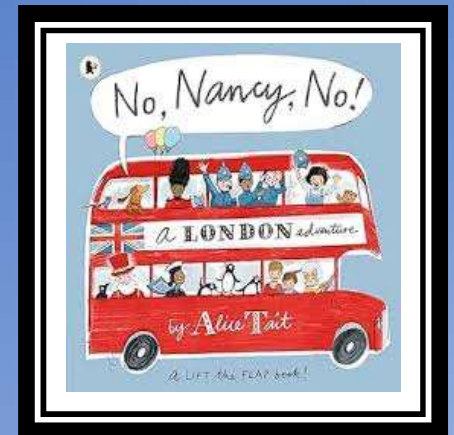
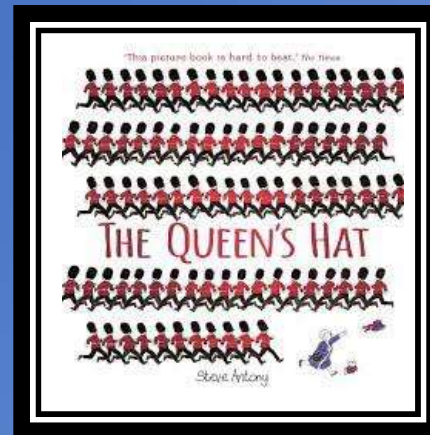
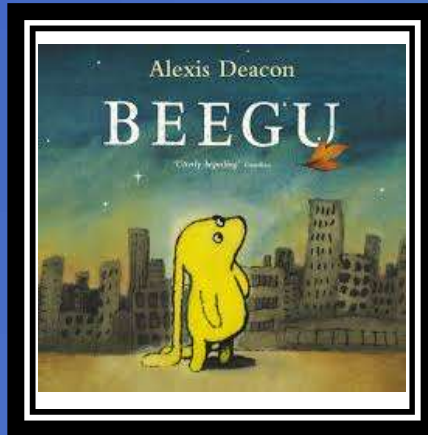
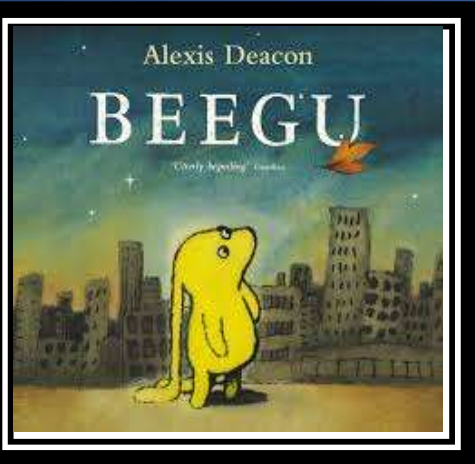


Marchwood and Beyond!



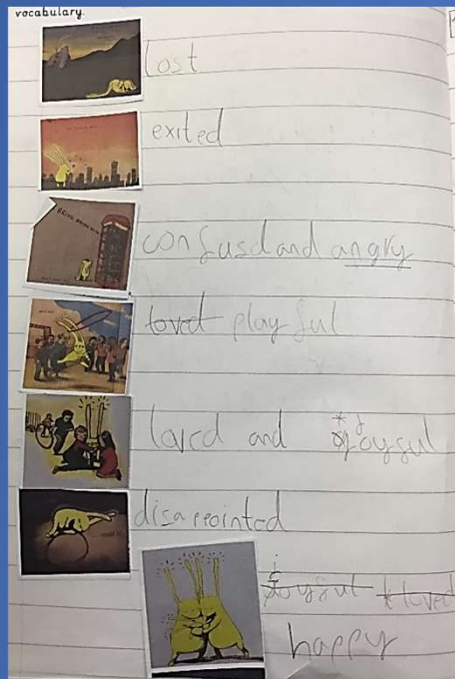
Year 1 Summer 1 2026

English



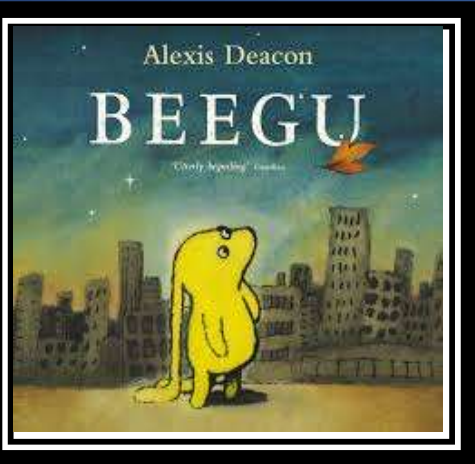
We have been revisiting the letter we find the trickiest each day this half term. Our first text driver was Beegu. We read the story and completed a 'tell me square' as a class, sharing our opinions, asking questions about the book and making connections to other stories. We then wrote some questions directly to Beegu, carefully forming our question mark?'. We then sequenced the story and developed our vocabulary around feelings, choosing an adjective for how Beegu felt at each part. Finally, we wrote the story by sequencing sentences and used that feelings vocabulary too.

