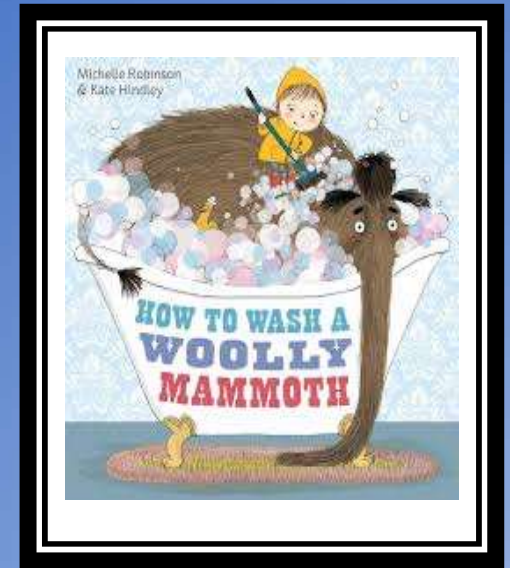
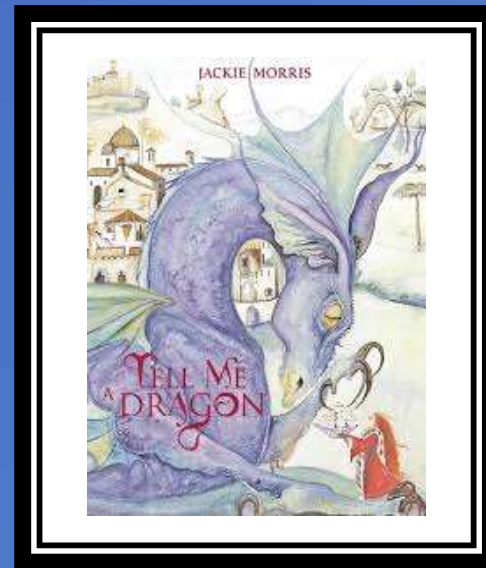
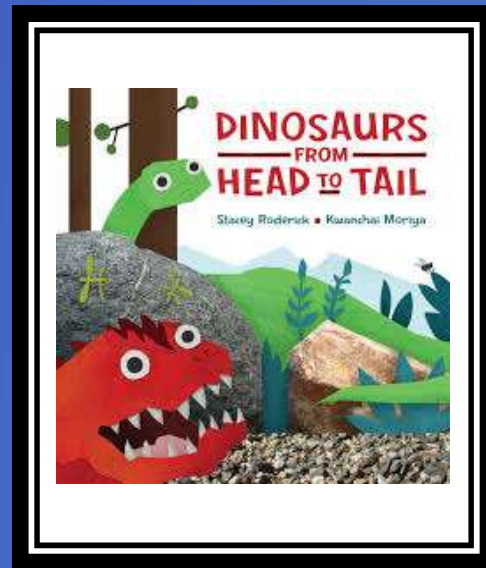
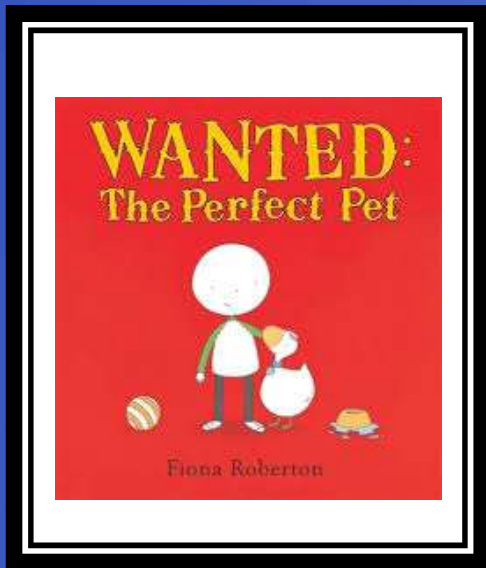


Our Unusual Pet

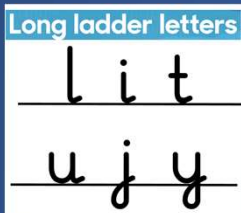


Year 1 Spring 1 2026

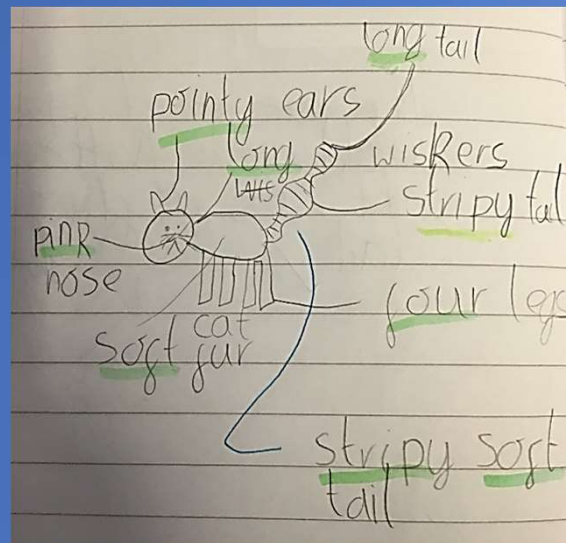
English

We revisited our long ladder letters this week every day!

Our focus this week was on what makes a perfect pet. We discussed what our perfect pet would be and why. We read the story *Wanted: the perfect pet*. We drew our own perfect pet and labelled it with descriptive noun phrases, identifying the adjective in each phrase. We then write some dictated simple sentences about our teacher's perfect pet. We used this to structure our own simple sentences using those noun phrases we generated.



My ~~per~~ perfect pet
would be a kitten.
It has a fluffy
tail. ✓ JW ⊕

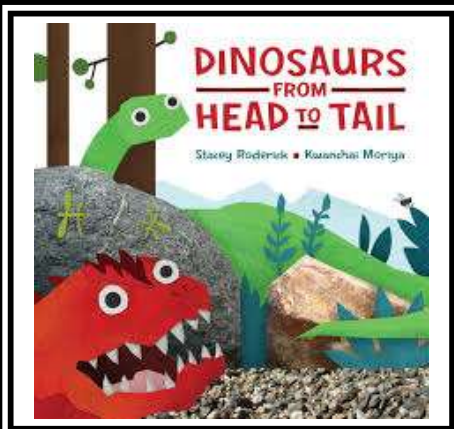


A cat has a long
tail and long wiskers.
Cats have soft fur.
A cat has four legs.
Cats have pink noses.
My cat has a ~~s~~stripy
tail.

