

Little Hadham Primary School



Little Hadham
Primary School
'Believing and Achieving'

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Headteacher : Ms S Connolly

School Year
2024 - 2025

Beech Class Beech Class

Summer Term 2025

Dear Parents,

Welcome back everyone - we hope you all had a lovely Easter break.

In **English** lessons focusing on poetry, the children will submerge themselves in the enchanting world of verse through the key text "Poems from a Green Blue Planet." They'll explore various poetic devices such as noun phrases, onomatopoeia words, and the use of present and past tense, enabling them to craft their own poems for different purposes. Additionally, they'll learn to use simple conjunctions to connect phrases and clauses, enhancing the flow and coherence of their writing. Through activities like book talks and proofreading, they'll develop a deeper appreciation for the nuances of language and the power of expression through poetry. In parallel, with "An Engineer Like Me" as their instructional writing focus, they'll dive into the world of procedural writing. They'll learn to use adverbials of time and narrative style effectively while editing their work for clarity and presentation. By mastering imperative verbs, prepositions, and understanding how language, structure, and presentation contribute to meaning, your children will hone their writing skills and develop a keen eye for detail and creativity in their English studies.

In **Maths** year 1's will be: understanding multiplication and division (grouping and sharing); fractions (finding halves and quarters of shapes); using positional language such as left, right, forwards, backwards, above and below; understanding numbers up to 100; understanding money (using notes and coins); and learning to tell the time (to the hour and half past).

The year 2's will be: practising their fractions (recognising halves and quarters and counting in fractions); exploring time (knowing how many minutes and hours in a day, and telling the time to 5 minutes); looking at a range of gathering data (tally charts, block diagrams and pictograms); and using positional language (half turns and quarter turns).

Geography – How is the North of Brazil Different from the South East of England? (First Half Term)

In Geography, children will explore the key question: "How is the North of Brazil different from the South East of England?" They will investigate the differences in climate, landscapes, and ways of life between these two distinct regions. Through this, children will gain an understanding of how geography influences human activities and the environment. In Year 1, children will begin by locating Brazil and England on a world map, recognising that these countries are situated in different parts of the world. They will then compare basic physical features, such as the tropical rainforests of Brazil and the hills and fields of England, using simple geographical vocabulary like rainforest, river, hot, cold, and map to describe their observations. In Year 2, children will explore the contrasting climates in more detail, comparing the hot and humid conditions of the North of Brazil with the milder, temperate climate of the South East of England. They will also examine how these climate differences impact human life, such as the types of houses people build, the clothes they wear, and the activities they engage in, like farming in England versus fishing in the Amazon. The use of maps and atlases will help children identify key geographical features, such as the Amazon River in Brazil and the Thames River in England, and understand how distance and location influence both climate and lifestyle.

History – Great Explorers (After Half Term)

After half term, the History focus will shift to the theme of Great Explorers. Children will explore the journeys of explorers like Christopher Columbus, Neil Armstrong, and Percy Fawcett, who pushed the boundaries of human knowledge by discovering new lands, reaching new frontiers, and uncovering the unknown. The key question for this unit is: "How did explorers like Christopher Columbus, Neil Armstrong, and Percy Fawcett change our understanding of the world?" In Year 1, children will recognise the significance of these explorers and their journeys, understanding that they travelled to places no one from their countries had been before, helping to expand people's knowledge of the world. They will begin to use historical vocabulary such as explorer, discovery, journey, and new places to describe the achievements of these figures. In Year 2, children will dive deeper into the specific contributions of each explorer. They will learn about Columbus discovering the Americas, Armstrong becoming the first person to walk on the Moon, and Fawcett's explorations in the Amazon. The children will also compare the challenges these explorers faced, understanding the risks they took and the tools they used to achieve their goals. Finally, they will connect these explorations to the broader impact they had on knowledge, geography, space exploration, and the understanding of different cultures, which continues to shape how we view the world today.

Science – Everyday Materials (Year 1)

This half term, children will explore the fascinating world of everyday materials, learning to identify and name common materials such as wood, metal, plastic, fabric, and paper. They will observe and classify these materials based on their properties, such as being hard, soft, flexible, or rigid. Through simple experiments, children will investigate the properties of materials, such as testing which ones are waterproof or can be bent or stretched. This will help them understand how the unique properties of materials make them suitable for specific uses, like using plastic for waterproof items or fabric for clothing. Children will also sort and group materials based on characteristics like texture, flexibility, or transparency, developing skills in classification. They will explore why certain materials are chosen for specific tasks, such as glass for windows or wood for furniture, and recognise the relationship between material properties and their practical applications.

Science – Plants (Year 2)

In Year 2 children will focus on the world of plants. They will explore and describe the lifecycle of a plant, from seed to seedling, to mature plant, flowering, and seed production. This will help them understand how plants grow and reproduce over time. Children will investigate how plants grow in different environments, such as gardens, forests, or ponds, and recognise how these habitats affect plant growth. They will also explore the functions of different plant parts, such as how leaves help in photosynthesis, how roots absorb water, and how stems support the plant. Through simple experiments, children will test how different conditions, like light, water, or soil types, affect plant growth. This hands-on approach will help them develop scientific inquiry skills, such as making observations, recording data, and drawing conclusions about plant growth.

In **PSHE**, in the topic "Being My Best," your children will focus on personal development and social skills. They'll learn about self-awareness, emotions, and how to express themselves positively. Through engaging activities and discussions, they'll explore concepts like kindness, empathy, and cooperation, laying the foundation for healthy relationships and self-confidence.

