



AUTUMN TERM

in Key Stage 1

1/2S MISS E CLARKE

MRS O RAWCLIFFE AND MISS S BENNETT

1/2T MRS CHAMLEY AND MRS WALMSLEY

MRS K BARROW AND MRS M KELLY

1/2A MISS L MARTIN

MISS K JASINSKA AND MISS R NICHOLSON



FIRE! FIRE!





AUTUMN TERM

IN KEY STAGE 1

FIRE! FIRE!

IMPORTANT EVENTS

Advent Celebration
Wednesday 11th
December 2024 at
5:00PM

Parents Evening
30th October 2024

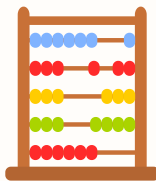
Class Assemblies
1/2S - Tues 12th Nov
1/2T - Tues 19th Nov
1/2A - Tues 26th Nov



MATHEMATICS



All children in Key Stage 1 will begin their maths journey by deepening their knowledge of place value. Children in Year 1 will be working with numbers up to 20 and children in Year 2 will be working with numbers up to 100. We will then apply what we have learned when we move onto addition and subtraction later in the term. In KS1, we use lots of practical resources to support the children with mathematic problems and build up their independence. But most importantly, we aim to provide every child with an exciting and confidence-boosting maths lesson!



Every morning the children will have a 'Mastering Number' session. This is a whole class session of mental maths. The children could practise this at home using 1-Minute Maths' App.

RELIGIOUS EDUCATION



Branch One: Creation and covenant

In this branch, pupils will learn about the story of Noah, mainly focusing on God's promise, or covenant, with Noah and with all creatures that 'nothing of flesh shall be swept away again by the waters of the flood' (Gen 9:15). It speaks to humanity's relationship with God and the hope that flows from God. As Pope Francis writes in *Laudato Si'*, he gave humanity the chance of a new beginning. The story of Noah shows that though the people turned away from living good lives (sin), a path back to God was restored through the small hope of Noah and his family. God's promise to Noah is not one way; it depends on Noah (and his family) turning back to God and taking responsibility for the gift of Creation they have received. Noah must be a good keeper, or steward, of the Earth and all living things.

Branch Two: Prophecy and promise

St Luke's Gospel begins in the temple in Jerusalem with Zechariah, who finds it difficult to accept the Angel Gabriel's message and cannot speak consequently. In contrast, Mary says 'Yes' to God's message and is filled with the Holy Spirit's power. When Mary meets her cousin Elizabeth, her baby jumps in recognition as Elizabeth too is filled with the Holy Spirit as she recognises that the Visitation is from God and she addresses Mary as the mother of 'my Lord' (Lk 1:43). In the nativity of Jesus, St Luke draws particular attention to the shepherds, who were poor, as the first to recognise Jesus, and they leave the stable 'glorifying and praising God' (Lk 2:20). In the infancy narrative, St Luke prepares the reader for Jesus in the rest of his gospel as the one who shines out across the world for all people. He introduces the importance of prayer, being open to the Word of God, and the work of the Holy Spirit in the hearts of those who encounter Jesus. .



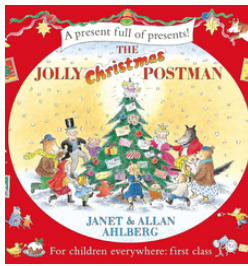
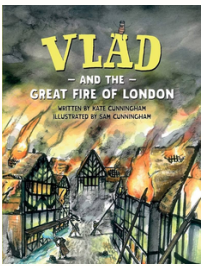


AUTUMN TERM

IN KEY STAGE 1

FIRE! FIRE!

WE ARE READING...



READING AND WRITING

This term in English, we are starting by reading 'Vlad and the Great Fire of London' by Kate Cunningham. Children will be taught effective reading strategies and grammar skills that will be showcased at the end of the unit when the children write a diary entry. We will then move onto 'The Squirrels Who Squabble' written by Rachel Bright, to learn about rhyming couplets and patterns in poetry. This story will also support children with their social development. Finally, we will enjoy 'The Jolly Christmas Postman' written by Janet and Allen Ahlberg. This wonderful book will help us when learning about the structure of letters and the children will finish the term by writing their own informal letter.



PHONICS



In Year 1 the children continue to have daily Phonics. This session is led by an ELS trained member of staff. This is for 30 minutes, every day. As the children have begun Year 1 we have completed reading assessments to determine their phonetical ability to ensure they are being taught the correct ELS phase. At times, you may notice that your child is reading a book that they have had previously, in Reception. This could be for a number of reasons but the main reason is due to the retention of GPCs (Grapheme Phoneme Correspondence). If your child has struggled to demonstrate their phonetical understanding in school we will act on this with immediate effect. Some children will receive further support with their Phonics and will therefore have additional reading practice in the afternoon.

Some children in Year 2 will continue their ELS phonics journey in the autumn term, others have now started their Year 2 ELS spelling programme.

All reading books that are sent home with the children are carefully chosen by the child and the trained adult. This is to ensure all books sent home, by school, are decodable and no further phonics teaching at home is required. If you have any queries regarding the book your child is taking home please speak to your child's class teacher in the first instance and then Miss Clarke as Early Reading and KS1 Leader.