What planet are you from? How did your spaceship crash? How where did your parents let you go all by yourself? Why did you land on earth and where do you come from? ✓ (E)



First Beegu crashed and she felt lost. Next Beegu thought she heard her mother calling and felt excited. Next she said oh Mother calling. I need to go find her but it was a phone box. She felt confused and angry. After that she thought she found the perfect place and felt loved and joyful. Later on she was playing and then

First Beegu crashed and she felt disappointed. Then Beegu thought she heard her mother calling and she felt loved. Next Beegu found out it was just a phone box and she felt unloved. After that Beegu thought she found the perfect place and she felt playful. Later on the small house had to say goodbye and Beegu felt sad.

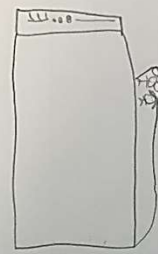


English

In the following week, we decided to write a letter to Beegu trying to convince her to come and visit our school and Marchwood. We looked at 'What A Good One Looks Like' (WAGOLL) to understand how to write a letter. We wrote a dictated introduction. We then generated a list of ideas for the things and places Beegu would love if she came to visit.

We chose our favourite 4 and put these into a plan. This helped us write our letters to Beegu at the end of the week. Beegu even responded!

Dear Beegu,
 Please please come and
 visit us.
 We have so many things
 you ~~wot~~ would
 like to see. We can
 teach you how to
 speak our language
 and we are so kind
 so please come and
 visit us.

1	2	3	4
			
red and blue hula hoops. ✓	ginormous play ground. ✓	the big large track ✓	the fun bar area ball areyer.

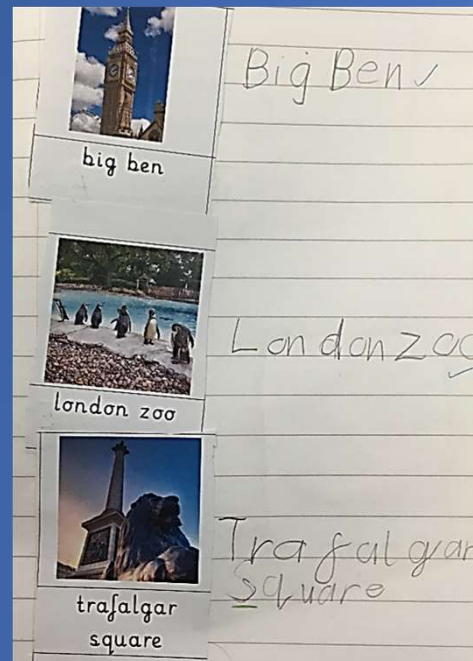
30.04.26 - I can write a letter ✓
 (Ask Beegu some questions)
 Dear Beegu,
 Please come to visit us. We have so many things you would love to see.
 We have red and blue
 hoola hoops. I know you
 love them. are school
 has a big big ginormous
 play ground.
 We know you love
 running so please please
 come and run with
 me on the large
 track.
 Would you like to
 play with me in the sun ~~area~~ ^{ball area}

English



We found a hat on our playground! We had to discuss and predict where it came from. We then explored a story about a hat – our next text driver was 'The Queen's Hat'. We learnt about lots of different famous locations around London linked to our History and Geography learning. As these are proper nouns, we learnt to write them with a capital letter. We then wrote sentences with a focus on using capital letters for the names of places as well as using the suffix -ed for the verbs, showing how the hat moved.

I think it belongs to a girl because it was by her in a bag. I think she dropped it. I think it was blowing because it was windy. I think it came from a girl because it is a sun hat.

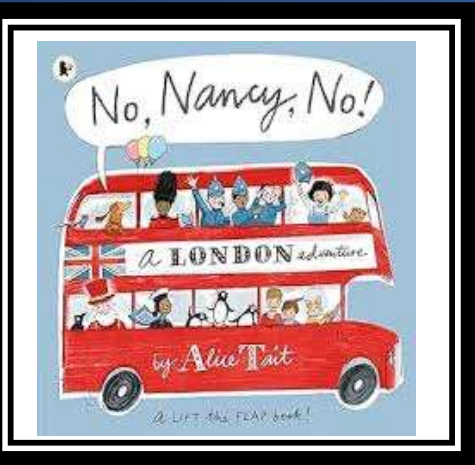


~~The~~ It zoomed around Big Ben. The hat was ^{she} over London zoo. Her hat fluttered around London Eye.

