

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 telephone the school office 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 with a note or phone call if a last minute arrangement.

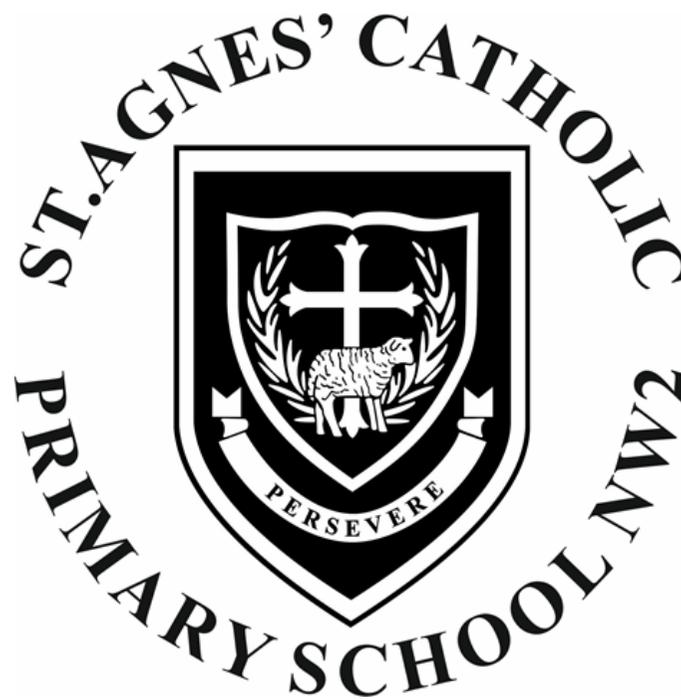
Punctuality: Arriving at school on time is important, Being 5-10 minutes late can mean the child misses the introduction to a lesson, and disrupts the rest of the class. The children are welcome to enter class from 9:05am for registration.

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 outdoor coats should be green. 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 Booklet



Year 1

Spring 2

Religious Education—From Lent to Easter.

The goal of every Christian should be to leave Lent a stronger and ‘better’ person than when they entered. The Catechism of the Catholic Church states, “The seasons and days of penance in the course of the liturgical year are intense moments of the Church’s penitential practice. These times are particularly appropriate for spiritual exercises, penitential liturgies and pilgrimages as signs of penance, voluntary self-denial such as fasting and almsgiving, and fraternal sharing (charitable and missionary works)” (CCC 1438). By the end of this unit children will have gained a sense of reflection and prayer. As well as an openness to the presence of God in the Eucharist and a willingness to be part of Lent and Easter celebrations.

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. Adopt some Lenten practices at home this Lent: Pray; given alms (give to charity) and give ups something. As a family decide to give up a negative attitude or behaviour this Lent such as being critical, thoughtless, nagging or avoiding responsibilities.

Pray together as a family:

Lord,

As we begin (continue) this journey with you to Easter, help us to remember to stay close to you in what we do, and what we think, and what we say. Make us mindful of those around us, particularly those who suffer, and help us to give generously of our time our thoughtfulness and our gifts, this Lent. We ask this prayer through
Christ our Lord, Amen

PE

Year 1	Ball Skills
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Class	Days
Yr 1Q	Tuesday (class PE)
Yr 1Q/ 1D	Wednesday (AFS children come dressed in PE kit)
Yr 1D	Friday (Class PE)

Homework

Day set:	Due:	KS1
Monday	Wednesday	Talk/topic/RE homework
Wednesday	Monday/ Tuesday	English and Maths homework/ handwriting practice
Friday	Tuesday	Spellings/sound books and words Spellings test and ‘Big Maths’ on Friday.

Additional home learning ideas:

Look out onto your street, explore your garden and take a walk in your neighbourhood to look for animals. Record the animals that you see in a table. Use the data you have collected to find out which type of animal was the most and least common.

Choose a pet that you would like to investigate. Research how to look after the pet. Record your findings, including what pet you have chosen, what it eats, where it should live and any special things this pet needs .

Read *Don’t Let Them Disappear: 12 Endangered Species Around the Globe* by Chelsea Clinton. You can also use information books/ internet to find out about an animal in danger of becoming extinct. Make a poster to persuade people that this animal needs saving. Include a sentence explaining why people should protect this animal. Write another sentence to explain how people can help. How will you make your poster stand out?