HANDWRITING

In Key Stage One (Years 1 and 2), children are taught how to form both lower and upper case letters and how to join them, whilst continuing to develop fine and gross motor skills using a range of multi-sensory activities. Handwriting is taught daily and is linked to the daily phonics sessions. The children continue to use large 'chunky' pencils for writing until the teacher feels that the child is ready to use smaller equipment.

The children are taught to:

Letter-join

-Write from left to right and from top to bottom of the page.

-Sit their writing on the line.

- Start and finish letters correctly using lead ins and lead outs in Year 1 and when appropriate for the child correctly joining letters both vertically and horizontally.

-Be consistent with the size and shape of letters and the spacing of letters and words.



AUTUMN TERM

IN KEY STAGE 1

FIRE! FIRE!

USEFUL APPS



1-minute
Maths



Seesaw



Mathletics



Teach your
Monster to Read



Oxford Owl E-
Library



SCIENCE

FIRST HALF TERM

This term in Science, we will be studying seasonal changes. Children will describe weather associated with the seasons and how day length varies. Throughout the year, this topic will continue as children go on weather walks to observe the changes between the seasons.



SECOND HALF TERM

During the second half term, children will learn that a habitat is a place where living things, such as animals and plants, can find all of the things they need to survive. This includes food, water, air, space to move and grow and some shelter. Children will use their scientific skills to support them in experiments and finding answers to their own questions.



COMPUTING

FIRST HALF TERM

Unit: Data and information – Grouping data

This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.



SECOND HALF TERM

Unit: Data and information – Pictograms

This unit introduces the children to the term 'data'. The children will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. The children will use the data presented to answer questions.

AUTUMN TERM

IN KEY STAGE 1

FIRE! FIRE!

ONLINE SAFETY

Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



HRSE

Module 1: Created and Loved by God

Unit 1: Religious Understanding

Religious Understanding introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this Module.



Unit 2: Me, My Body, My Health

Building on this knowledge, Me, My Body, My Health encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls.

Unit 3: Emotional Well-Being

Emotional Well-Being, children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.



Unit 4: Life Cycles

Life Cycles returns to the Gospel story from Unit 1, to show that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle, including the end of life. Further focus is given to children's transition through school. Children will learn how to prepare for future changes alongside celebrating how they have already changed and grown.

PHYSICAL EDUCATION



FIRST HALF TERM INDOOR

Dance – Fire Fire!

FIRST HALF TERM OUTDOOR

FMS – Rolling a ball



SECOND HALF TERM INDOOR

Gymnastics Activities 1

SECOND HALF TERM OUTDOOR

Catching and Bouncing a Ball





AUTUMN TERM

IN KEY STAGE 1

FIRE! FIRE!

GEOGRAPHY



This term's Geography learning is about hot and cold places in the world. We will study a world map to learn the names of continents and oceans, along with the location of the Equator and the impact this has in creating hot and cold places. We will study simple human and physical features of the Arctic, Antarctica & Australia to find out what life is like in these places.



MUSIC

Exploring Pulse And Rhythmic Patterns

From body percussion to disco music, this term develops children's understanding of pulse and rhythm. The term begins with songs and activities to get children performing together rhythmically. The children will perform actions and movements to a steady pulse and play simple musical passing games. They will learn songs such as March To The Beat to explore the difference between pulse and rhythm, and investigate different ways to play rhythms, varying instrumental timbre and dynamics. They will learn to create simple four-beat rhythms and represent these using graphic notations such as Beat Monsters!



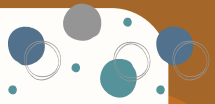
HISTORY



Events beyond living memory: Great Fire of London. In this history unit, the children will discover what London was like in 1666. They will make simple comparisons between then and the present day. The lessons will move on to discover what happened on the night of 2nd September 1666 when the Great Fire of London started. They will discuss why the fire spread quickly and how it was tackled. The children will be introduced to key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren. The children will consider how we find out about the past. They will have the opportunity to study evidence, such as Samuel Pepys' diary and objects left behind after the fire, to help them form opinions about what happened over 350 years ago.



ART



Collage and Mosaic inspired by Howardena Pindell. We will be learning about a wonderful artist called Howardena Pindell. She is a brilliant artist who loves to revolve her work around circles. Pindell fought for the people who were treated unfairly because of their skin colour or background. She also stood for feminism; the belief that women and men should have equal rights and opportunities. The children will create artwork in the style of Pindell in their art books each week before designing and creating a final piece of art.



DESIGN TECHNOLOGY



Cooking and Nutrition - Bread

This half term we will gather the knowledge and skills to bake our own bread. With links to our great Fire of London topic, we will bake in a similar way to the baker on Pudding Lane. Children can choose to be either 'Royalty' or 'Peasants' to compare and contrast the food we eat today with the food available in Tudor and Stuart times. Children will bake two different types of bread, taste, compare and contrast them and decide which one should be produced for the end of topic exhibition. Children will also design and build a model structure to symbolize the importance of the Great Fire of London.