

# Learning To Succeed Together

Meet the Teacher 2026

# Vision and Values

*At Edward Pauling Primary School, every child deserves access to a broad and balanced curriculum that challenges and inspires. We are committed to building a community where every child is seen, heard, and valued.*

*We are: Kind, Resilient and Ambitious*



# Who is Who?

## Meet the Year Group Team

Mr Curtice - Seoul Class Teacher

Mr Cooper - Tokyo Class Teacher



# Year Ahead

|                       | Autumn Term                      |                                                                                                                                           | Spring Term                           |                                              | Summer Term                                                                          |                                                                                            |
|-----------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Topic Name            | Letters, Rhymes and Long Ago     | Autumn Two: Wild Worlds and Wonderful Places                                                                                              | Up, Up and Away!                      | Around the UK and Beyond                     | The Magic of Monarchs                                                                | Seas, Seeds and Sunshine                                                                   |
| Trips and Experiences | Visiting School Farm (Science) £ | Bedfont Lakes Country Park (Sand Pit)- Habitats (Science)<br><br>School Grounds: Pond and Forest<br><br>Disability Workshop (Skillz4Life) | Brooklands Museum- Flight (History) £ | Tate Modern (Romare Bearden Art Study) (Art) | Monarch Dress Up Day<br><br>Visiting History Man (Monarch) £<br><br>Windsor Castle £ | Worthing Beach, Worthing (Geography) £<br><br>Gurdwara Sri Guru Singh Sabha, Hounslow (RE) |

# Key Information

**Homework-** issued on a Friday, due back on Wednesday.

**Maths** A consolidation task that has been taught in the week.

**Spelling** Spelling rules will be taught in school but you should support your child to apply the spelling rule at home whilst learning their spellings. Spellings will be applied in a weekly dictation.

**Writing** Weekly Optional writing task

**Reading** Your child should be reading each night for at least 10-15 minutes. Books will be changed weekly. Other books should also be read at home.

**KIRF** shared half termly and should be practiced little and often so children learn the facts off by heart.

**Pottery** each term a new poem to be learnt by heart, to improve children's confidence to perform and knowledge of language.

**Library-** We will visit the school library each week on a .



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HOME ▾ OUR SCHOOL ▾ OUR LEARNING ▾ PARENTS ▾ YEAR GROUP NOT

CALENDAR

HOMEWORK

SCHOOL UNIFORM

NEWSLETTERS

LUNCH MENU

SECONDARY TRANSFER TO YEAR 7

YOUNG CARERS



On our School Website our homework expectations can be found with further information how to support at home. Homework tasks are consolidation of learning that has been taught.

Year One Homework

EDWARD PAULING  
Primary School  
learning to succeed together

Homework to be completed by: Monday 1<sup>st</sup> May

| Maths<br>Objective                                                                                                                                                                                         | Spelling<br>Objective                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| To add ones using number bonds.                                                                                                                                                                            | Step 8:<br>Words with the digraphs 'ai' and 'oi'                                                                                                        |
| Teaching video link                                                                                                                                                                                        | Example word list                                                                                                                                       |
| Multiplication and division<br>Autumn<br><a href="https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning">https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning</a> | rain, point, oil, wait,<br>train, coin, join, paid, afraid, soil<br><a href="https://www.spellingshed.com/step8">https://www.spellingshed.com/step8</a> |

Add ones using number bonds

1 Work out the additions.

a) 3 + 5

b) 13 + 5

c) 15 + 3

2 Complete the part-whole models.

a) b)

3 Work out the additions.

a) 12 + 7      b) 13 + 4

17 + 2      14 + 3

7 + 12      4 + 13

2 + 17      3 + 14

4 Which additions make 16?

14 + 2   15 + 2   10 + 6   1 + 16

3 + 13   12 + 5   11 + 5   1 + 15

5 Complete the additions.

+ 5 = 9       + 2 = 9

8 +  = 9      6 +  = 9

6 Complete the additions.

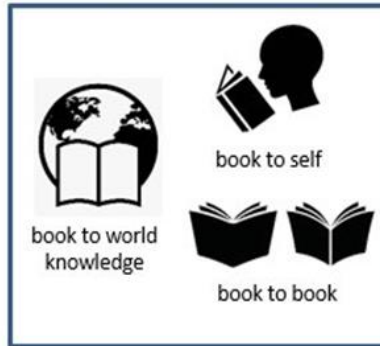
+ 5 = 19       + 2 = 19

18 +  = 19      16 +  = 19

Optional Extended Writing Homework

Imagine starting an adventure to a far away land and as soon as the plane comes through the cloud you see...

