

Acorn Curricular Letter

Spring 1 2025

If you go down to the woods...



Dear Parents and Guardians,

Welcome back! I hope you have all had a relaxing and enjoyable Christmas break, and may I wish you a very Happy New Year.

After all the excitement of the Christmas activities, it is good to return to our familiar routines! I am sure everyone who watched the Christmas performance will agree that the children were little stars and a real credit to the school. Both staff and children are looking forward to what promises to be a busy and exciting Spring half term. This curriculum newsletter will outline the units and areas of learning being covered during this time. All the children in Acorn Class will be learning the same topics, while working towards the specific year group expectations for Reception, Year 1 and Year 2. Our topic this half term is called "*If you go down to the woods*", and many of our activities will be linked to this theme.

Reading books should be sent into school each day. Children will be given the opportunity to change their books regularly, and we aim to read with them several times a week. We strongly encourage children to read at home daily, as this has a significant impact on their progress and confidence.

Children are encouraged to bring a drinks bottle to school each day, **filled with water**. Please note that school policy is water only, in line with Change for Life initiatives.

Packed lunches should be brought in either a disposable carrier bag or a small lunch bag or box that can be easily cleaned.

All PE kits and items of school uniform must be clearly **labelled** so that any lost items can be returned to you promptly.

Thank you once again for your continued support. The relationship between school, parent and child has never been more important, and by continuing to work together we can ensure that every child has an exciting, enjoyable, and memorable half term. If you need any support, assistance, or guidance, please do not hesitate to send me a message via Class Dojo or come see me at the door.

Many thanks,
Siobhan Mackenzie

Days to Remember

Monday

Books
changed

PE with CSSP

Tuesday

Wednesday

Miss Keeling
Teaching

PE with Mrs
Fenton

Thursday

Friday

Forest Friday

TOPIC

In History they will be challenged 'Has there always been a school on Mossy Lea?' and thinking about changes in living memory. We will investigate living things and their environment as we ask 'Would a mouse eat a bear?'. In this unit children will learn about a variety of habitats and the plants and animals that live there. They'll learn the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them. This unit allows children to research a range of global habitats and how the living are suited to their environments, and also provides an introduction to the idea of dependency between plant and animal species. As with the start of all our topics, we will discuss it with the children to find out what they already know and what they want to find out. Please take some time to talk to your children about the topics, read books and stories, watch programmes and think of some questions they can explore in class.

MATHS

Year 1 will begin the half term with a unit on **Place Value (within 50)** - representing numbers to 50, one more and one less and comparing numbers within 50. We will explore units of measurements on **Mass** and **Capacity**. We will recap our work on **Money** from last half term and then finish with two units on **Multiplication and Division**.

Year 2 will begin the half term with a unit on **Place Value** (up to 100) - including rounding to the nearest 10. We will then have smaller units of **Mass** and **Geometry**. We will finish with two units on **Addition and Subtraction** and then **Multiplication and Division**.

LITERACY

Writing

Our first literacy unit is Fairy Tales with a Twist. During this topic we will read, enjoy and analyse a whole range of traditional fairy tales and fairy tales with a twist. We will answer questions, give opinions about the stories, discuss the characters thoughts and feelings and make predictions. Acorns will then use subordination for time and explore adding suffixes to words to create adjectives. We will continue to practise using full stops and capital letters and extend our sentences using and, but, so, or, because.

Reading

Acorn class will continue to develop their reading skills in English and Guided Reading. This will include word reading and understanding the text. To consolidate and develop your child's reading it is important that they read and discuss books on a regular basis at home. Discuss the vocabulary with them. For example, a story mentions a 'little old lady' and the line 'titchy and teeny house', ask your child 'can you find me two words which mean small?' **Children should continue to read aloud to an adult as much as possible.** In Year 1, the books are closely linked to their phonics learning. From Year 2, they should focus on reading for meaning - questions such as 'What do you think . . . will do next?' 'What could happen here?' 'Why is . . . behaving like that?' will help children to develop their higher order reading skills. **Please send in Reading books and records every day.**

Homework

Following your feedback, we have made some changes to the homework menu to make it simpler to follow, with fewer tasks overall and a balance of online and practical activities.

