

KS1 Autumn 2 Term Newsletter

Welcome back to the start of the Autumn 2 Term; we hope that you have had a restful October half term . Here is an overview of the learning that we will be doing during this term as well as information about routines in our classes.

English: In writing this term, we will be writing a short narrative based on the story The Owl Who Was Afraid of the Dark. We will have the opportunity to explore Firework poetry and write about Remembrance. Phonics continues to be taught daily in Year 1 following the Little Wandle letters and sounds programme. Most children in Year 2 will continue with the daily Spelling programme by Little Wandle. Children in Year 2 who still need to consolidate their phonics will receive Rapid-Catch Up interventions as well as daily phase 5 phonics lessons.	Maths: <u>Year 1</u> Place value (within 20) Addition and subtraction (within 20) Shape	History: The Great Fire of London and how the fire department has changed over the years.	Science: Human Body, including senses and the Season of Winter
	<u>Year 2</u> Place value within 100 Addition and subtraction within 100 Shape	RE: Why does Christmas matter to Christians?	Music: Nativity songs
	PE: Dance and Cosmic Yoga PE kit: Our PE days will be shared on your class dojo page. Children should wear their PE kit to school on the days that they have PE. Please see the newsletter and website for the current uniform requirements.		

Reading Books: It is important that children practise reading to build up their confidence and to help improve on their fluency. At school, we use the Little Wandle Phonics reading scheme to support your child's development of reading. This means that their reading book will be matched to their phonetic ability and fluency level. Each week your child will read and explore a new phonics or fluency book with their class teacher. This will be during several guided reading sessions where children will learn key vocabulary, read for expression and answer comprehensive questions. At the end of the week, your child will come home with the same book so that they can continue to build on their fluency and show you what a fantastic reader they are! This book should be relatively easy for them. In Year 2, once children have completed all Phase 5 set 5 books and pass a fluency assessment, they will no longer require decodable phonics books for home. Instead they will bring a reading book of their choice from our reading section in school.

Every Friday, your child will come home with a **decodable book** (one they can read to you) and a **sharing book of their choice** from our school library (one that is read to them). Any form of reading at home can be recorded on their reading record sheet and counts as one of their five reads for that week. We are asking that every child reads at home at least **five times a week**; they will get a dojo point for completing this and will be able to work towards a certificate at the end of the term. This needs to be ticked or signed on their reading record sheet. Books will be collected in on Thursday morning. Please still bring your reading book and reading record sheet into school **every day** as this will help us track and celebrate your child's reading journey!

Please note, that we cannot hand out a new book if your child has not brought back their old book. **If a book is lost or damaged beyond repair, we will ask for a donation towards a replacement.*

Knowledge Organisers Knowledge organisers are a tool which summarise key facts and essential knowledge that we teach in school, linked to the National Curriculum. Every time your child starts a new a new unit of work they will be given a knowledge organiser. This is essentially a "fact sheet" for the topic. You can support your child by discussing the information on the knowledge organisers with your son or daughter and quizzing them on what they know. If you require a paper copy, please message your child's class teacher on Class Dojo to arrange this.

Class Dojo: Your class teacher will use Class Dojo to respond to and communicate key messages . Please note that your child's teacher will log into dojo during the school day only and will endeavor to respond to messages, that require a response, during the teaching day. In case of an emergency, please contact the school office.

History – The Great Fire of London



Key People



Thomas Farriner

An ember from one of Thomas' bakery ovens ignited some nearby firewood. The fire quickly spread around the room and to nearby buildings.



Samuel Pepys

One of the ways we know about the fire is because people wrote about it in their own personal diary.



King Charles II

Charles II was the King of England in 1666. After the fire, he made a decree that houses must be built further apart and built from stone not timber.

Key Places and Vocabulary

bakery	A place where bread or cakes are made and sold
London	The capital city of England and the United Kingdom
River Thames	Many people got a boat on the River Thames to escape the fire
diary	A personal record of life's events
eye-witness	A person who has seen something and can give a description of it
embers	Small pieces of glowing coal or wood in a dying fire
fire-hooks	Giant hooks used to pull down houses
fire-break	When buildings are destroyed to make a gap so the fire can't spread
flammable	When something burns easily
St Paul's Cathedral	A Christian building razed to the ground in the fire and rebuilt using designs by Sir Christopher Wren

Key Questions and Facts

When and where did the fire start?	The fire of London started in a bakery in Pudding Lane on 2 nd September 1666.
Why did the fire spread?	It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade.
How did they fight the fire?	They used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks.
How did the fire stop?	The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out.
How many people died?	6 people died as a result of the fire. Thomas Farriner's maid was the first person to die because she was too scared to jump from the burning building.
What happened after the fire?	13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere and some slept in tents.