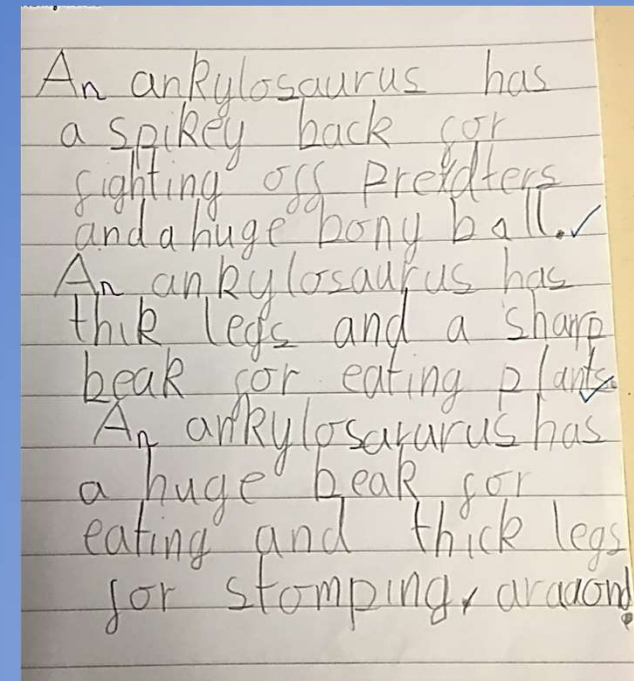
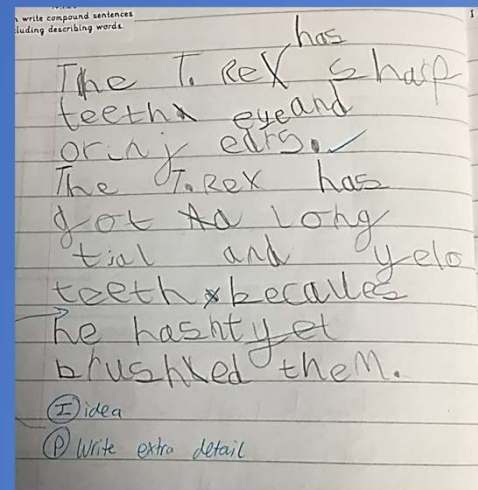
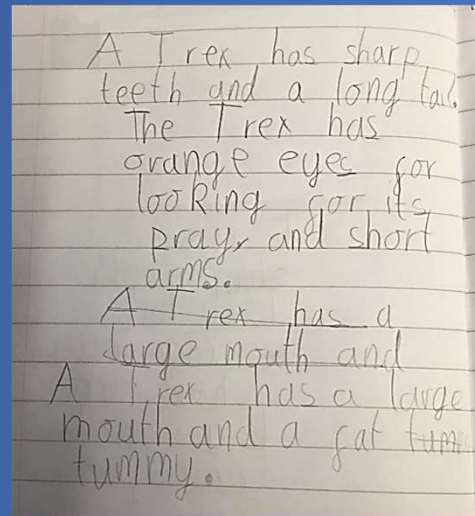
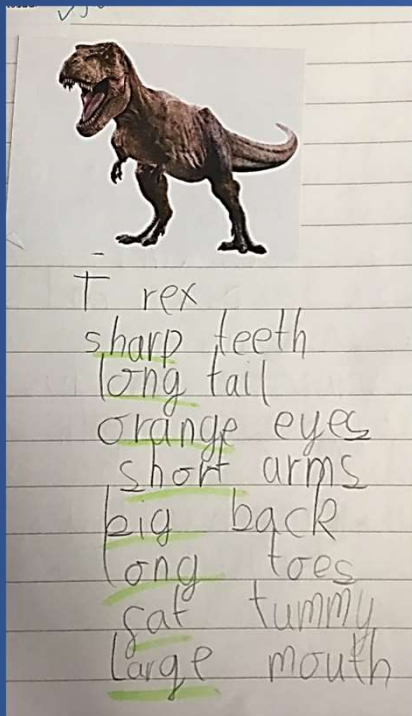
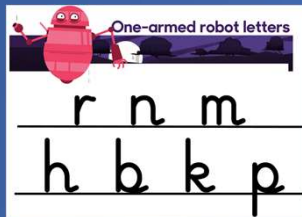
My perfect pet
would be ~~an~~ even
horse. ✓
Horse is got a
jient ~~tw~~ long b

I can write sentences
A horse has a
big long mane.
Horses have blue
tails.
It is happy.
Horses are happy.

English



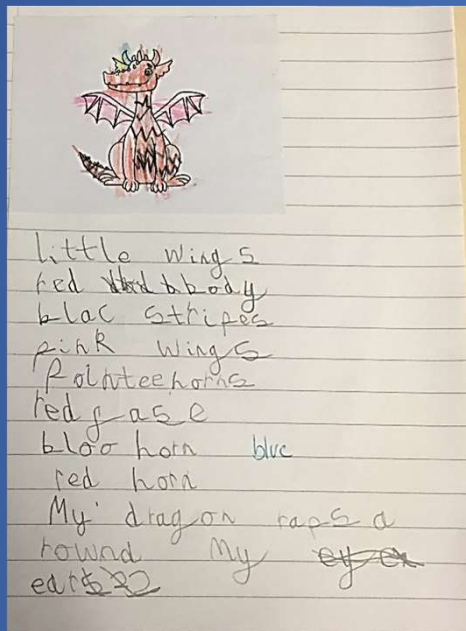
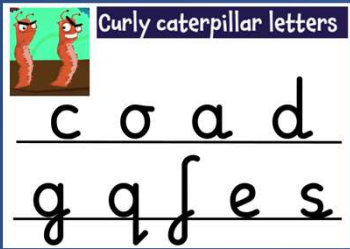
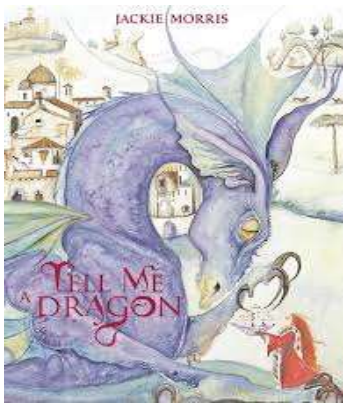
We revisited our one armed robot letters this week every day! Our focus this week turned to a more unusual and extinct pet: dinosaurs! We looked at the non-fiction text and discussed what we already knew. We generated a list of noun phrases to describe our chosen dinosaur pet. We then used these in compound sentences, using 'and' to join two clauses together. We then wrote about a dinosaur we hadn't discussed yet to see what we could do on our own!