I think it belongs to a girl because she probably got it from the bag. I think it came from a girl because I think it was blown out of the window. I think it got here here by blowing off someones head. I think it got here last night.

The hat floated across the London underground. The hat sailed across London zoo.

English



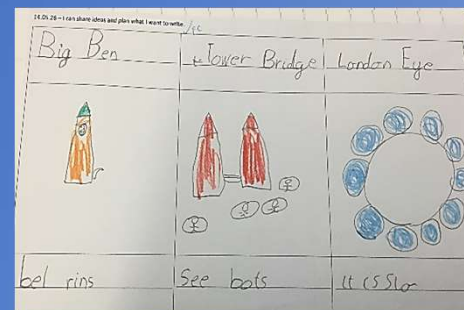
We started the week writing dictated and then our own opinions, using the conjunction 'because' to explain why. We then read the story 'No, Nancy, No!' - this was a fun pop-up book with lots of locations around London. We wrote some facts about these places, remembering to use capital letters for their names. We planned three places we wanted to visit in London most of all and why, and then wrote these as opinion sentences using that conjunction 'because' we practised at the start of the week. We also recapped capital letters in our handwriting.

I like to do art
because I am
good at painting.

I love playing
in the garden
because I
have fun.

their:

I like counting
numbers, because
I love turning
new numbers.



Tower Bridge has
a bridge in the mid
of that opens up.

At London Zoo you will
see tigers.

At Trafalgar Square
you will see four
lions.

I want to go to
the London Eye
because it is slow
fun. I want to visit
Tower Bridge because
I want to see the
brown bats. I want to
see Big Ben because
I want to hear
the bell.

Reading and Phonics

This half term we have been revisiting the Phase 5 sounds most needed for our upcoming Phonics Screening Check in Summer 2. We have really focused on those split diagraphs where another sound hides in the middle, and how to decode 'alien words' with confidence. We have also developed writing questions with a '?', our inference skills thinking about how a character is thinking and feeling, and we have begun to do comprehension tasks linked to our Guided Reading book that week.

I liked when they tried to mash potato yep because it was sunny.	I disliked the mouldy smell.
What questions could I ask?	What other books does it remind me of? (connections)
How long did it take you? Why did you do it? and not someone else? Why were you friends?	The squirrels who squabbled because they argued. The hare and the henchmen because they argued who would win.

1. Why was the miller so grumpy at the start?
because there were hundreds of mice everywhere ✓

2. What 3 things did the mice like to do in the old mill?
They loved balancing on beams sliding and jousting the millstone as a game ✓

What did the mice do to make the cat happier?
pushed slower on him and let him chase them making sure he was happy ✓

How did the mice save the cat and trick the miller?
some of the mice nibbled through the bag some others got a jar of cat food and lured it with them a some clever ones pulled them ✓

5. Use some adjectives to describe the miller.
grumpy unbleachable silly bad ✓

 zorps	 dirst
 harnd	 gair
 jigh	 thobe
 zale	 scroy
 bluns	 spraw

What is the name of Lola's favourite book?
bodies bugs and butterflies ✓

2. What kinds of books does Charlie recommend Lola tries? Name 3 types.
science ✓
pixes ✓
spy ✓

3. Where does Lola see her book in the library?
when a girl has her book ✓

4. What book does Lola end up borrowing?
chapters and chimpanses ✓

5. What is your favourite kind of book?
Animales and Jarak ✓
books

FOOD FIGHT!

How did the party go? why did you have to go to the wise old cheese cause you can't phone him? when did you become friends? who did you make the sings? what did Maria the roadster

How was Nabil feeling at these points in the story?

