

IMPORTANT INFORMATION

Reading record: Please ensure these are signed daily.

Attendance:

Good attendance is vital for your children's progress. We **do not** authorise time out for holidays in term time. Leave will only be granted in **exceptional circumstances**. Such requests should be submitted in writing to Mrs O'Reilly.

Procedure to report an absence

1. On the first morning of absence please contact the school and explain why your child will not be attending school. Should you not do this, the school will contact you in line with "First Response" procedures.
2. On your child's return to school please send in a WRITTEN explanation of their absence. Should this not be received, your child's absence will be recorded as unauthorized- regardless of any telephone calls. The school will follow up all unexplained absences and in line with Borough procedures, these will be discussed with the Educational Social Worker.

Collecting children: If your child is going to be collected from school by somebody different, please ensure you inform us.

Punctuality: Arriving at school on time is important, Being 5-10 minutes late can mean the child misses the introduction to a lesson, and disrupts the rest of the class. The children are welcome to enter class from 8:40 am.

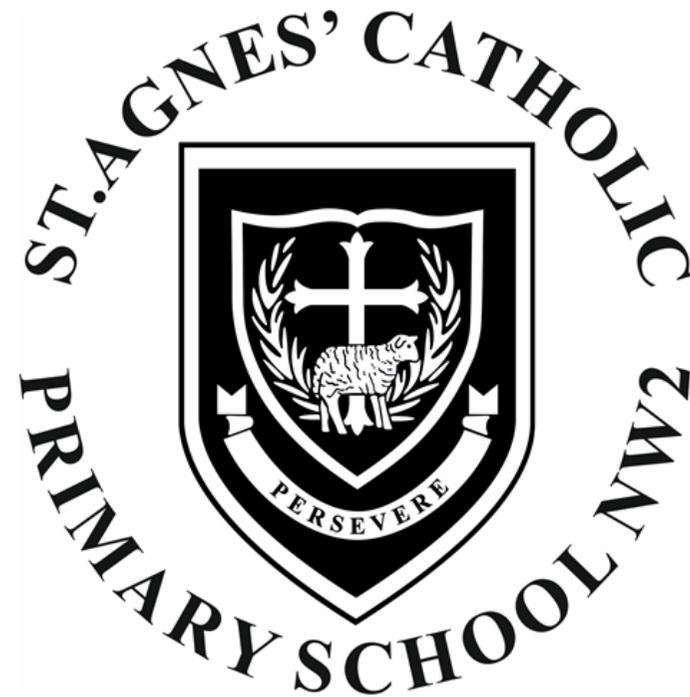
Uniform:

For health and safety reasons no jewellery, except watches and ear studs, are allowed. Children must **not** wear looped earrings. Only plain black /white trainers are permitted. Hats and scarves should be green, shoes should be black and school coats should be worn. Hair clips should be green, white or black.

As it is difficult establishing ownership of uniform, please ensure that all school coats, jumpers and PE kits are clearly marked with your child's name and class.

Your co-operation is very much appreciated.

Curriculum Information



The family of St Agnes loves, learns and grows together as followers of Jesus.

Year 1

Autumn 2 2021

RELIGIOUS EDUCATION- From Advent to Christmas

Learning about our Catholic Faith:

Pupils will learn about the promise God made to Mary through the angel Gabriel and how Elizabeth and Mary put their trust in God when the angel appeared to them. They will learn that God fulfilled his promise to Mary when Jesus, the Son of God was born. Children will learn about the Gospel of Luke and how Jesus' birth is recorded.

The children will have the chance to:

- Deepen our awareness of God 's love for us and know that he asks us to trust in him and reflect on the importance of keeping promises.
 - Make our own Advent promises and discuss how we will keep these.
- Reflect on how Mary and Joseph placed all their trust in God and experience a celebration of the Nativity.

Activities to try at home:

You are the first educator of your child in faith. Your child's learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs. This resource teaches the practices of Advent and Christmas. Your children will be asked to think about their own birth and how you prepare for the birth of Jesus. Talk to them about what you do: do your rituals and customs reflect your cultural background?

