

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. However, if you require authorisation in exceptional circumstances please put your request and details in writing to Mrs O'Reilly.

Procedure to report an absence

1. On the first morning of an absence please telephone the school office and explain why your child will not be attending school. If you do not do this we will text or phone you in line with "First Response" procedures.

2. On your child's return to school please send in a WRITTEN explanation of their absence. If we do not receive this letter your child's absence will be recorded as unauthorized- regardless of any telephone calls.

The school will follow up all unexplained absences. In line with Borough procedure the Educational Welfare Officer will check up on poor attendance.

Collecting children: If your child is going to be collected from school by somebody different, please ensure you inform the school by a note or phone call if a last minute arrangement.

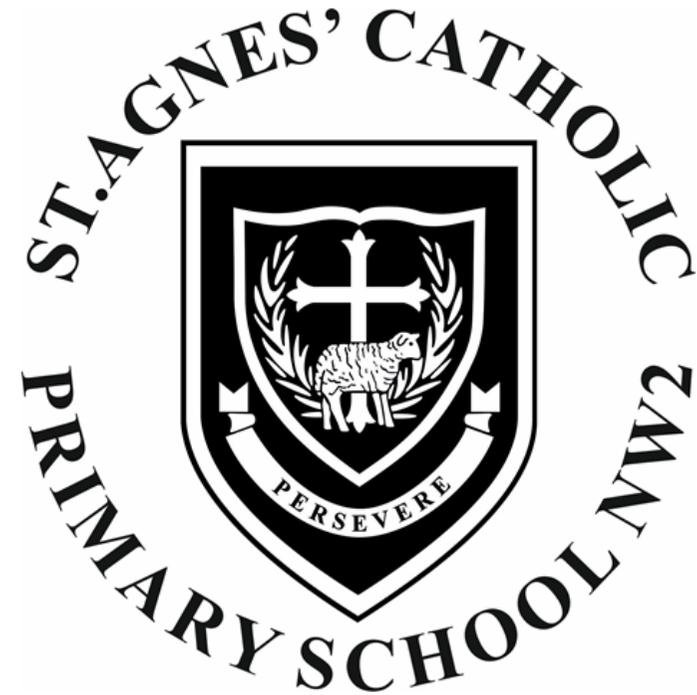
Punctuality: Arriving at school on time is important, Being 5-10 minutes late can mean the child misses the introduction to a lesson, and disrupts the rest of the class.

Uniform:

For health and safety reasons no jewellery, except watches and ear studs, is allowed. Children must not wear looped earrings. Only plain black trainers are allowed in school. Hats and scarves should be green, shoes should be black and outdoor coats should be green.

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.

Curriculum Information Booklet



Year 1

Summer 1 2022

Religious Education

As we return to school the Church is celebrating the great feast of Easter – Jesus risen from the dead. This celebration goes on until the feast of Pentecost, the birthday of the Church. At Pentecost we celebrate the outpouring of the Holy Spirit who empowers us. Christians believe that it is the Holy Spirit who gives life to the Church. The symbols of wind or breath and fire speak of this life-giving and creative energy present in everything we do, empowering us to live the life Jesus calls us to.

The children will firstly recall the events of Easter: Palm Sunday , Holy Thursday, Good Friday, Easter Saturday, Easter Sunday. They will then focus on the story of the coming of the Holy Spirit at Pentecost (Acts 2:1-4) . They will reflect upon The Holy Spirit as the Helper Jesus promised his Church and Jesus' call to 'love your neighbour as yourself'. The children will explore the roles in the communities to which they belong (e.g. children, parents, parishioners, priest, bishop, Pope) and will be able to describe how religion is lived by these people.

The children will examine how the Holy Spirit enables us to follow in the footsteps of Jesus and how we can become Pentecost People.

'Come, Holy Spirit' Fill the Hearts of your Faithful.'

At Home

You could help your children by:

- Sharing the coming of the Holy Spirit at Pentecost (Acts 2:1-4)
- Talking about how the Holy Spirit is promised to us and helps us.
- Pray together as a family.
- Attend mass weekly.
- Encourage your child to share what they have learned in school.