Nabil felt surprised because he was spread that he was going to get a surprise ✓

Nabil felt unsure because he did not know if they will know what the penguin will do ✓

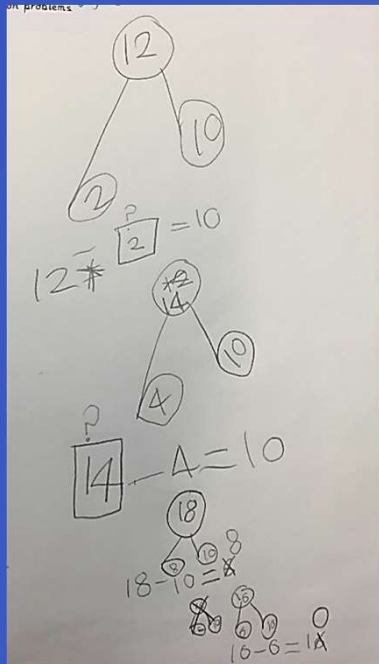
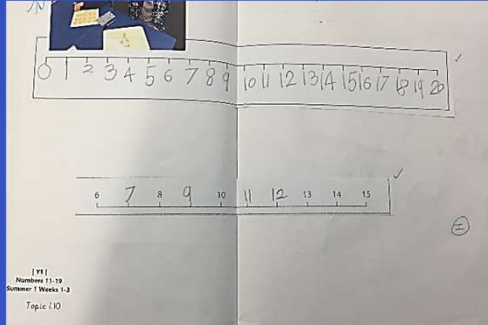
Nabil felt joyful because the penguin came stay ✓

a_e →		
e_e →		
i_e →		
o_e →		
u_e →		

Maths

In maths this half term, we have been looking at unitising. This is where we can see groups of 2, 5, and 10s as set groups to help us with our counting.

We then looked closely at the numbers 11-19, linking our existing number bond knowledge to these numbers and beginning to use them in addition/subtraction problems. We saw these numbers as 10 and a bit, we looked at how our number facts to ten are transferable to these numbers, and we look at odd/even patterns too.



29.26 I can sort odd and even numbers and say how I know they are odd or even.

Put each number into the correct box according to whether it is odd or even.

Odd	Even
5 9 11 15 19	6 10 16 18

Odd/even missing number sequences:

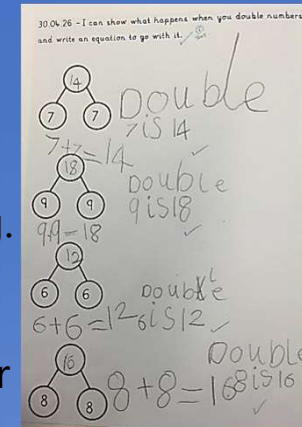
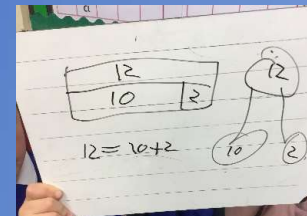
12 14 16 18 20

9 11 13 15 17

28.26 I can use 10 and a bit knowledge to help me compare the size of numbers 11-19.

Fill in the missing numbers and symbols.

15 < 17	15 > 14
13 > 12	11 < 18
13 > 10	19 < 17
14 > 13	12 < 9
12 = 10 + 2	15 < 10 + 8
10 + 3 = 3 + 10	
2 + 10 < 4 + 10	



$$6 + 2 = 8$$

$$16 + 2 = 18$$

$$5 + 3 = 8$$

$$15 + 3 = 18$$

$$2 + 4 = 6$$

$$12 + 4 = 16$$

$$1 + 2 = 3$$

$$11 + 2 = 13$$

$$7 + 2 = 9$$

$$17 + 2 = 19$$

$$6 + 3 = 9$$

$$16 + 3 = 19$$

$$6 + 6 = 12$$

$$8 + 8 = 16$$

$$9 + 9 = 18$$

$$7 + 7 = 14$$

$$14 - 7 = 7$$

$$18 - 9 = 9$$

$$16 - 8 = 8$$

$$12 - 6 = 6$$

$$14 = 7 + 7$$

$$12 = 6 + 6$$

$$18 = 9 + 9$$

$$16 = 8 + 8$$

$$12 - 6 = 6$$

$$14 - 7 = 7$$

$$16 - 8 = 8$$

$$18 - 9 = 9$$

R.E.

We started off by thinking about places that are special to us and our friends.

Our R.E. learning journey this half term has been all about special places.

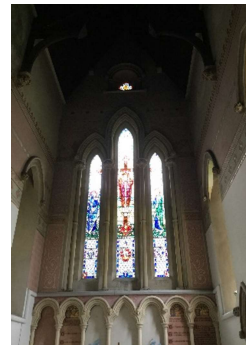
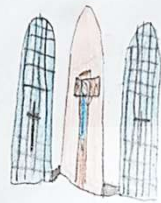
The church is special to Christians because they can get baptised, also they can get married and get a cross painted on your head with special water.

The church is special to Christians because you can get married and your child can get christened and you can pray. Also you can sing and dance. They can make sounds that are Christians as well.