Prayer throughout Advent: God of hope, who brought love into this world, be the love that dwells between us. God of hope, who brought peace into this world, be the peace that dwells between us. God of hope, who brought joy into this world, be the joy that dwells between us. God of hope, the rock we stand upon, be the centre, the focus of our lives always, and particularly this Advent time



PE

Year 1	Dance
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PE Days:

Class	Days
All of Year One	Wednesday (All For Sports)
Yr 1D	Friday (Class PE)
Yr 1Q	Tuesday (Class PE)

Home work Timetable:

Day set:	Due:	Year 1
Monday	Monday	Talk homework Topic/RE (On google classroom)
Wednesday	Tuesday	English and Maths homework

Additional home learning ideas:

- Visit your local library to look for stories about the weather. Which is your favourite?
- Collect rainwater in a container, how much can you collect in a week?
- Go on a walk taking photographs of signs of the seasons such as buds, new leaves or leaves falling from the trees.
- Make a mini-book containing pictures of yourself wearing outfits suitable for each season or weather type.
- Learn how to spell weather words such as rain, wind, snow, sun, storm, wet, dry, hot, cold, thunder, lightning and puddle

Science: As **Scientists** explore clothing needed for different seasons. Use sponges and water to explore clouds and rain showers and begin to understand the water cycle. Make shadows and explore how they move throughout the day. Explore the effects of the sun (light & temperature). Use thermometers to record temperature over the course of a week and record these in a chart.

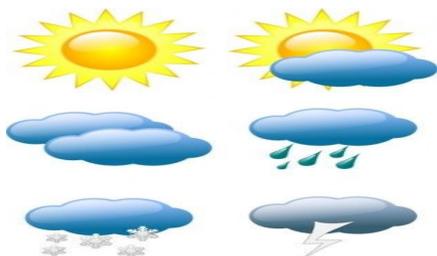
Geography: As **Geographers** we will watch weather reports and make simple weather symbols to place on a map of the UK. Watch videos of extreme weather and identify the seasons. Discuss the consequences of the weather and how it would feel to be in these weather conditions. Use aerial images to spot recognisable features such as trees, roads, rivers etc.

History: As **historians** we will listen to the story of Sir Francis Beaufort and observe examples of wind speeds.

Art: As **Artists** we will look at paintings of different weather and paint impressions of the weather outside. Look at artist Berndnaut Smilde's moving cloud installation and consider how he made them. Make 'season trees' using a range of materials.

PSHE- As **emotional healthy people** we will learn to explain our choices and why we make them. We will look at how we grow and change as well as explore how to care for a baby. We will learn some major internal body parts (heart, lungs, blood, stomach, intestines and brain.)

Music– As **rhythm makers**. Children to learn songs for their Christmas plays. Simple rhythm patterns will be introduced in 4/4 time.



Our topic this half term is...

Splendid Skies



Imagine floating high above land and sea on a bed of clouds, silently sweeping by on a billowing breeze.

Back down to earth, let's take a walk outdoors. But what should we wear? Wellington boots? A Sun hat? Maybe warm boots? How do we know what the weather will be like today?

Read and write poems and postcards... and, if you don't like today's weather report, why not write your own?

Look at a fallen leaf. Up, Up and away it goes, high in the sky and over the rainbow. How far will the wind blow it? Where will it land and who will find it?

What weather do you prefer? Sunshine, snow, storms or showers? Get your wellingtons on—let's go!

ENGLISH:

As **effective communicators** we will participate in circle time where we will discuss our opinions on characters from books. We will take part in role play of significant scenes and discussions about the feelings of characters. We will become weather reporters.

As **Readers** we will participate in discussions and make predictions about our core books 'Lila and the Rain.' and 'A Necklace of Raindrops.' We will analyse characters feelings and draw inferences from pictures and parts of the text.

As **Writers** we will explore different points of view when writing in role of main character from our core books. We will learn new vocabulary that we can use to make our writing more interesting and focus on the use of conjunctions to extend our sentences. We will study non-fiction reports about the weather when learning about the different seasons.

Reading book changing day:

Each week, children receive four new reading books, when their previous books have been read. Please ensure you reading records are signed daily after reading with your child. In addition, children will choose a book to share at home which will be changed every Friday.



MATHEMATICS:

Year 1	
Fact families- addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds Addition- adding together Addition- adding more Finding a part	Number and place value (within 10) Addition
Subtraction- taking away, how many left, crossing out Subtraction- taking away, how many left, introducing the subtraction symbol Subtraction- finding a part, breaking apart Fact families- the 8 facts Subtraction- counting back	Subtraction
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as $9 = 7 + ?$	Number and place value (NPV)
Count forwards and backwards and write 1-20 in numerals and words Numbers from 11-20 Tens and Ones Count one more and one less Compare groups of objects Compare numbers	Number and place value (within 20)
Recognise and name 2D shapes Sort 2D shapes Recognise and name 3D shapes Sort 3D shapes	Geometry