

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 Year1

Spring 2 2024

RELIGIOUS EDUCATION

The RE topic this half term is called From Lent to Easter. As this is the Year of Mark, pupils will focus on Mark's account of the Last Supper of Jesus. This resources also teaches the Examen, the Jesuit prayer form, as part of preparation during Lent.



1. Retell, in any form, a narrative that corresponds to the Scripture source used. (Year 1 and 2)
2. Retell a passage that is accurate in its sequence and detail, corresponding to the Scripture source used
3. Observe and describe links between what we believe and how we act with reference to Lent and Easter
4. Pray the Examen as a prayer for Lent

Spiritual Outcomes:

It is hoped that pupils will develop:

- A sense of the sacred presence of God in life
- An appreciation of/for Jewish ancestry
- An openness to learning from other faiths
- A willingness to pray

Activities to try at home: The best way to teach your children a wiliness of prayer is to learn and recite some of the prayers together. At the end of the day, maybe take few moments to reflect on your day with your child and thank God.



PE Days:

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

PE

Year 1	Ball Skills: Feet 2
	Dance: The Zoo

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 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.



Computing: As **computer experts** the children will learn to create a celebration template.

Science: As **Scientists** the children will learn about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist.

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.

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.

Music: As **musicians** the children will be learning about listening to music, identifying high and low sounds. Using these musical skills to create simple melodies.

PHSE: In **PSHE** we will be thinking about our physical being, how we grow and change and what we can do to stay healthy.

Our topic this half term is...

Bright Lights, Big City



The children will continue to learn about capital cities, landmarks, physical and natural features. They will also make comparisons between London and other capital cities.

We will be learning all about the famous Landmarks in London.

We will take a trip into London, using compasses and positional and directional language to plan routes around London to find the key landmarks.

We will use our knowledge of physical and human features that are in Central London.



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 'Katie Goes to London' and 'Claude in the City' and make inferences based on pictures. We will use our phonics knowledge to sound out and blend words together.

As **Writers** we will create information posters and leaflets. We will join words and clauses using conjunctions such as 'and' and 'because'. We will create information booklets that will include research carried out during ICT lessons.

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	
<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>