It makes them feel calm because they can pray and be silent for a moment so they can remember Jesus.

Special places are important because if you are sad you could go to your special place and feel happier.

A Stained Glass Window:



My friend's special place is the Isle of Wight. It is special to them because she has spent time there with her Granny. It makes them very happy.

My special place is London. It is special to me because I watched a Frozen show there. It makes me feel happy because she automatically changed her dress.

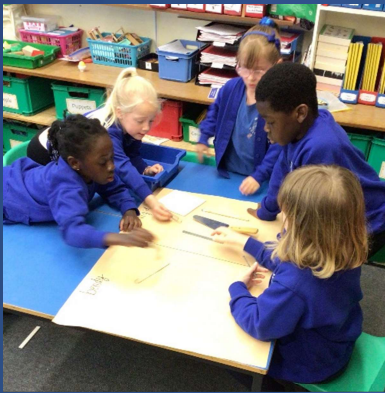


We then visited our local church and Reverend Lauren spoke to us about all the things in the church and why the church is special to her and other Christians.

When we got back to school we wrote about why the church is special to Christians and how it made us feel.

Science

This half term we had a week full of science enquiries! We learnt all about the difference between an object and the material it is made from, the properties different materials have, and we then explored these properties through a series of investigations to answer key questions: which material is the strongest to build a bridge? Which material is the most absorbent? Which materials are transparent and which are opaque?



20.05.26 - Which material is the strongest to make a bridge?

Material	Tissue paper	Paper	Card	Foil	Kitchen Roll
Number of coins	0	3	16	2	0
Strongest	card	Paper	foil	Tissue paper	kitchen roll
	1st	2nd	3rd	4th	5th
Weakest					

Material	Absorbency
soil	
Rubber fabric	
Plastic Plastic	
cotton	
card	
Tissue paper	

22.05.26 - I can test the transparency of different materials.

	Can you see the apple?	opaque or transparent
Plastic	No	
	Can you see the apple?	opaque or transparent
Yes		
	Can you see the apple?	opaque or transparent
No		
	Can you see the apple?	opaque or transparent
Sello tape	Yes	
	Can you see the apple?	opaque or transparent
Tissue Paper	Kinda	
	Can you see the apple?	opaque or transparent
Cloth	No	

I sorted out the strongest material was card. I sorted out the weakest material: tissue paper. I would choose to build a bridge out of brick because if it was strong weather the bridge wouldn't fall down. I would not pick fabric because it would fall down really easily because it is bendy.

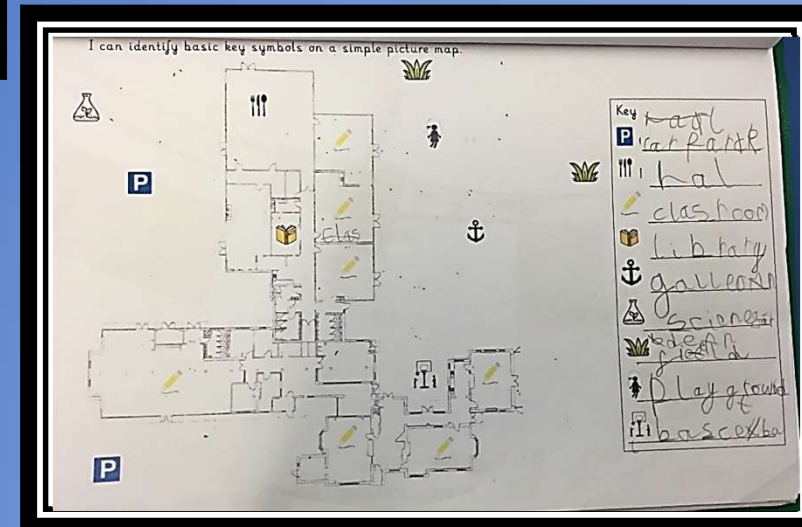
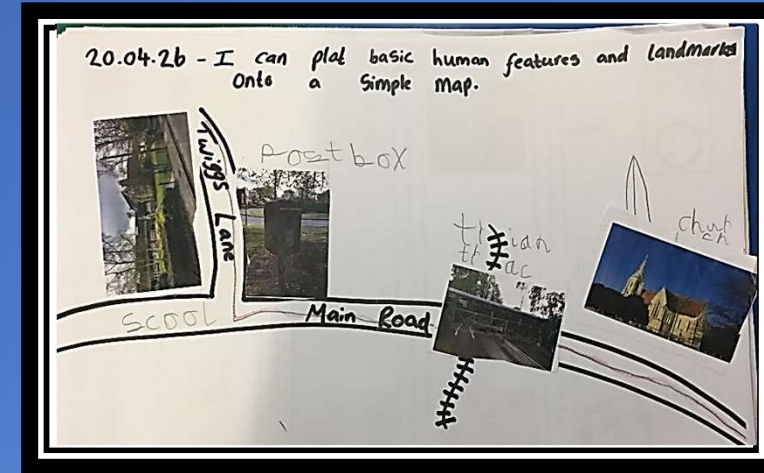
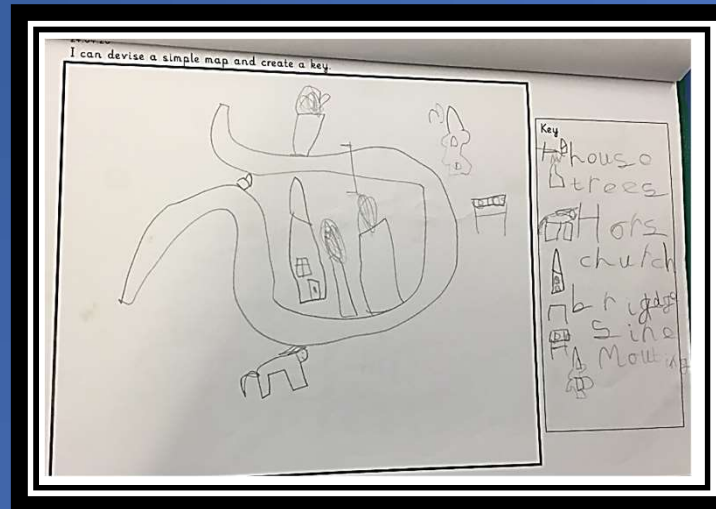
brick