PE

| | |
|--------|-----------------------|
| Year 1 | Throwing and Catching |
|--------|-----------------------|

PE Days:

| Class | Days |
|----------|--------------------|
| Yr 1Q | Tuesday (Class PE) |
| Yr 1Q/1D | Wednesday (AFS) |
| Yr 1D | Friday (Class PE) |

Homework timetable:

| Day set: | Due: | KS1 |
|-----------|---------|----------------------------|
| Monday | Monday | Talk homework: topic/RE |
| Wednesday | Tuesday | English and Maths homework |
| Friday | Friday | Spellings |

Computing: We will be creating digital greeting cards. In doing this we will develop basic keyboard skills, through typing and formatting text, develop basic mouse skills and use the web to find and select images.

Science: As **Scientists** we will distinguish between an object and the material from which it is made. We will make predictions and then investigate which of the materials are flammable. We will use our observations and ideas to suggest answers to questions.

History: As **Historians** we will learn about the history of the Great Fire of London and the diary of Samuel Pepys. We will create timelines to represent the lives of historical figures.

Geography: As **Geographers** we will name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. We will use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.

DT: As **Designers** we will use a range of materials to recreate Pudding Lane. We will create a design brief and evaluate which material was best.

PHSE: Our topic this half term is called 'Living in the wider world / Community'.

MUSIC: As **Musicians** we will be learning traditional songs and nursery rhymes.

Our topic this half term is...

Bright Lights Big City



Put on your best outfit because you're invited to have tea with the Queen. Use your best manners and comb your hair, as one will not be amused if you don't!

What do you know about England's capital city? Let's find out all about London, including its history, transport and famous landmarks.

Step back in time and discover what happened in the Great Fire of London. Where did it start? How did it end? Create a model of the bakery on Pudding Lane...

...then burn it to the ground to recreate the Great Fire. Stand well back and watch how the flames spread. London's burning! London's burning! Fire! Fire! Fire!

MATHEMATICS:

ENGLISH:

As **effective communicators** we will listen and respond appropriately to adults and peers. We will ask questions to extend our understanding and knowledge. We will practise speaking audibly and fluently when describing our ideas.

As **Readers** we will become familiar with key stories, retelling them and considering their particular characteristics. We will learn how to predict what might happen on the basis of what has been read so far. We will listen to and discuss a range of non-fiction and begin to apply the features of this genre to our writing.

As **Writers** we will sequence sentences to form short narratives using adjectives to make our stories exciting. We will join words and clauses using conjunctions such as 'and' and 'because'. We will write with varied punctuation (! ? .) and write text's in their correct formats. We will create information booklets that will include research carried out during ICT lessons.

Please bring reading books in everyday so we can check your child's diary and they can be heard reading. Your child will receive four new books each week

| Yr 1 | |
|-----------------------------|---|
| Multiplication and Division | 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. |
| Fractions | Children explore finding a half for the first time using shapes and sets of objects. They will use the vocabulary 'half' and 'whole'. Children will not at this stage use the fractional notation of $\frac{1}{2}$ It is important that they know that a half means 'one of two equal parts' and are able to count them. |
| Position and Direction | Children use the language 'full', 'half', 'quarter' and 'three quarter' to describe turns made by shapes/objects. Children should practically turn objects, shapes and themselves in different directions but do not need to describe the direction of the turns. Children should investigate whether they can finish facing the same direction if they complete different turns. |
| Place Value within 100 | Children build on their previous learning of numbers to 50 They continue grouping in 10s to make counting quicker and more efficient. Children are introduced to the hundred square and use it to count forwards and backwards within 100 Using dot-to-dot activities, both forwards and backwards, with a range of numbers is a fun way to explore counting to 100. |
| Money | Children will recognise and know the value of different denominations of coins. Children will use their knowledge of place value to match coins with equivalent values. For example, ten 1 pence coins is equivalent to one 10 pence coin. This could be linked with the concept of exchanging. |
| Time | Children are introduced to key vocabulary related to time. They use before and after to describe, sort and order events. Building on this, they use first and next to describe an order of events. When talking about the day, children use the language: morning, afternoon and evening. |