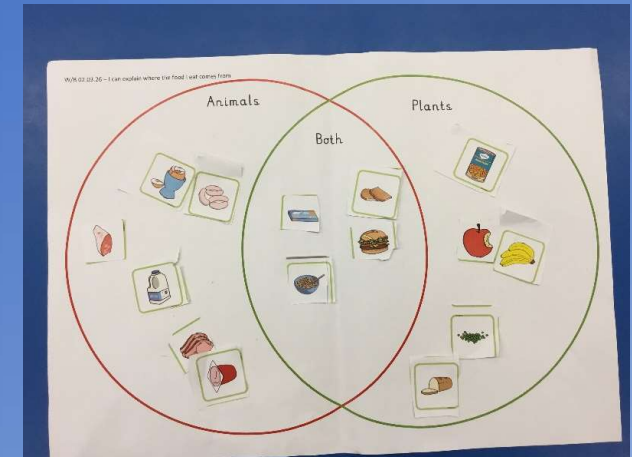


DT

In DT this half term we have designed and made Gingerbread people!



We learnt all about where food comes from, how to prepare and make food following good hygiene. We designed, made and evaluated our baking.



We worked in groups to make the dough, following a recipe and keep good hygiene.

Children's designed had to look good and taste good! Once they helped bake them, they had to follow their design when decorating them.

P.E.

This half term we started to look at ball skills following the Real PE unit.

We also got outside and practised our movement with balls, looking up into the space we want to move to.

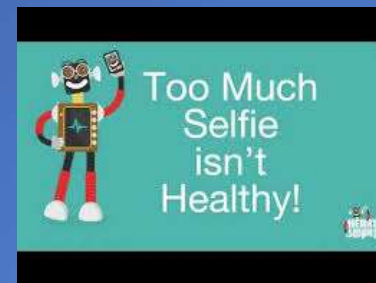


real PE

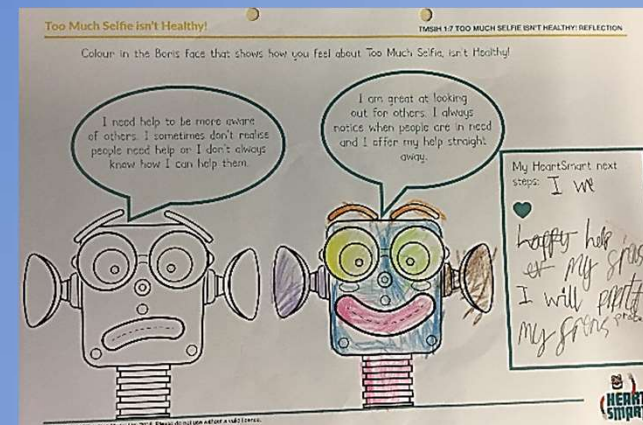
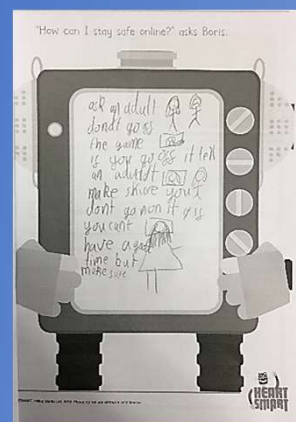


P.S.H.E.

We moved on to our next module which was 'Appreciate'. We learnt about all the different things we could appreciate: about ourselves, our friends and the world around us.



This half term we finished our 'Too much selfie isn't healthy' unit. We worked as a team to try and beat a challenge where we had to work together. We listen to some stories from Boris the robot. We also reflected on what we had learnt and what we need to do next.



Mother's Afternoon



Easter Service & Easter Crafts