fabric

We have been looking at maps this half term.

We mapped the key landmarks of our walk to the church. We explored a map and key of our school grounds. Finally, we devised our own map and key for an ariel view of a scene on our tables.

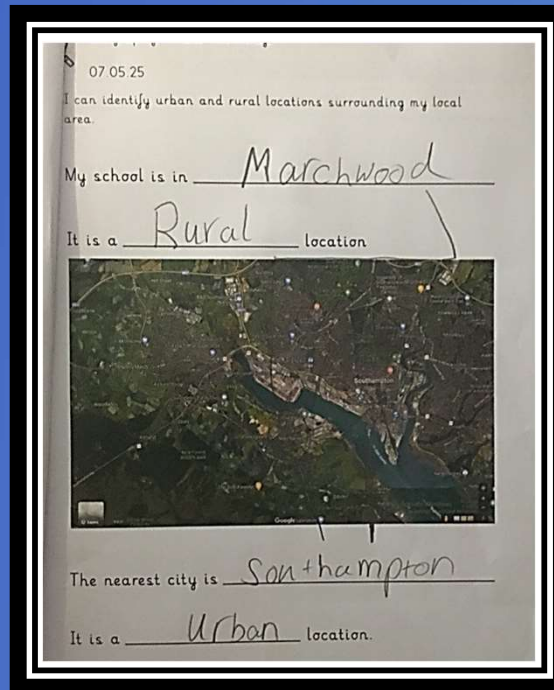
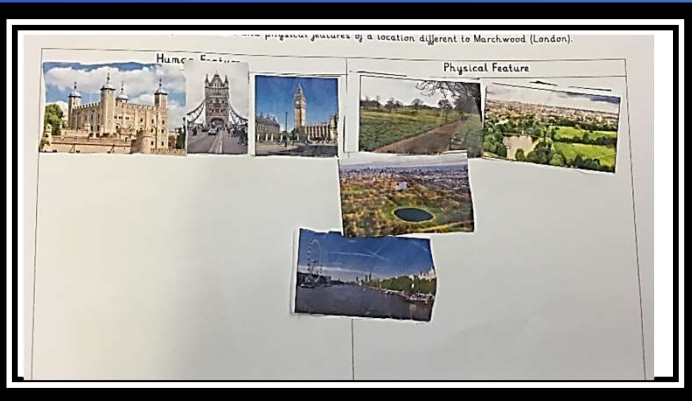
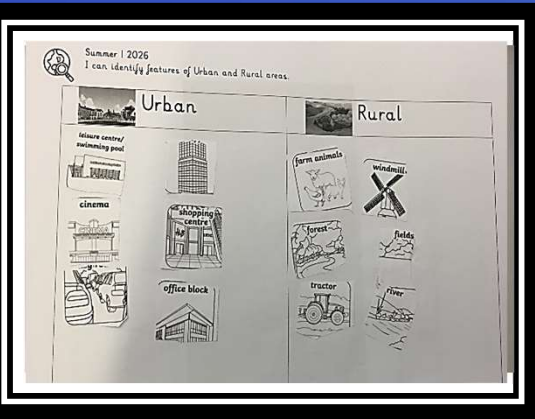
Geography



Geography

We went for a walk around the village to find some human and physical features. We started off learning about urban and rural areas.