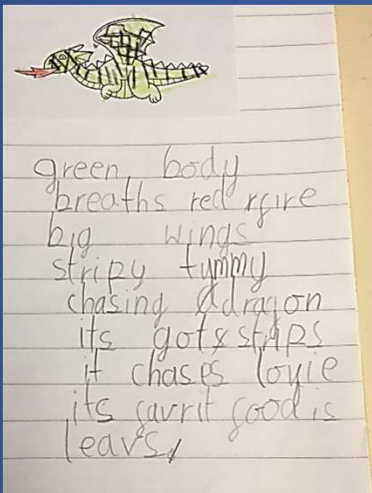
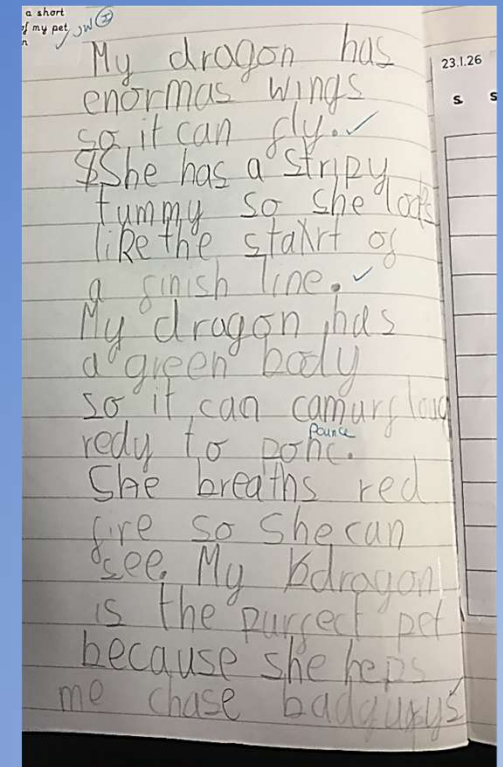
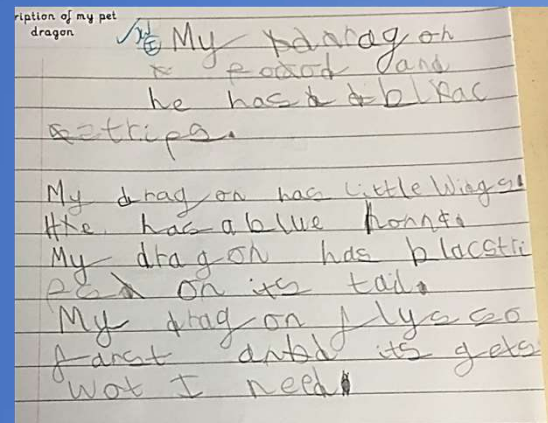
English

We revisited our curly caterpillar letters this week every day!

Our next type of unusual pet was a dragon. We read the book 'Tell me a dragon' which helped us think about how we could add more information to our writing than just descriptions. We generated noun phrases alongside our interesting facts. We made a plan to sequence our ideas and wrote a short description of our dragon pet and what it does.

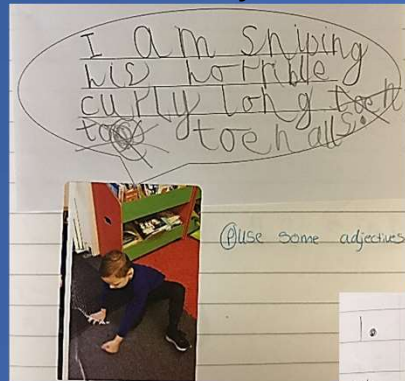
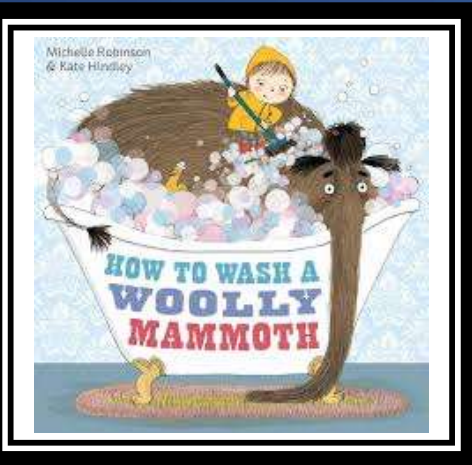


	Noun phrase	Extra information
1	Big wings	flies around
2	Stripy tummy	so it looks like the start of a finish line
3	green body	to camouflage ready to pounce
4	red fire	to help it to see



English

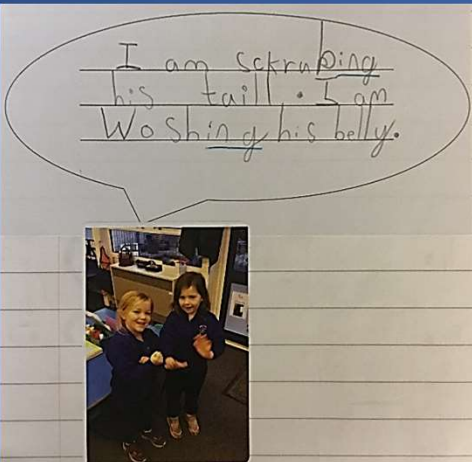
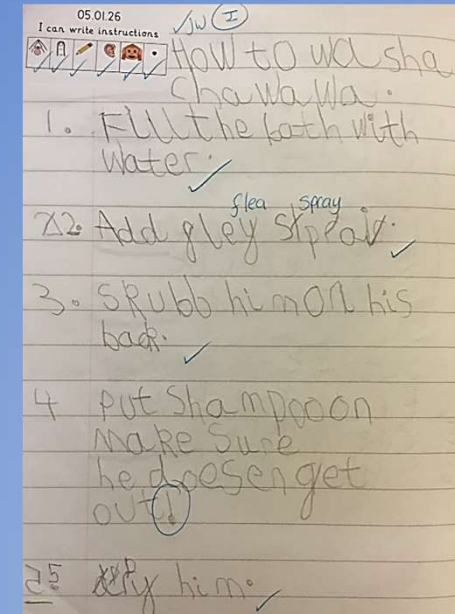
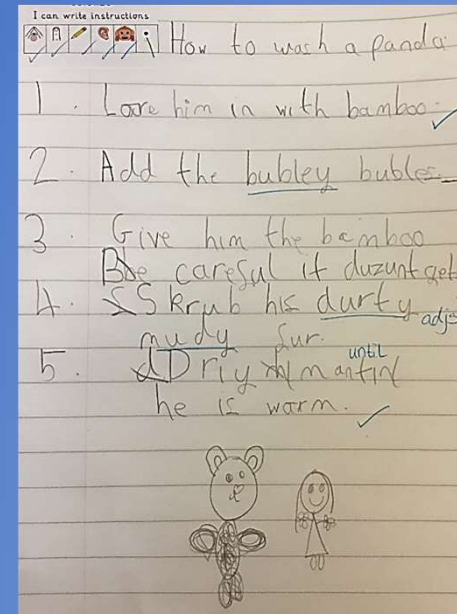
Children continued to practise the handwriting families, revisiting some at the start of every lesson, and we also learnt the capital letters in alphabetic order each week. We began this half term with 'I can only draw worms'. Children were shown a range of different worm pictures and had to generate adjectives to describe them. We then used this in sentences continuing to build on our writing rules introduced last half term. Children sorted some muddled sentences and identified where the adjective was. Finally they drew their own worms and wrote descriptive sentences about them.



