



**Our curriculum provides our children with inspirational opportunities that are relevant and generate a lifelong love of learning. We teacher life skills and opportunities to enable our children to be successful now and in the future. It is culturally relevant, engaging and full of celebration and pride.**

### WHAT WE HAVE BEEN LEARNING THIS TERM

This term the children have returned ready and excited to learn. They have come back with fantastic examples of their project work, some creations are amazing! The children have so far had time to celebrate what they are good at and reflect on what they want to work on this academic year. In maths teachers looked at misconceptions and gaps from the previous year and will be incorporating these into the new areas of learning. This academic year teachers are focussed on how they can support pupils who may have gaps in their learning. In order to make learning memorable and exciting, teachers are ensuring that they use high-quality teaching resources and plan opportunities for curriculum enrichment such as visitor and visits. We are also continuing to create language rich classrooms, where pupils develop their vocabulary and have lots of opportunities to learn through talk and oracy. Pupil needing extra support with learning have been identified and intervention sessions have been running. In order to support pupils to be healthy and active we are continuing with double PE sessions each week, children get 2 hours of PE a week.

### OUR LEARNING THIS TERM

Our new non-core enquiry question this term is ‘**Where did and do the wheels on the bus go?**’ In this unit, the children will be learning about how places are connected by air, sea and road in **Geography**, we will looking at the different features of the town and countryside and then comparing how these have changed from the past in **History**. We will also be looking at how transport has changed from the past and how this has been effected by the change in population in the city and the countryside and the connections between these.

In **Science** we are learning about different materials and their properties. We will be testing materials to investigate why certain materials are used for certain products. Our enquiry question is ‘**Can a bus be made of fabric?**’

In **RE**, we are learning about Sikhism and how this is similar and different to our own religions and what it means to belong to Sikhism. We will be comparing this to what we have already learned about Christianity and regularly re-cap this learning to ensure the children so not forget how Christians show they belong and how and why Christians celebrate Christmas.

### Key facts we are learning this term:

#### English

We are focusing on using interesting adjectives in our writing and by joining phrases using ‘and’. We are still working on using our capital letters, full stops and finger spaces as well as learning about how to use exclamation marks. We are using our phonics to help us write the sounds we hear.

#### Maths

We are still focusing on the formation of our numbers. Some of us are working on reading and writing numbers to 20, others of us are learning out numbers to 50. By the end of Y1, all children should be able to read and write numbers to 100.

### KEY TEACHERS IN THE YEAR GROUP

#### 1A– Mrs Ali

Phonics Reading Leader and Y1 Year Leader

#### 1R- Mrs Rahman

#### 1M- Mrs Mahmood

#### 1S- Ms Sawada—ECT

**Support assistants:** Mrs Shamji, Mrs Islam, Ms Khatun and Mrs Chowdhury

**Pastoral worker:** Mrs Bahal

### PUPIL COMMENTS:

“That’s me! (pointing to a religious symbol) I am Sikh!” Nishan – 1M

“Oh wow the truck saved the bus!” Andrei – 1S

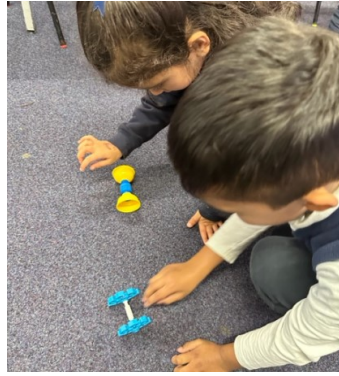
“I can’t wait to find out how a robot moves.” Kamila – 1R

“I loved going to Barking road — so much transport” Ayaan – 1A

## LOOK AT SOME OF OUR WORK ALREADY:



Creating a tally of all the different modes of transport we could see in Geography.



Exploring wheels and axels for DT.



We are using our senses to write about imaginary settings in English .



Exploring different materials in our classrooms for science.



Using bee-bots to learn about robots for computing..

## HOW CAN PARENTS SUPPORT AT HOME?

To help your child at home please ensure that they are read to or have read a book everyday. This is vital for their learning and progress.

**You are sent home 3 reading books each week:**

- 1 free choice book for you to read to your child
- 1 book roughly matched to their own reading level
- 1 RWI phonics Book Bag Book that is their exact phonic reading level

Weekly home-learning expectation:

- reading daily and sign their reading record
- completing 3 mental arithmetic questions in your orange book
- learning your weekly spellings for a test every Friday
- completing the MyMaths work.

Additional activities:

**You** can also practise their timetables on TTRockstars or use Numbots to improve their maths skills.

Loggin onto Bug Club to develop reading and comprehension skills

## Contact



**us...**

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info@centralpark.newham.sch.uk

Should you wish to contact Mr Williams or Mr Taylor or please contact Mrs Williams via the school office and she will arrange an appointment.

## Learning now for future success.

Last term we saw children settling in really well into their New Year groups and working hard to continue their learning journeys. We continue to work with pupils to ensure there are no gaps in their learning. Where any gaps are identified or where we feel pupils are not secure in their knowledge we ensure things are put in place to address this immediately. We constantly ask children about what they have learnt so we can check how much they have learnt and most importantly remembered. This is about children learning more and remembering more.

## WEBSITE & MOBILE APP:

Do check the school website & our school mobile app regularly. We are continually updating it with information for parents and classes current work. We are working towards being paperless so it is important that you know where to receive updates.

[www.centralpark.newham.sch.uk](http://www.centralpark.newham.sch.uk)