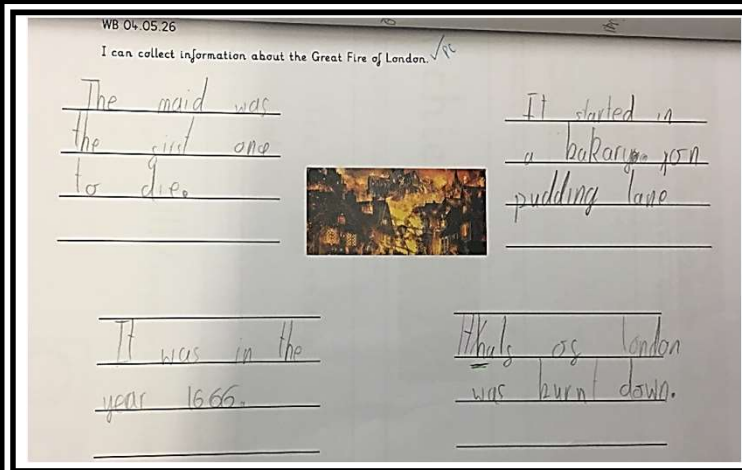
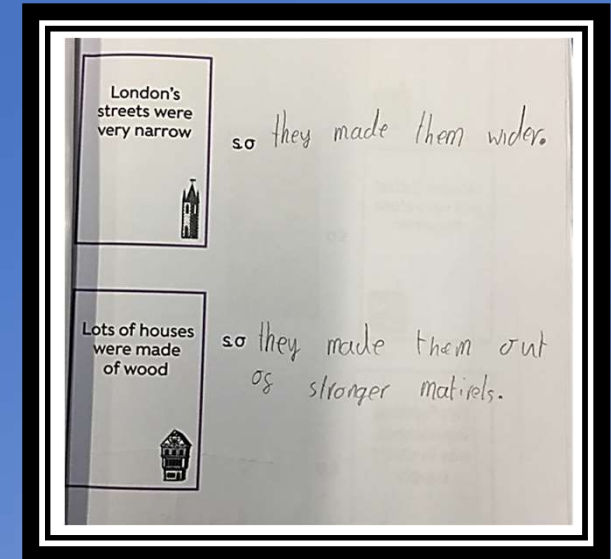
We decided that Marchwood was a rural village, we worked together as a team to map the features we saw on our walk around the village on Tuesday.



We then learnt about human and physical features of Marchwood and sorted them. We then compared these to the human and physical features of London.

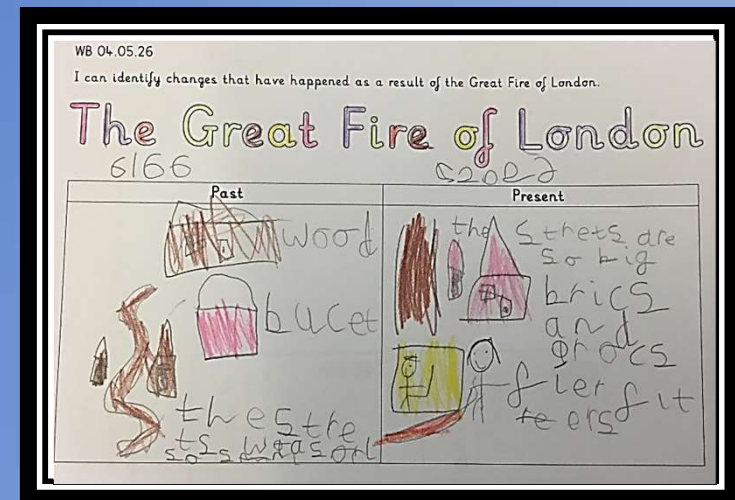
History

This term we looked at the Great Fire of London.



We gathered information about how the Great Fire of London started, and wrote down four key facts.

We then learnt how the fire was stopped. We found out about a lot of changes that were made as a consequence of the fire to make things safer.



P.E.

This term we have been doing some fitness and stamina training. We also did some dance based on the Great Fire of London.