# Strategies to help us understand and enjoy reading, as we read we .....



Use our background knowledge and connect to text



Ask questions, Predict-  
*I wonder...*



Visualise



Think like a detective-  
*use inference*



Notice breakdown...



and repair it



Watch out for  
VIP words/  
phrases/ideas



...and put together

# Uniform

**PE-** Children to come to school in their PE kits on a Tuesday and Friday.

PE T-shirts now come in 4 colours. Red, blue, green and yellow. When purchasing, please make sure you choose the colour of the house that your child is in. If you are unsure of the colour, please speak to the office.

Children are not aloud to wear branded sports team kit. Please don't be offended if school contact you to come to school to change their kit if they come to school wearing a branded team top.



Children should not wear nail varnish or jewellery to school (exception of religious jewellery)





**Uniform can be purchased from the school**

Our school uniform is a white buttoned long/short sleeve shirt with a school tie, plain black, charcoal grey or navy blue knee length uniform skirt or plain black, charcoal grey or navy blue classic uniform style, tailored straight-cut trousers.



**Book bags-** Your child should bring their book bag, reading records and reading books each day.

Readings records are checked weekly by the teacher and will be signed.

Home reading should be recorded in your child's reading record.

**Water Bottles-** To ensure that the children stay hydrated throughout the day they should bring a named water bottle filled with water, not a juice drink.



We are a Nut-Free school. The school aims to protect children who have allergies to nuts yet also help them, as they grow up, to take responsibility as to what foods they can eat and to be aware of where they may be put at risk. **We do not allow nuts or nut products in school lunch boxes or as a healthy snack.**

Nut-Free means that the following items should not be brought into school:

- Packs of nuts
- Peanut butter or Nutella sandwiches
- Fruit and cereal bars that contain nuts
- Chocolate bars or sweets that contain nuts
- Sesame seed rolls (children allergic to nuts may also have a severe reaction to sesame)
- Cakes made with nuts
- Any home cooked meals for packed lunches that are made from nuts



## Letters, Rhymes and Long Ago

**Year 2 and Seoul & Tokyo**

**Autumn One Term 2026**



### Key Areas of Learning

As historians, the children will explore the question, "How was school different in the past?" They will compare their own experiences of school today with what school was like for children in the past, exploring areas such as classrooms, lessons, equipment, playground games and school rules. Children will investigate a range of historical sources, including photographs, objects and written accounts, to look for clues about the past. They will identify similarities and differences between schools then and now and discover aspects of school life that have remained the same over time.

As scientists, the children will explore animals, including humans, with a focus on life cycles and how living things grow and change over time. They will learn that animals have offspring that grow into adults—for example, a chick grows into a chicken, a tadpole develops into a frog, and a baby grows into an adult. To bring their learning to life, the children will also enjoy a visit from a farm, giving them the exciting opportunity to see and interact with animals first-hand. This practical experience will allow children to make observations, ask questions and identify the different stages of animals' lives. Through hands-on experiences, discussions and classroom activities, children will develop their scientific vocabulary and understanding of how animals grow and change.

#### English

As readers, the children will develop a range of comprehension strategies to help them become confident and thoughtful readers. They will learn how to make connections with a text, make predictions about what might happen next, visualise what they are reading, identify important words and phrases, and recognise when their understanding has broken down so they can use strategies to clarify meaning.

As writers, the children will be exploring 'The Jolly Postman and Poems to Perform', with a focus on letters, storytelling and poetry. Throughout the unit, they will develop their writing skills through a range of engaging activities, including recounting their holidays, describing settings, writing persuasive letters and posters, creating narratives and birthday cards, and composing their own poems. These activities will support children in developing their vocabulary, creativity and confidence in writing for different purposes and audiences.