Use some adjectives

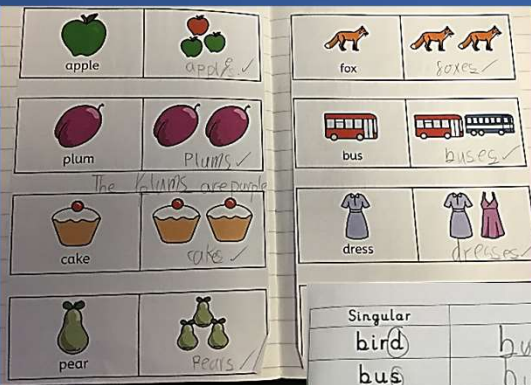
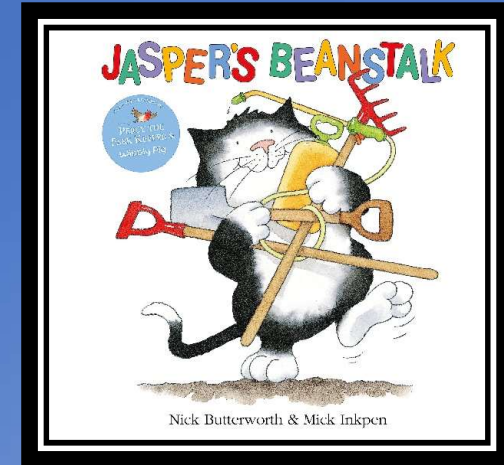
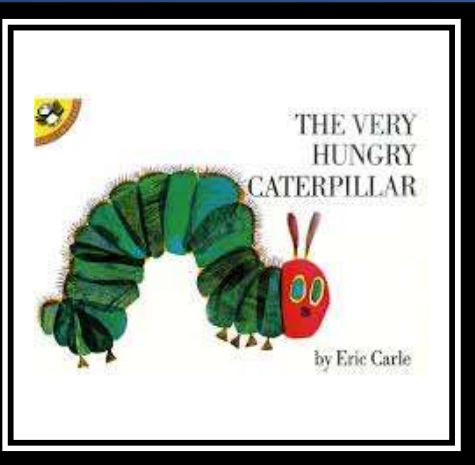


1. Put toothpaste on the toothbrush.
2. Turn the tap on.
3. Scrub your teeth.
4. Spit in the sink.
5. Smile!



English

Across the first few weeks we had some skills lessons too. We looked at the story the Hungry Caterpillar and rules for adding –s to the end of a word to make it plural. We then learnt about adding –es to words with certain sounds too. Later, we read Jasper's Beanstalk and had a go at writing the days of the week using a capital letter. We then returned to –s and –es rules and tried to use these in some sentences too. We also looked at adding the suffixes –er and –est to root words.



Singular	Plural	
bird	birds	✓
bus	buses	✓
six	sixes	✓
ship	ships	✓
church	churches	✓
car	cars	✓
lunch	lunches	✓
frog	frogs	✓
dish	dishes	✓
dog	dogs	✓
splash	splashes	✓

26.1.26 I can add the suffix er or est to a word (15W)

Root Word	Add er	Add est
tall	taller	tallest
fast	faster	fastest
strong	stronger	strongest
cold	colder	coldest
small	smaller	smallest
short	shorter	shortest
long	longer	longest
right	brighter	brightest

The cat is fast, the shark is faster, but the cheetah is the fastest.
I am small, my little brother is smaller, but my little sister is the smallest.

26.1.26 I can add the suffix er or est to a word (15W)

Root Word	Add er	Add est	
tall	taller	tallest	✓
fast	faster	fastest	✓
strong	stronger	strongest	✓
cold	colder	coldest	✓
small	smaller	smallest	✓
short	shorter	shortest	✓
long	longer	longest	✓
bright	brighter	brightest	✓

16.01.26 - I can spell the days of the week using a capital letter (15W)

On Monday Jasper found a bean.

On Tuesday he planted it.

On Wednesday he watered it.

On Thursday he dug and raked and sprayed and hoed it.

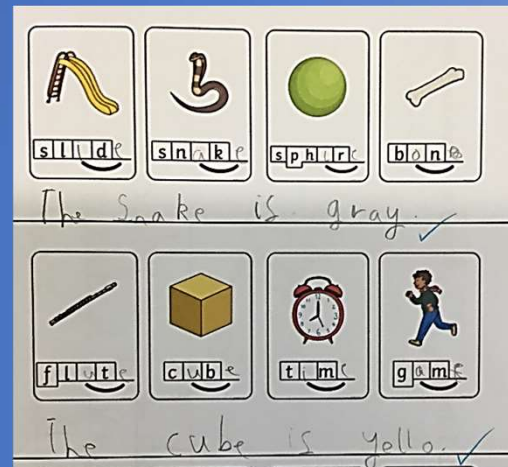
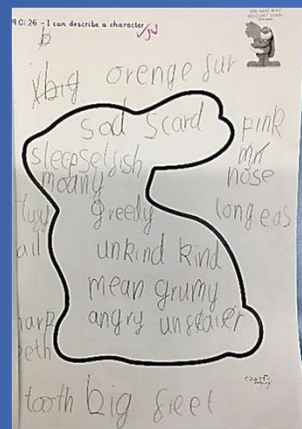
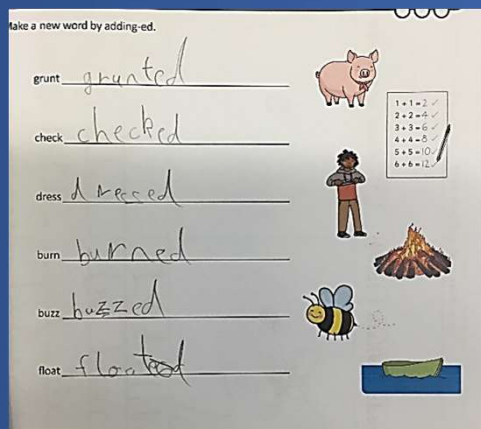
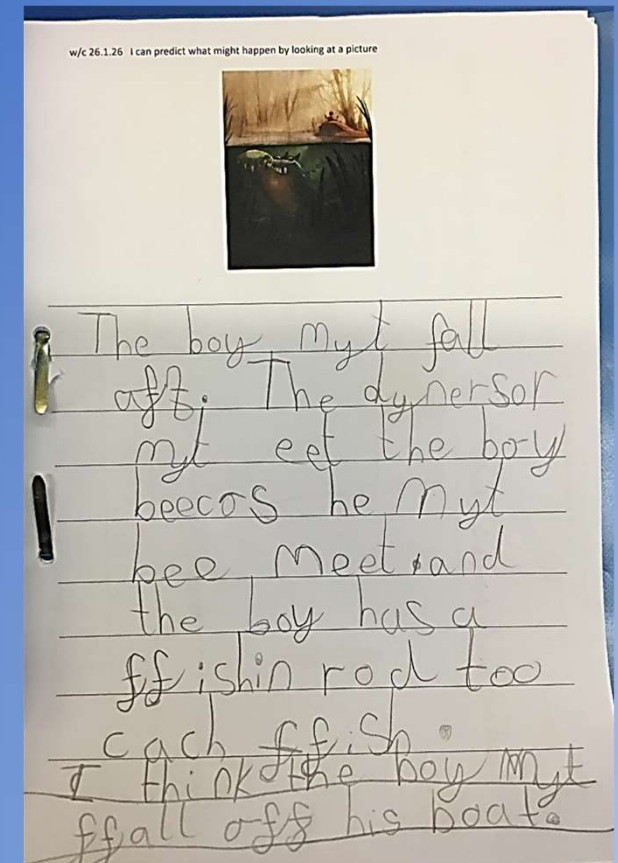
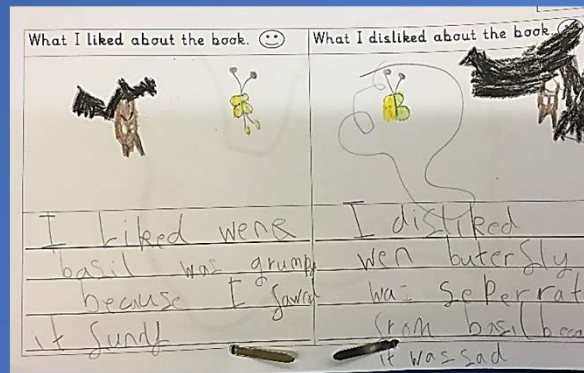
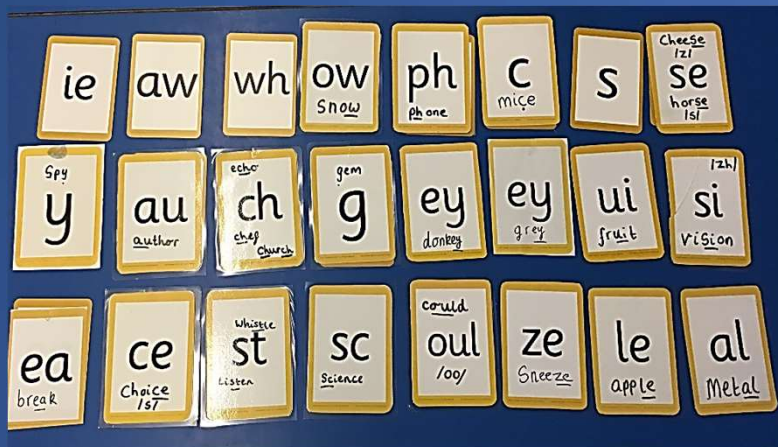
On Friday he picked up all the slugs and snails.

