

## 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. By 9.15 am. 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 Welfare Officer.

**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, before 3pm..

**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 should be in classroom, ready to learn by 8:55 am.

### **Uniform:**

For health and safety reasons no jewelry, except watches and ear studs, are allowed. Children must **not** wear looped earrings. Only plain black or 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

KS1 Year 1

Spring 1 2024

## RELIGIOUS EDUCATION



### From Ur to the Promised Land

The RE topic this half term is called 'From Ur to the Promised Land'.

This framework of learning is intended to work on the Liturgical year, Year A, and its focus is on Matthew's Gospel.

The children will be able to:

- \* Know the Noah story, focusing on Noah and God's promise to all living creatures in the sign of the rainbow.
- \* Be familiar with and retell the story of the birth of Moses and be able to talk about how he led the Israelites to freedom.
- \* Talk about the role of the women, especially Miriam (Moses' sister) and Jochebed (Moses' mother) in saving Moses.

As well as this, it is hoped that pupils will develop:

- \* A sense of the truths contained in the Scripture.
- \* An appreciation of/for our connection to the Jewish people.
- \* Respect for the faith and practices of the Jewish people.
- \* An openness to learning from other faiths.

## PE Days:

Class	Days
1B	Monday and Tuesday
1Z	Monday and Tuesday

## PE

<b>Year 1</b>	Ball skills Gymnastics
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Things to do to support your child's learning:

- Visit your local library and find stories, poems and non-fiction books about old artefacts.
- Use Phonics resources:
  - Geraldine Giraffe (YouTube)
  - Phonics Play
- Homework, uploaded on Google Classroom, to be completed in green homework book.

**Reading books:** Each week, children receive two new reading books when their previous books have been read. Please ensure your 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.



**Computing:** As **computer experts** the children will learn to navigate simple programming. They will use this to learn about the continents and exploring the world map.

**Science:** As **Scientists** the children will learn about wild and garden plants by exploring the local environment. They will identify and describe the basic parts of plants and observe how they change over time.

**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 **design and technologists** they will learn about wheels, axles and chassis and how they work together to make a vehicle move.

**Music:** As **musicians** the children will be experimenting with high and low sounds, long and short sounds, and loud and quiet sounds. They will be exploring these sounds and creating their own very simple melodies.

**PHSE:** In **PSHE** we will be thinking about who they trust and who they can ask for help. The children will recognise emotions and physical feelings associated with feeling unsafe; they will identify people who can help them when they feel unsafe.

Our topic this half term is...

## **Bright Lights, Big City**



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

Learn about the countries that make up the United Kingdom, including their location, capital cities and some of their physical and human features. Using compasses and positional and directional language to plan routes around London. 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!



## 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 listen to the stories 'The Town Mouse and the Country Mouse' and 'Beegu' and make inferences based on pictures. We will create a narrative based on the story we have been reading. We will use our phonics knowledge to sound out and blend words together.

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.

## Homework Timetable:

Day set:	Due:	KS1
Monday	Wednesday	Talk/topic/RE homework
Wednesday	Monday	English and Maths homework
Friday	Friday	Spellings/sound books and words

## MATHEMATICS:

Year 1	
Introduction	Place Value (within 20)
Strands	Addition and Subtraction (within 20)
Addition	Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles
Subtraction	Subtract ones using number bonds Subtraction—counting back Subtraction—finding the difference Related facts Missing number problems