Timeline

Sunday 2nd September 1666 A fire starts in Thomas Farriner's bakery on Pudding Lane. As news of the fire spreads, people run to escape its path.	Monday 3rd September 1666 Fire-fighters try to tackle the fire but it spreads quickly. People carry their possessions to safety using a horse and cart or boats on the River Thames.	Tuesday 4th September 1666 Houses are pulled down in an attempt to stop the fire spreading. St. Paul's Cathedral is destroyed.	Wednesday 5th September 1666 The fire starts to burn more slowly as the wind dies down.	Thursday 6th September 1666 The fire is finally under control and put out. People are left homeless.
---	---	---	--	---

Science – My Body

Subject Specific Vocabulary

The five senses

Our 5 senses help us notice the world around us: seeing, hearing, smelling, tasting and touching.

Hear

You use your ears to hear. For example singing, animals, the sea and music,

Sight

You use your eyes to see (sight). You can see your friends, family, pets, flowers and colours.

Smell

You use your nose to smell. You can smell food, perfume, flowers and places around you.

Taste

You use your tongue to taste. You can taste lot's of different types of food!

Touch

You use your hands to touch. You can touch toys, pens, people, playing equipment and food.

Human body

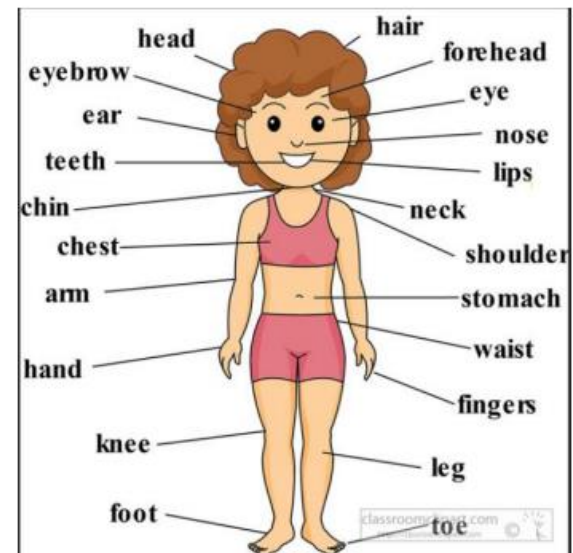
The human body is made up of many different parts. Each part of the body has a specific job to do. Each part works together so we can eat, live, breathe, eat, dance and so much more!

Healthy

Being well, not sick or poorly. Showing good health. We can do lot's of different things to keep our body and minds healthy such as exercise.

Bones

Your bones make up the Skelton in our bodies! The smallest bone is in your ear!



An **optician** helps us take care of our eyes.



A **doctor** looks after our bodies when we are feeling unwell.



A **dentist** helps us take care of our teeth and gums.



RE Knowledge Organiser - Why does Christmas matter to Christians?

Nativity

- Christians believe that Jesus is God and that he was born as a baby in **Bethlehem**.
- Christians celebrate **Jesus' birth** at Christmas.



Advent

Advent is a time of getting ready for Jesus' coming.



Symbols of Christmas



The Bible tells the story.

DT and ART

Important Information

During the Tudor period, large houses underwent a significant change in style. For many years they were built for defence purposes, often surrounded by high walls and moats to keep out intruders. Now they were designed to be attractive, and were often laid out in ornate H or E shapes to look really impressive.

It was also fashionable to incorporate hidden symbols and riddles designed into the building to impress and amuse visitors.



Key Vocabulary

design	A piece of cloth or similar material, typically oblong or square, attachable by one edge to a pole or rope
Evaluate	A house standing by a gateway, especially on a country estate.
Join	It is normally the largest building in the middle of the castle. It was built on the highest ground
Jetty	Each floor was built a little bigger than the one below it to create an over hanging effect.
Daub	Is a form of plaster.
Timber	Used for design and structure, often coated in tar to stop them from rotting.



PE - Dance

Overview

-Dance is all about moving our bodies to a musical rhythm. There are many different types of dance.

-In dance, we explore space, and consider how we can use our bodies to show ideas, moods, characters and feelings.

-In KS1 dance, we learn the basic skills of travelling in different ways. We also consider how to dance can be used to show different things. We use counts of 8 to keep ourselves in time.

-We should learn how to perform movements safely, and begin giving and receiving feedback using the correct key words.



Skill	Definition
Travelling 	To move from one place to another place.
Actions 	Body movements in time to the music.
Facial Expression 	To use your face to show ideas and emotions.
Balancing 	To hold a body position with control.
Making Sequences	To put actions together.

Sporting Values



Key Vocabulary:

Dance, Movement, Body, Balance, Control, Travelling, Sequence, Confidence, Coordination

Computing - E Safety and Purple Mash

**purple
mash**

Knowledge

- We can use the internet to communicate with other people
- You must tell a trusted adult if something upsets you online
- We must not share personal information with other people online

Vocabulary

E Safety - The safe and responsible use of technology

Safe - being protected from danger

Online - using the internet

Password - a secret word or phrase that must be given to gain access to a place