On Saturday he even mowed it!

On Sunday Jasper waited and waited...

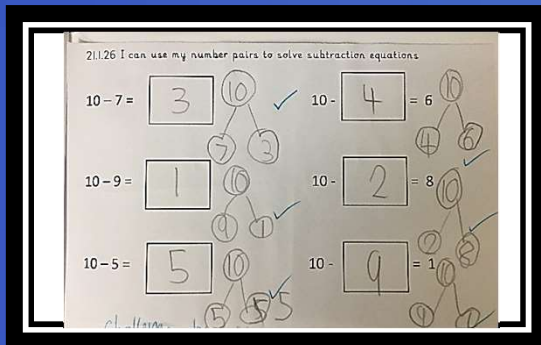
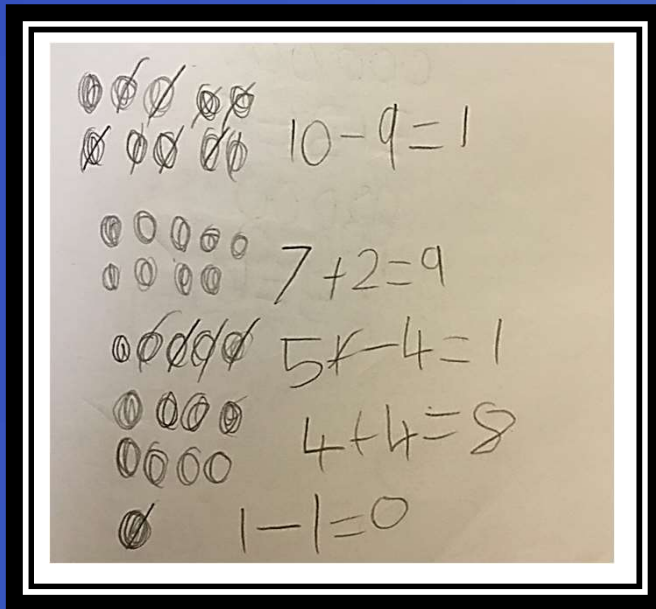
Reading and Phonics

We continued to develop our decoding and prosody skills daily in reading practise. We also began to develop some comprehension skills by sharing our opinions in a likes/dislikes sheet, revisiting our -ed suffix skills, describing a character with role on the wall, and making predictions. We also continued with Phase 5 phonics.

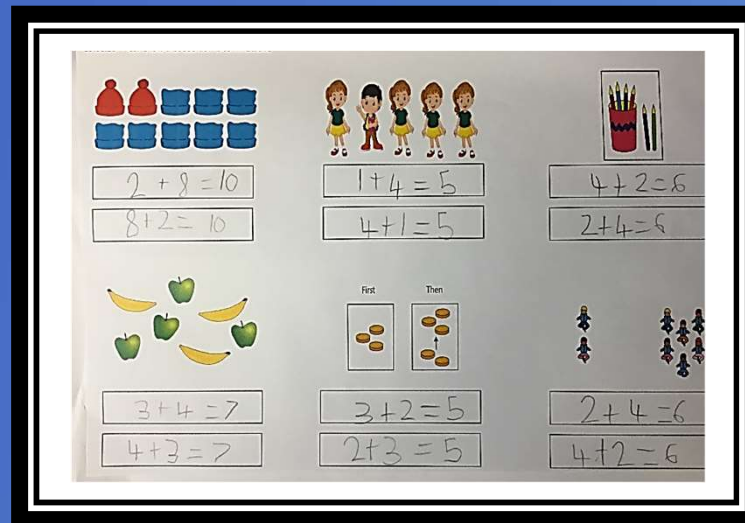


Maths

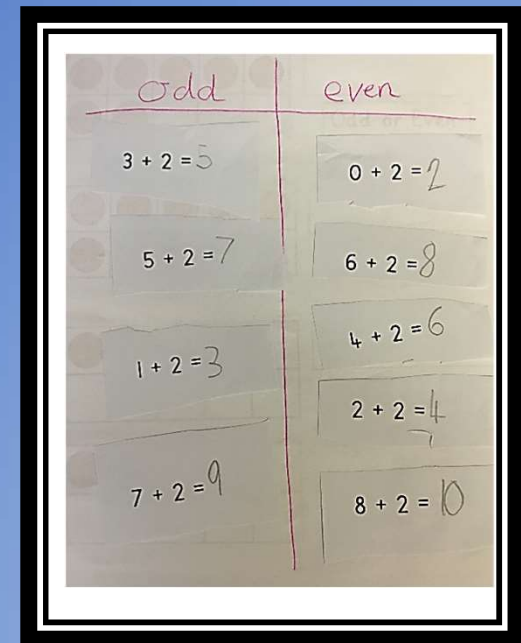
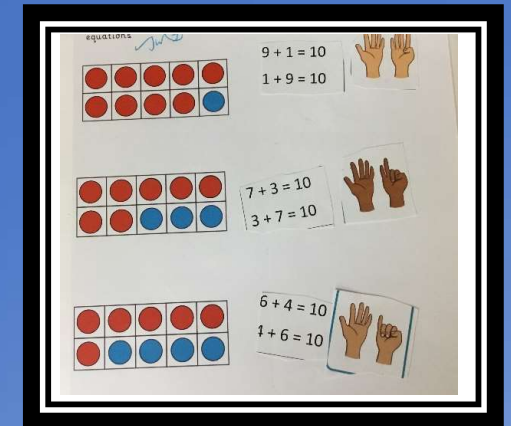
We have looked at representing addition and subtraction problems through first, then, now stories to show how a quantity can increase and reduce.



