



## St Cleopas CE Primary School

### Information sheet for parents or carers of children in Year 1

<b>Term</b>	Autumn 2
<b>Class teacher</b>	Mr Ralston
<b>KS 1 Teaching Assistants</b>	Mr Fahy

School begins at 8.55am and ends at 3:00pm.

Remember excellent attendance and punctuality is essential to your child making the best of school.

*Please remember to inform the office of any change in dietary/medical needs, change of address, home or mobile number, or any emergency contact information.*

#### Things to know

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday Thursday</b>	<b>Friday</b>
<b>Homework and spellings</b>	✓ returned	✓ sent home		
<b>Reading books</b> (bring to class everyday)	Bookbag to be returned today with reading book (To be changed)	Books changed today – must be signed by carer) Please bring your child's book bag in every day as we may read throughout the day.		
<b>PE kit</b>				PE kit needed today (Yellow t-shirt and navy pull on shorts). (Velcro/pull on pumps only – no trainers)

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We will continue to encourage all children to wash their hands regularly and sanitise.

We will also keep the room well ventilated with windows/doors open so ensure your child keeps warm with vests/ t shirts under their uniform as the winter months draw closer.

All children should bring in clean water every day (not juice) preferably in a reusable water bottle. Please ensure your child has a coat in school at all times and all uniform **MUST** be labelled with your child's name or your child **will** come home with a wrong piece of uniform! PE kits stay in school until half term to be washed. Only stud earrings should be worn (if necessary) and no other items of jewellery for safety reasons.

**This term we are going to be covering the following topic:**

<b>Science</b>	<p><b>Uses of Everyday Materials</b></p> <p><b>Identify, name, draw and label</b> basic materials that can be found in everyday life (wood, metal, plastic, paper, etc...)</p> <p><b>Use</b> observations and ideas to <b>suggest</b> answers to questions.</p> <p><b>Gather</b> and <b>record</b> data to help answer questions.</p> <p><b>Ask</b> simple questions and <b>recognise</b> that they can be answered in different ways.</p> <p><b>Perform</b> simple tests.</p> <p><b>Observe</b> closely, using simple equipment.</p>
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<b>History</b>	<p><b>The Great Fire of London</b></p> <p><b>Understand</b> where and when the Great Fire of London started.</p> <p><b>Understand</b> events of the Great Fire of London. <b>Find</b> out why the fire spread so quickly and stayed alight for so long.</p> <p><b>Find</b> out about Samuel Pepys and his diary. <b>Explore</b> the role of firefighters of the past / now.</p>
<b>PSHE</b>	<p><b>Teamwork -</b></p> <p>Explore teams we belong to.</p> <p>Use good listening. Kindness.</p> <p>Talk about unkind behaviour like teasing.</p> <p>Good or not so good</p>
<b>RE</b>	<p><b>Why Does Christmas Matter to Christians?</b></p> <p><b>Give</b> a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p><b>Recognise</b> that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians <b>use</b> the story of the nativity to guide their beliefs and actions at Christmas.</p> <p><b>Decide</b> what they personally have to be thankful for at Christmas time.</p> <p>Sikhism</p>
<b>PE</b>	<p><b>Gymnastics -</b></p> <p>Show basic control and coordination when travelling and when remaining still;</p> <p>Choose and link 'like' actions; Remember and repeat these actions accurately and consistently;</p>

	<p>Find and use space safely, with an awareness of others;</p> <p>Identify and copy the basic actions of gymnasts;</p>
<b>Music</b>	<p>Dance, Sing and Play: Pupils will have the opportunity to <b>listen</b> and <b>appraise</b> various pieces of music.</p> <p>Pupils will use their voices and bodies creatively through songs, chants and rhymes as well as experiencing new instruments through <b>musical activities and games</b>.</p> <p>Pupils will experience a wide variety of music and look at dimensions of music (pitch, rhythm and finding the pulse).</p>
<b>Computing</b>	<p>Grouping and Sorting</p> <p>During this grouping and sorting unit, pupils will begin to use <b>key words and phrases in context</b> such as: 'Grouping', 'Sorting', 'They have been sorted by ...', etc.</p>
<b>DT</b>	<p>Textile Puppets</p>