#### Maths

As mathematicians, the children will explore numbers up to 100, learning to count, compare and order numbers, as well as developing their understanding of tens and ones (for example, knowing that 47 is made up of 4 tens and 7 ones). They will then learn to add and subtract two-digit numbers, such as  $34 + 25$  or  $67 - 23$ , before applying these skills to everyday word problems, such as finding how many objects there are altogether or how many are left.

Children will explore these concepts through a range of practical, hands-on activities using concrete resources, before progressing to pictures, diagrams and more abstract mathematical thinking. This approach will help children build a secure understanding of key concepts and develop their reasoning and problem-solving skills.

#### Computing

In Computing, the children will become Route Explorers, using simple instructions and directions to plan and follow routes. They will then explore the Internet, learning how it is used to find and share information while developing an understanding of how to use it safely.

#### Art and DT

As artists and designers, the children will explore tone and texture, using different pencil techniques to create detailed observational drawings. In D.T., they will investigate how pivots, levers and linkages create movement before designing, making and testing their own moving monster with mechanical parts.

#### PSHE

**Jigsaw Puzzle Piece: Being Me in My World**

We are learning to explore feelings linked to rewards and pride, reflect on our choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, we will understand our role in creating a positive, respectful and safe school community.

#### Religion and World Views

We are learning why we give thanks and how people express gratitude in different ways. They will learn about offerings and puja, explore religious artefacts and traditions, and create their own song lyrics to express thanks.

#### PE

In Physical Education, the children will develop their fundamental movement skills through a range of fun, active games and challenges. They will focus particularly on sending and receiving, practising skills such as throwing, catching, rolling and kicking with increasing accuracy and control. Children will also develop important physical skills including balance, coordination, agility and movement, while learning how to work safely and cooperatively with others.

#### Music

As musicians, the children will develop rhythm and pulse through chanting, call-and-response activities and percussion, creating and copying rhythmic patterns while building their confidence and performance skills.

#### Experiences

Visiting school farm workshop

#### Whole School Events and Themes

14/09/26- 3.30pm Yr-6 Year ahead Meetings  
WB 14/09/26- Homework Starts  
25/09/26- European Day of Languages  
WB 28/09/26- School council- MacMillan Coffee Morning  
20/10/26- PTA School Disco  
Autumn Clubs Start- WB 14/09- Ends- WB 07/12

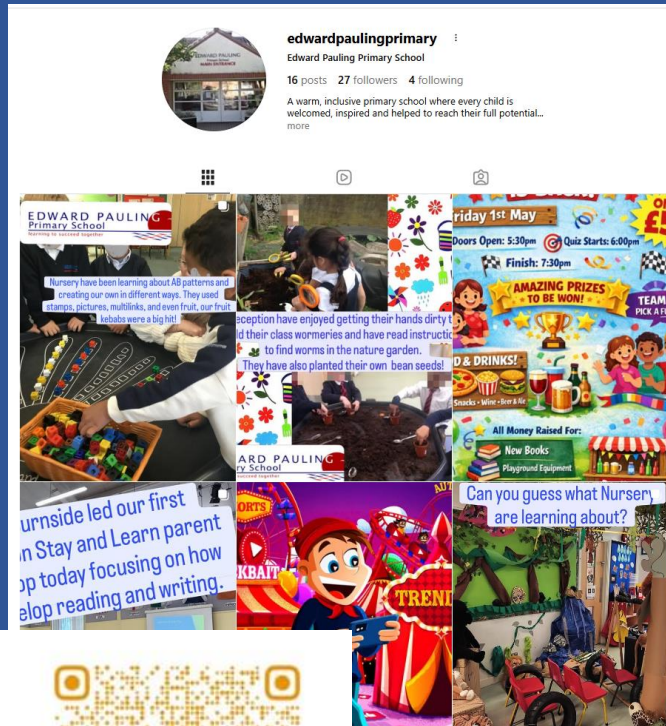
# How can you support at home?

1. Timetables : 2, 5 and 10.
2. Read with your child everyday - other books as well as GR books please.
3. Support written tasks
4. Take your child out to libraries, museums, and visit London/other UK attractions.



# Stay in touch

## Instagram



## Facebook



<https://www.facebook.com/profile.php?id=61581992191099#>

## School Website



[www.edwardpauling.hounslow.sch.uk](http://www.edwardpauling.hounslow.sch.uk)