We represent our equations using part-part-whole models, tens frames and first then now cards.

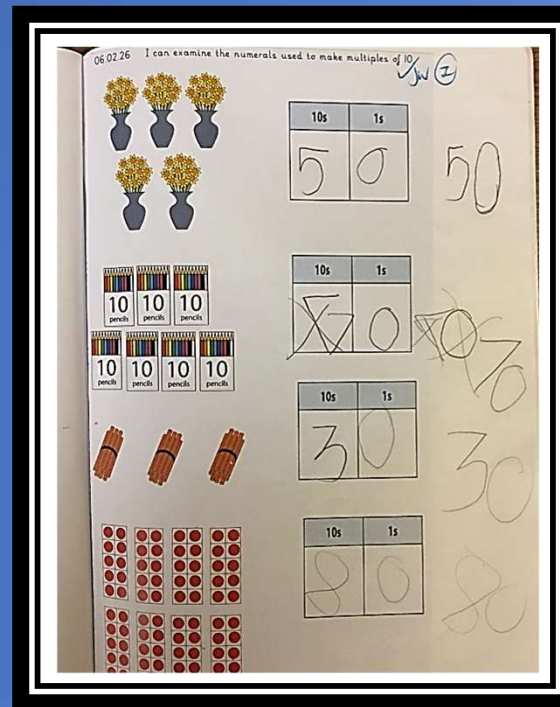
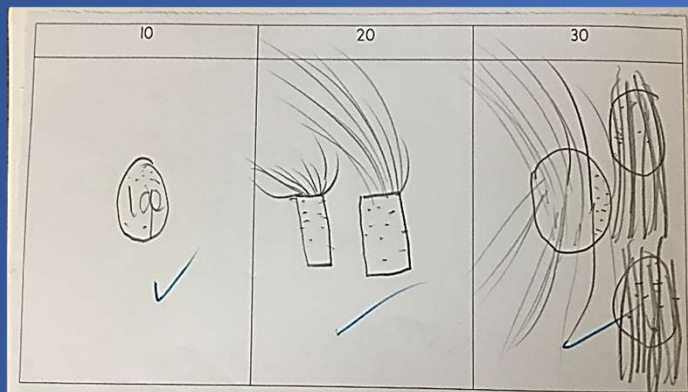
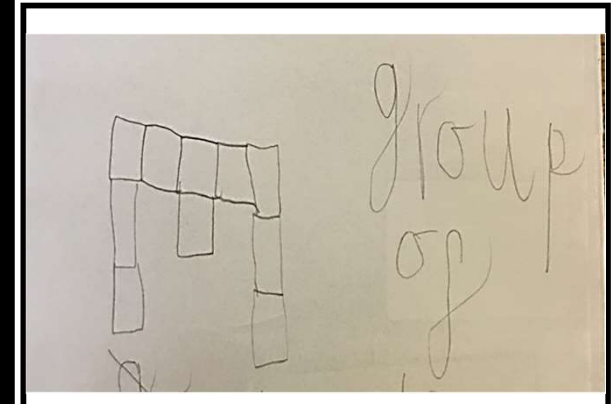
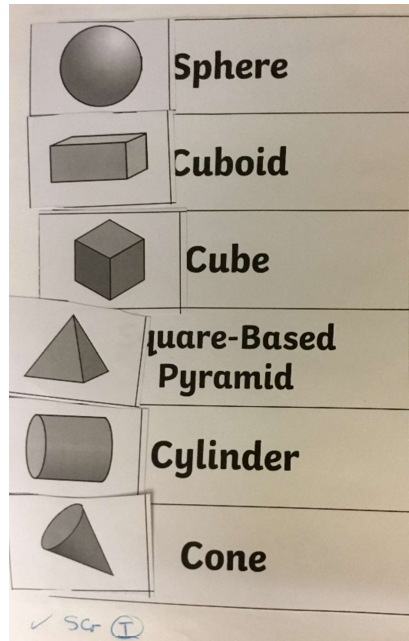


We looked at how to use FTN stories to find a missing part in our equations. We also used them to see that addition is the inverse of subtraction.



Maths

We then began to look at the important facts we need to know to help us when calculating. We thought about one more/one less, odd and even patterns, and using our number bonds within 10. We also explored the commutative law. Finally, we began to look at making and counting in multiples of 10.



We revisited the definition of what an animal is. We looked at how we can group animals based on their diet using the terms:

Science

We then looked at the structure of animals and the characteristics of each of these groups:

carnivore meat - eater		herbivore Animals that eat plants. This might be grass, leaves, fruit, vegetables or even nuts. carnivore The name for animals that eat meat. They hunt and eat other animals or insects. omnivore The name for animals that eat both meat and plants.
herbivore plant - eater		
carnivore omnivore eats meat and plants		

mammal 	bird 
 clever brains	 warm blood
 hair	 wings
 warm blood	 feathers

reptile 	amphibian 
 cold blood	 cold blood
 dry scales	 wet smooth skin
 hot habitats	 land and water

We then grouped animals into these diets based on what they eat.

26.01.26 - I can sort animals based on their diet. ✓ sw (E)

Carnivores	Herbivores	Omnivores
 snake  frog  tortoise  giraffe	 ostrich  human  brown bear	 whale  butterfly  otter

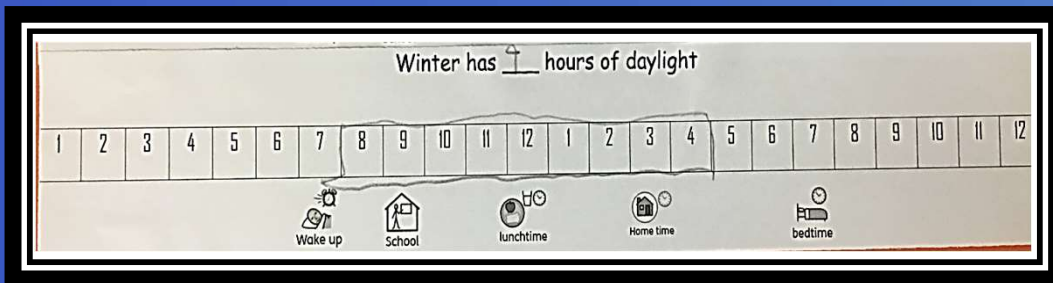
30.01.26 - I can sort and group animals based on their structure. ✓ scr (E)

Science/Geography

As well as looking at animals, we also continued our seasonal observations and weather watching. This time we observed how our school grounds had changed in winter. We noticed that the days had less hours of sunlight than in autumn. We also found most leaves dead and soggy on the ground.