Our skills sessions have been focused on dribbling a ball with control, passing back and forwards to each other, and some simple attacking/defending games too.





Music – Folk Active



In Music this half term we had a visit from Hampshire Music Service's Folk Active. In this session, the children learnt a little about our area's local history through some interactive folk music and dance. The children loved joining in with body percussion, singing and dancing.



Archie

The computer keyboard



Computing

This half term we have been using the Chromebooks and their mice.

We did some digital writing by learning how to type on a keyboard, how to use the space bar, and began to change the size and font of our writing using the Google Docs program. We started by writing our name with a capital letter using the shift key, then we moved on to dictated sentences. Finally we changed the format of our writing.



Walker
I am having a good day at school.

I am having
good day at
school .

Hollie Marshall
I love marve.

I like to play with my mum.

I have a
Bucket of fish.
Make sure the fish
Aren't alive!

Nana Asure
W
The dog is running.#

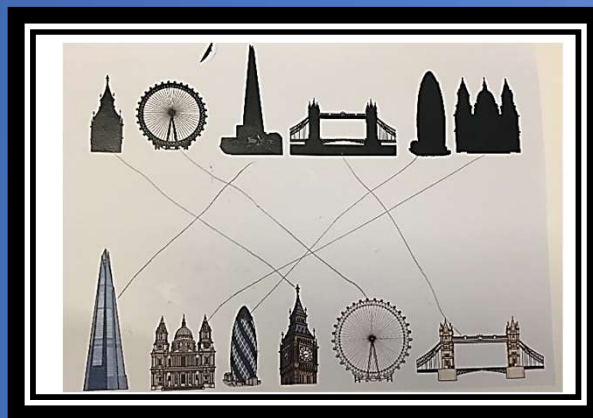
My name is Nana

Beegu is feeling loved.

George 67 67
67 67 67 67 67
67 67 67 67 67
67 67 67 67 67
67 67 67 67
67 cjdff

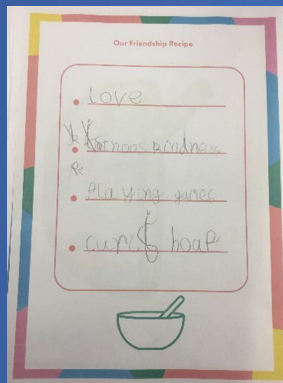
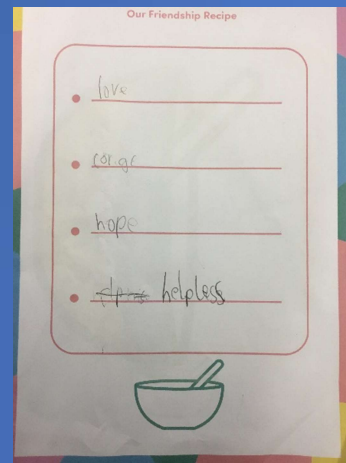
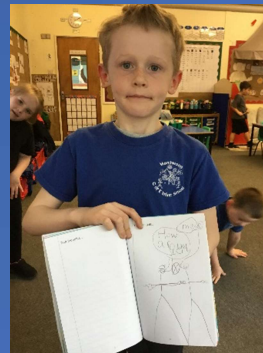
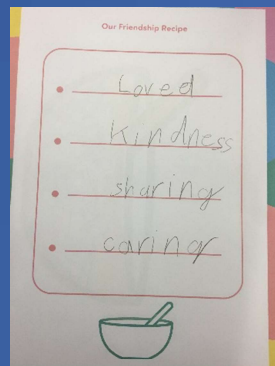
Art

In art this term we have looked at landscapes. We started by exploring how to use watercolours. We then used the watercolours to create a colourwash background. We then learnt about silhouettes and made some to add to a landscape, making a London skyline landscape!



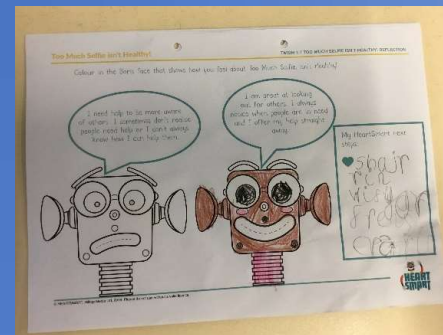
My Happy Minds

We learnt all about how when we relate and listen to people, we get on better with them. We found out how to show active listening and made some 'friendship recipes'.



Heart Smart

Don't Hold on to What's Wrong!



Green Mile Sponsored Run



ABM
Smoothie
Bike