In "Growing and Changing," your children will discover the wonders of growth and development, both in themselves and in living things around them. They'll learn about life cycles, including those of plants and animals, and explore concepts such as aging and physical changes. Through hands-on experiences and observations, they'll gain a deeper understanding of the natural world and the processes of growth and change. These topics will not only enrich their knowledge but also foster a sense of curiosity and appreciation for the journey of life.

In **RE**, the children In Year 1, will look at the rich traditions of Judaism, focusing on key aspects such as Shabbat, Rosh Hashanah, Yom Kippur, and Chanukah. They'll explore the significance of Shabbat to Jewish children, learning about the special rituals and foods associated with this sacred day. Through discussions and activities, they'll understand the importance of behaviour in connection with their faith. Additionally, they'll investigate the significance of Rosh Hashanah, Yom Kippur, and Chanukah, recognising symbols and traditions associated with these celebrations. They'll explore how Jewish children might feel about participating in these activities and how it impacts their relationship with God. In Year 2, they'll delve deeper into the special relationship Jews have with God, exploring stories of Abraham and Moses and their significance to Jewish faith today. They'll learn about the importance of agreements and keeping promises, and they'll analyse specific rituals and practices that demonstrate the unique bond between Jews and God. Through these lessons, your children will gain a deeper understanding and appreciation of Judaism and its central beliefs and traditions.

In **Computing**, we will be extending their knowledge and skills with the programme Scratch Jr and will be coding a game. We will also be using PowerPoint software and develop our keyboard skills.

In **Music**, the children will start by identifying environmental sounds and moving to music, followed by experimenting with homemade instruments and imaginative games in. They'll delve into rhythmic expression through body percussion and instrument accompaniment while learning a song called "Sally go round the sun." Subsequent lessons will see them singing, dancing, and creating their own verses, using kitchen items as percussion instruments in "Teatime shout," and honing their listening skills by identifying environmental sounds in "When I go to bed." They will also learn to add depth to performances with sound interludes and explore a range of musical accompaniments, including tapping, shaking, and scraping, culminating in directing a

performance of "From sunrise to sunset." These activities not only foster musical skills but also nurture creativity, listening abilities, and physical expression in your child.

Art - Van Gogh Colour Work (Year 1)

In Year 1, children will explore the vibrant world of Vincent van Gogh, focusing on his bold use of colour and expressive brushstrokes. One of his most famous works, *Sunflowers*, serves as an excellent example of how vibrant colours and dynamic textures can bring a subject to life.

Through examining Van Gogh's techniques, children will learn how to incorporate similar techniques into their own artwork. The key question for this unit is: How can we use Van Gogh's colour techniques to create our own artwork inspired by sunflowers?

Children will begin by learning about Van Gogh's use of bright, bold colours and thick, expressive brushstrokes. They will observe how he uses colour to create texture and movement in his sunflower paintings. Using basic colours and brushes, children will create their own simple sunflower painting, mimicking Van Gogh's style with a focus on bright yellows and greens. They will also experiment with short, expressive brushstrokes to create texture in their artwork. Throughout the unit, children will explore how applying paint in thick layers can create texture, similar to Van Gogh's technique, and discover how different colours and brushstrokes convey the lively, vibrant feel of sunflowers.

In Year 2, children will focus on the abstract work of Piet Mondrian, known for his use of geometric shapes, primary colours, and bold lines. Mondrian's artwork often features a grid-like structure with clear horizontal and vertical lines, which create a sense of order and balance.

The key question for this unit is: How can we use Mondrian's techniques with lines, shapes, and texture to create our own artwork?

Children will start by creating more detailed artwork inspired by Mondrian's techniques, using a grid structure with horizontal and vertical lines. They will incorporate geometric shapes and primary colours—red, blue, and yellow—into their compositions to build a harmonious and balanced design. Children will also experiment with adding texture to their artwork, exploring various materials and techniques, such as painting over textured surfaces or using different brushstrokes. This will help them understand how texture can enhance the visual interest of a grid-based design. At the end of the unit, children will assess their artwork, discussing how well it reflects Mondrian's use of lines, shapes, and colours, and reflecting on the effectiveness of their grid structure and the impact of texture on the overall composition. They will also consider how they can improve or expand their use of these elements in future projects.

On Tuesdays and Thursdays the children have P.E lessons and on Fridays they will have their forest sessions. They will also have a Philosophy for Children lesson with Connor on a Wednesday morning. Please ensure that children have their named wellies in school each day so they are ready for outdoor learning as well as Forest each week.



Please remember that regular daily reading is an essential part of home learning and really makes a difference across the curriculum.

A signature is all you need to do in your child's reading journal to show us that you have read to or heard your child read.

We will be changing reading books on Wednesdays and Fridays, but we still need to have both reading books and red diaries in school every day. Logins for TT Rockstars (Year 2's) and Winning with Numbers will be in your child's reading/homework diary.

Please be sure to label your children's clothing that they bring to school, specifically their jumpers, coats and hats. Each day we have a pile of clothing without names that we cannot seem to shift.

Please do look at our class page on the school website. Every other week we will share with you photos and information about our learning. We also post information, photos and videos onto Google Classroom so please regularly check to make sure you haven't missed anything.

We hope you find this information useful. We thank you for your help in supporting your child so they can achieve their full potential. You are welcome to pop in and speak to us if you have any questions or queries!

Yours sincerely,

Ms Goslitski and Ms Bland