Children were challenged to find and select secondary sources from the book conner and library all about winter.

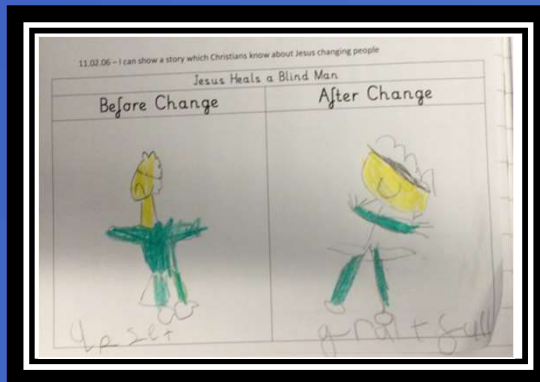
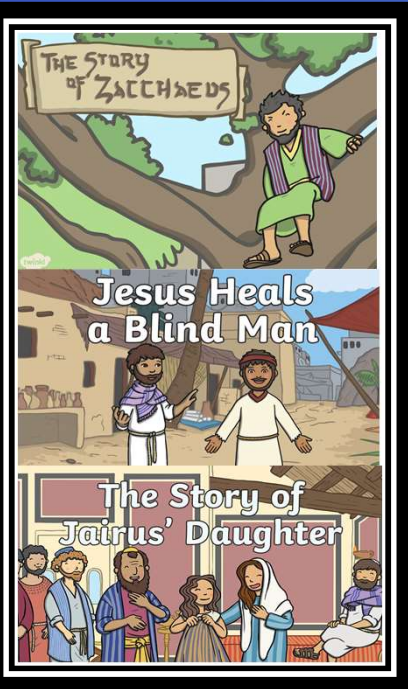
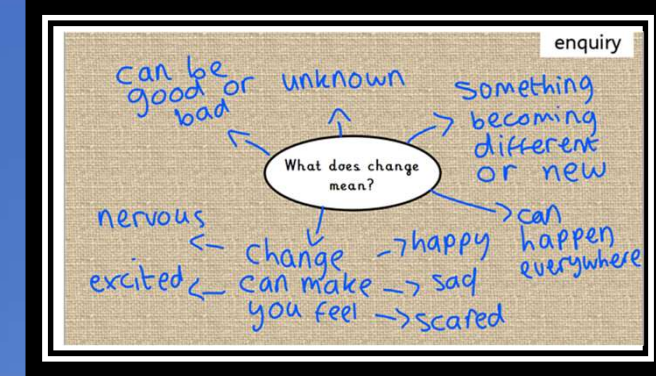
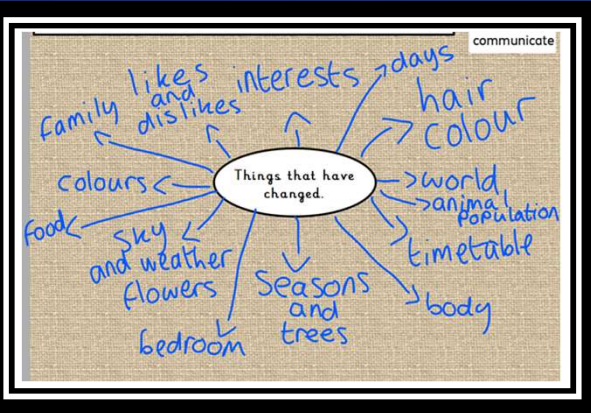


What can you...?	What I observed...
see	icy snow Robin in the tree deciduous trees
hear	Birds chattering Snow crunching
smell	
feel	snowy logs icy grass

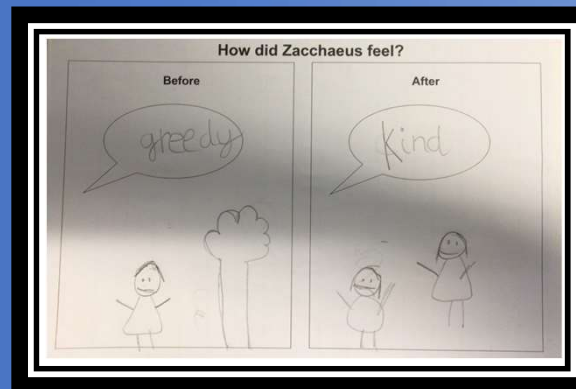
	sun	rain	temperature	wind	cloud	tomorrow it will be...
Mon	✓	X	1°	✓	X	
Tues	✓	X	4°	✓	X	
Wed	X	X	5°	X	✓	
Thur	X	✓	7°	X	✓	
Fri	X	✓	6°	✓	✓	

R.E.

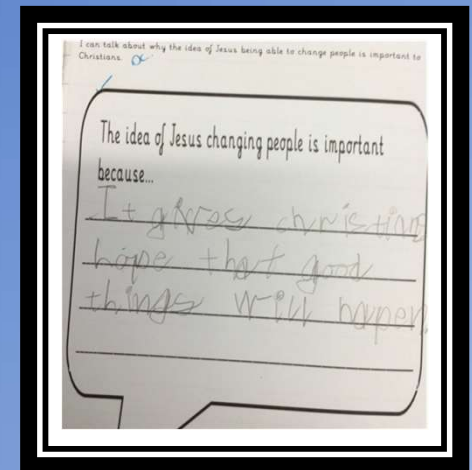
We have been thinking about the concept of change. We started by looking at how we see things have changed in our lives and around us, and discussed whether we think change is good or bad.



We heard then looked at three different stories which Christians use to remember how Jesus changed people.



We thought about a story where a character goes through lots of changes.



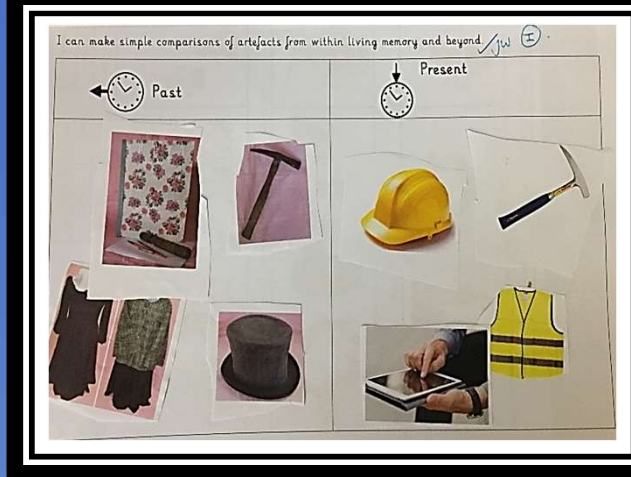
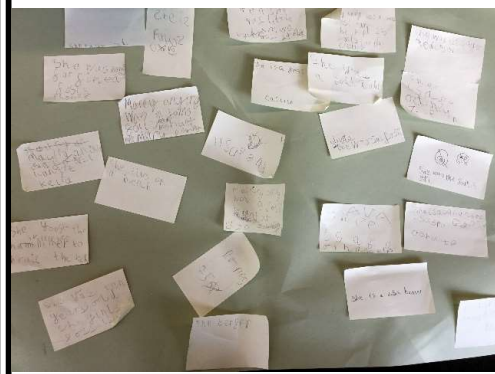
Finally, we evaluated why the idea of change is important to Christians.