Computing: We will use computers and other technologies to find images of a range of zoo animals. Cut and paste our chosen pictures into appropriate software for presentation to others.

Science: As scientists we will explore food chains and adaptation to the environment. We will sort a collection of domestic model animals into groups according to the type of food they eat and using their own classification criteria. We will record our ideas with drawings and labels. We will look at some familiar animal species such as spiders or dogs. Talk about the similarities and differences between animals of the same species, comparing their sizes, colouring, patterns and features.

Art: As Artists we will create animal print collages . We will use a range of different drawing materials to create different zoo animals. Draw the animal's shape and outline, capturing recognisable features such as ears, tails, teeth and paws. Explain what they have drawn to an adult, identifying the animal's special features.

Geography: We will look at big cat habitats around the world, locating them on a world map or globe. Watch footage of big cats in the wild and talk about the kind of places they inhabit. Think about the landscapes, climate and vegetation they like and how these help them to survive. We will design our own zoo or wildlife park! Make a simple map or plan of our park or zoo showing which animals they would keep and the type of enclosures they would need. Design a simple key to identify these features.

PHSE: In PSHE we will learn about how to keep ourselves healthy. We will learn why it is important to keep clean and understand basic hygiene routines. We will also discuss how we can look after our bodies with a healthy diet.

Our topic this half term is...

Paws, Claws and Whiskers



Soft fur, sharp claws and twitching whiskers...What's your favourite animal? One that meows? One that Barks? Or maybe one that slithers and scurries?

From pets at home to animals in the zoo, let's find out what animals like to eat and where they like to sleep. Do you know how to look after a rabbit? A cat? Or even a tiger?

Find out how the elephant got his trunk and how the leopard got its spots... perhaps you know how the dog got its waggy tail? Can you make a food chain of who eats who?

ENGLISH:

As **effective communicators**, we will become tour guides and zoo keepers for our class zoos planning and rehearsing the information we need to be able to tell our visitors from the other classes.

As **Readers:** We will explore wildlife stories such as ‘The Lion inside’ and the classic ‘The Tiger that came to Tea’. Please do not read these text with you child so that we can complete prediction tasks in class. We will also be thinking about and examining the events from Sophie’s point of view. We will be reading a range of non-fiction books about different animals.

As **Writers:** We will be writing a fact files and retell the story of ‘A Tiger that came to Tea’. We will also be creating tiger care booklets and looking at Tongue Twisters; Nursery Rhymes and Poems .

Reading book changing day:

Reading books:

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 library book to share at home which will be changed every Friday.



MATHEMATICS:

Year 1	
<p>NUMBER AND PLACE VALUE (Within 50):</p> <p>Count in 2's</p> <p>Count in 5's</p>	<p>Children build on their previous knowledge of counting in multiples of 2 and go beyond 20 up to 50 They will apply previous learning of one more and one less to counting forwards and backwards in twos. For example, two more than and two less than. The 1-50 grid can be used to spot and discuss patterns that emerge when counting in 2s.</p> <p>Children build on previous learning of counting in fives to go beyond 20 and up to 50 The 1-50 grid can be used to spot and discuss patterns that emerge when counting in 5s</p>
<p>MEASUREMENT: LENGTH AND HEIGHT</p> <p>Compare lengths and heights</p> <p>Measure lengths</p> <p>Measure heights</p>	<p>Children use and understand the language of length such as long, longer, short, shorter, tall, taller. They recognise this language will change depending on what type of length they are describing and comparing. Children understand that height is a type of length.</p> <p>Children use non-standard units, such as cubes, hands and straws to measure length and height. Children recognise that longer, non-standard units are more suitable for measuring the length and height of longer/ taller objects.</p>
<p>MEASUREMENT: WEIGHT AND VOLUME</p> <p>Introduce weight and mass</p> <p>Measure Mass</p> <p>Compare Mass</p> <p>Introduce capacity and volume</p> <p>Measure capacity</p> <p>Compare capacity</p>	<p>Children are introduced to weight and mass for the first time. They may already have some understanding of heavy and light from their own experience of carrying objects. Children should begin by holding objects and describing them using vocabulary such as heavy, light, heavier than, lighter than before using the scales to check.</p> <p>Children begin by using a variety of non-standard units (e.g. cubes, bricks) to measure the mass of an object. They see that when the scale is balanced, the number of nonstandard units can be used to determine the mass.</p>