The 'Main Course' is to be completed weekly and includes:

- Reading three times a week
- Completing the spelling sheet
- Learning spelling words for the weekly test

Practising times tables on Times Table Rockstars (Oak Class) or Numbots (Acorn Class)

In addition, children should choose at least one activity from the 'Starter' and one from the 'Dessert', to be completed by the homework hand-in date.

Homework can be uploaded to Seesaw, completed in the homework book, or a combination of both — whichever works best for you and your child.

The children have been introduced to the new menu and understand how it works, as well as the expectations. While homework is not statutory for primary-aged children and no consequences will be issued if it is not completed, we do strongly encourage participation. Homework helps to reinforce learning, build independence and responsibility, and develop positive habits that support progress in the classroom.

To celebrate effort, raffle tickets will be issued for each piece of homework completed, with prizes drawn regularly as a reward for engagement and perseverance.

Thank you again for your ongoing support. Please do not hesitate to get in touch if you have any questions.

Monday, 9th February

Many parents ask if they can help with activities and projects such as this and the answer is most definitely a resounding 'yes'! There is nothing more motivating for a child than an interested adult. The Homework menu has been sent home.

Acom Spring 1

If you go down to the woods - History Driver

English	Maths Red Rose Maths			Science	History
<p>What if the big bad wolf wasn't really bad?</p> <p>Traditional tales with a twist</p> <p>How do we tell others what happened here in the past?</p> <p>Non chronological report on the local area</p>	<p>Reception</p> <p>Week 1 – Counting, comparing and ordering</p> <p>Week 2 & 3 – Numbers to 20</p> <p>Week 4 – Measures (length, mass and capacity)</p> <p>Week 5 – Money</p> <p>Week 6 – Shape, sorting and patterns</p>	<p>Year 1</p> <p>Unit 10 Place Value</p> <p>Unit 11 Mass</p> <p>Unit 12 2-D and 3-D Shape</p> <p>Unit 13 Counting and Money</p> <p>Unit 14 Multiplication</p> <p>Unit 15 Division</p>	<p>Year 2</p> <p>Unit 11 Place Value</p> <p>Unit 12 Mass and Volume and Capacity</p> <p>Unit 13 Addition and Subtraction</p> <p>Unit 14 Money</p> <p>Unit 15 Multiplication and Division</p>	<p>Would a mouse eat a bear?</p> <p>Topic: Living things and their habitats</p> <ol style="list-style-type: none"> Can I explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes? Can I identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants? Can I identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats? Can I identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, by researching habitats and the animals that live in them? Can I identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other by considering the adaptations of animals, and how living things in a habitat depend on each other? 	<p>Has there always been a school on Mossy Lea Road?</p> <p>Topic: Local Study</p> <ol style="list-style-type: none"> Has there always been a school on Mossy Lea Road? How has popular music changed over the last 60 years? How has popular music changed over the last 60 years? How has food changed in the last 60 years? How has globalisation changed the food and drink that we eat?
<p>Art</p>	<p>RE Lancashire Agreed Syllabus</p>		<p>Music</p>	<p>PSHE Coram Life Education Year 1 (Personalised for YR/Y2 where necessary)</p>	<p>Computing</p>
<p>Are hills easy to paint?</p> <p>Topic: Local modern artist – country side focus- Zak Last</p>	<p>How might beliefs about creation affect the way people treat the world?</p> <p>Religion: Islam</p> <p>God as creator, care for the planet.</p>		<p>Lancashire Music Service</p> <p>PE (Chorley SSP)</p> <p>What makes a good performance?</p> <p>Topic: Dance – Country dancing</p>	<p>Who can help me?</p> <p>Topic: Keeping safe</p> <p>Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey</p>	<p>Will a computer do everything I tell it?</p> <p>Topic: Coding</p>