History

We have become historians by looking at evidence from the past to help us find out about Mary Anning. We compared what a palaeontologist today might look like to Mary.

We started by looking at a painting and spotting clues from what we could see. We made predictions about what she did, when she might have been alive and why we thought that.

We went on to sort artefacts from the past and presents, sequenced events from Mary Anning's life and created a medal to celebrate her.



WB 12.01.26
I can show why Mary Anning should be recognised for her achievements.
Mary Anning received very little recognition for what she found.
Design a medal to help us remember her achievements.



WB 12.01.26
I can recall and sequence events from Mary Anning's life.

First

Later



Art

After learning about Mary Anning and fossils, we used clay to make some fossil imprints and our own ammonite models. We pressed lightly into clay with a dinosaur skeleton to make a fossil-like imprint. We used rolling, coiling and detailing to make our ammonite models. We also did some line drawing and shading to draw an ammonite and add the textured grooves as a site of application to our autumn work on line drawing.



Archie

The computer keyboard



Computing

We used the iPads and Chromebooks to do some digital writing. We identified where all the keys we needed to write our names were, learnt how to hold the shift button to make a capital letter, and even began to change the size, colour and font of what we were writing.



Matilda hall
The cake has burnt and doesn't taste nice.

The sea is salty for animals to live in

Henry Devereaux Go for a worc Be cairfl that you dont fl oaver.

1. Fil the bath .
2. Add the bulbs.
3. Add the dinosaur |
4. Start scrubbing.



Hollie Marshall
I love marve.

I like to play with my mum.

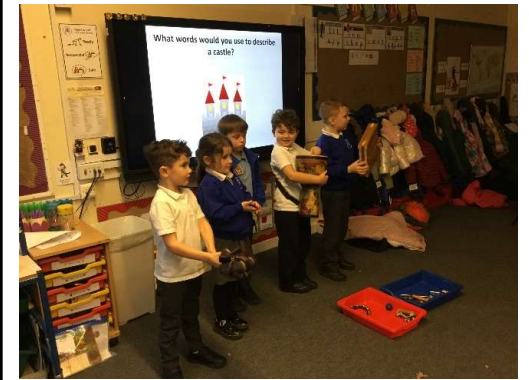
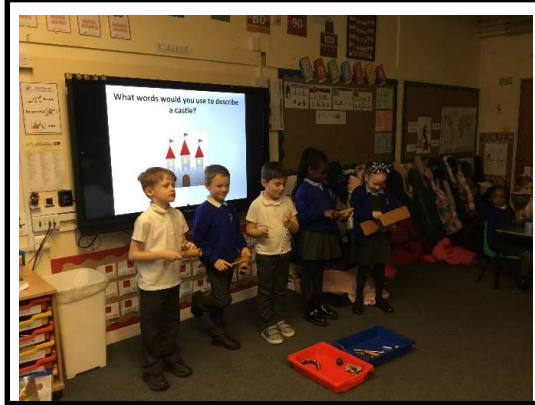
Eliza
Do not shuot in the toilet.

I am worcin in the forist.

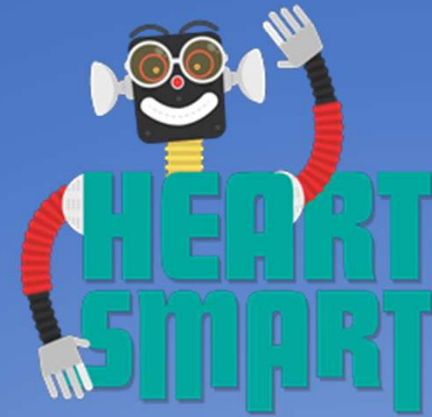
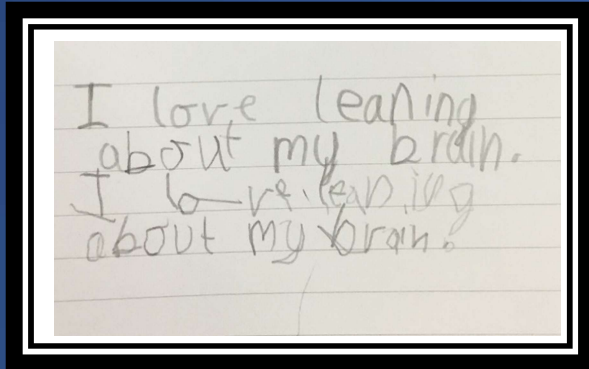
Music

In Music this half term we have been exploring timbre, the types of sounds the different percussion instruments make. We listened to The Old Castle from Mussorgsky's Pictures at an Exhibition and drew a picture of what we thought the castle looked like.

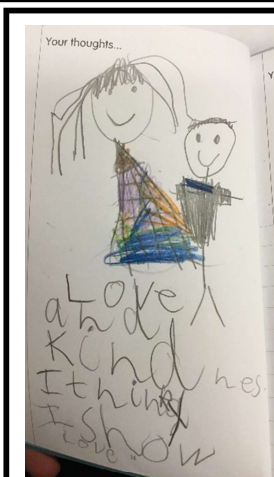
We then imagined we were in the old castle with lots of doors and behind each door there were different sounds. We worked in groups to make those sounds using untuned percussion instruments, body percussion and our voices.



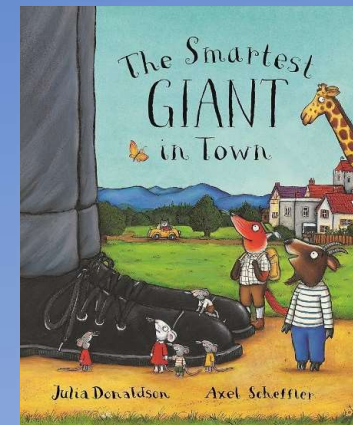
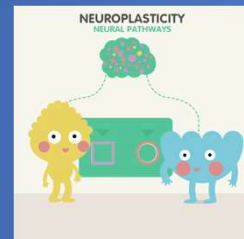
PSHE



With My Happy Mind, we have continued to look at the parts of our brains and what they do. We learnt about neuroplasticity and put this to the test by writing with our non-dominant hand. We then began learning about our character and decided which strengths we think we have already.



- There are five key Character Strengths:
- Love and Kindness
 - Bravery and Honesty
 - Exploring and Learning
 - Teamwork and Friendship
 - Love of Life and our World



In HeartSmart we have been learning that Too Much Selfie Isn't Healthy. This means that although we are special, so is everyone else! We have played games, read stories and done activities around being thoughtful and thankful to other people like our friends, family and teachers!