

Year 1 Team

Mrs Pink (Class Teacher)

Mrs Saunders Griffiths
& Mrs Brazier (Teaching Assistants)

Year 2 Team

Miss Foster (Class Teacher)

Mrs Brady, Mrs Douglas,
Miss Dott & Mrs Findley
(Teaching Assistants)

Thursday afternoon: Mrs Phillips (Computing & Music) and Mrs Saunders Griffiths (P.E)

Contacting Us

We ask that any queries or communication happens via email.

If you have any queries or concerns, in the first instance, speak to your child's class teacher by email, through the school office or via the infant email.

As teachers are unable to check and respond to emails during the day. If your message needs to be dealt with that day, then please contact the school office. We endeavour to respond within 24 hours.

Email: office@stpeterseg.co.uk
infants@stpeterseg.co.uk

Please use your child's year group as the subject of the email 'Year 1 or Year 2'



Mrs Pink

Behaviour for Learning









We value and believe effective partnerships are key to your children's learning and well being. We will be working hard to establish strong communication with you and encourage you to openly communicate with us in order for us to best support your child/children.

Our trinity of rules **'Be ready, Be Respectful and Be safe'** can be applied to a variety of situations and are taught, re taught and modelled explicitly throughout the year in class and whole school assemblies to create a positive learning and working environment for our whole school community. These are further enhanced by our 'Golden Rule'.

Our house system is now rolled out across the school. Each child is in either Hartley, La Salette, Walsingham or Lourdes. Children are linked with siblings and will meet regularly and have internal competitions amongst houses with incentives at the end of each half term for each house.



St. Peter's Catholic Primary School

Miss Foster





Curriculum Cycle B

Autumn Term – Castles & Toys

Spring Term – Healthy Eating





Summer Term – Animals and their Habitats



Mrs Pink

Year 1

Autumn Term 2026

Castles



Enrichment opportunities

- Themed role play

Outdoor learning opportunities

- Outdoor maths opportunities

Physical Education

- To explore the personal and social cog following instructions safely and taking turns.
- To learn to persevere, encourage others and ask for help where appropriate.
- To look at the fundamental skills such as footwork, balancing and jumping.

Computing: online safety

- To log in safely and understand why that is important.
- To save to my work area and understand that this is a private space.
- To create an avatar and understand why that is important

Music

- To sing, play and follow instructions to perform as a group.
- To describe music using simple musical vocabulary.
- To explore multiple ways of making the same sound. Represent the same sound in different ways.
- To describe how they have adapted a sound using musical vocabulary.

Art

- To know how to mix different types of paint.
- To compose a painting in the style of Mary Blair using shapes and colour.
- Drawing a picture of a dragon.

Geography & History

- To be able to use a range of sources to
- find out about castles in the past.
- To understand the function of different features of a castle and why they were needed.

Science -Materials

- To test a variety of materials for their strength and to see how waterproof they are.
- To be able to investigate the shock absorbency of different materials.
- To learn how to make scientific predictions.

Science- Biology

- To be able to match animal offspring to their parent.
- To be able to find out about and describe the basic needs of animals including humans for survival.
- To be able to record the life cycle of an animal.
- To be able to describe the basic needs of animals including humans for survival.
- To be able to describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene.

Design and Technology

- To design, make and evaluate a moving toy using sliders and levers.

Miss Foster

Year 2

Autumn Term 2026

Castles



Enrichment opportunities

- Themed role play

Physical Education

- To explore the personal and social cog following instructions safely and taking turns.
- To learn to persevere, encourage others and ask for help where appropriate.
- To look at the fundamental skills such as footwork, balancing and jumping.

Geography & History

- To be able to use a range of sources to
- find out about castles in the past.
- To understand the function of different features of a castle and why they were needed.

Science

- To explore and compare the differences between things that are living, dead and things that have never been alive
- To identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals.
- identify and name a variety of plants and animals in their habitats, including microhabitats.

Computing : Coding

To understand what an algorithm is.

- To create a computer program using an algorithm.
- To create a program using a given design

Music

- To sing, play and follow instructions to perform as a group.
- To describe music using simple musical vocabulary.
- To explore multiple ways of making the same sound. Represent the same sound in different ways.
- To describe how they have adapted a sound using musical vocabulary.

Design and Technology

- To design, make and evaluate a moving toy using sliders and levers.

Outdoor learning opportunities

- To explore living things in their habitats

Art

- To know how to mix different types of paint.
- To compose a painting in the style of Mary Blair using shapes and colour.
- To draw a picture of a dragon

Miss Foster

Effective Learning and Providing Appropriate Support

We will be revisiting previous learning, assessing any lost learning over the summer and ensuring the children have strong foundations to move forward with their learning.

Learning in class will take place in many different ways. Children will have opportunities to work independently, in pairs, in pairs with an adult, small groups with and without adult support.

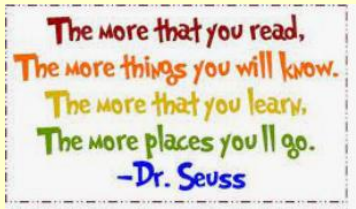
Multiple interventions take place throughout Year 1 & 2. Children may transition between groups and these are a positive teaching tool to support and further your child/children's learning.

- Plugging gaps and targeting a particular weakness
- Pre teaching materials
- To stretch and further learning
- To address small misconceptions

If your child is receiving different support to the past this could be due to changes in their learning and their needs can fluctuate throughout the school year.

Miss Foster

Reading



It is vital that your child reads to you, with you and when they can independently.

Pupils who are less fluent are less likely to read
The more fluent a reader is, the more likely they are to enjoy reading
The more you enjoy reading, the more you will read
The more you read, the more chances you have for success.

Make Reading a Habit

Reading is expected 4-5 times a week and is to be recorded in your child's reading record. It is important for your child to both read and hear texts read aloud.

Your child will read to an adult a minimum of once a week. Initially this will be on a 1:1 basis but as your children progress through KS1, this could be in a small group once your child is reading more fluently.

A reading and phonics scheme will be expanded further at an upcoming meeting - date to be confirmed

Library Books: Year 1 - Monday and Year 2 Wednesday

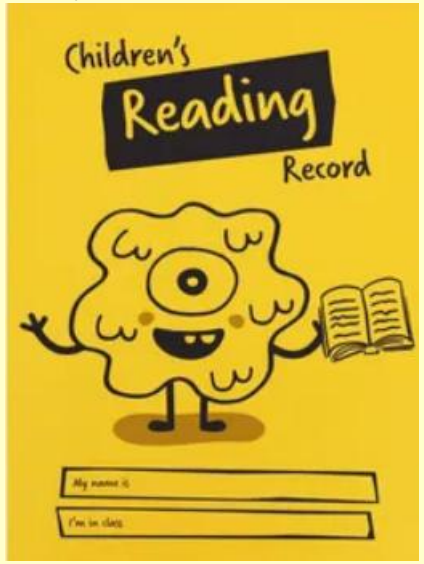


Mrs Pink

Supporting your Child's Learning at Home - Year 1 and 2

We appreciate that for each child home circumstances can be very different.

Consequently, we offer a variety of weekly learning at home activities which will consolidate learning at school but appreciate that some families won't be able to engage with all that is on offer, and in this case, we suggest they focus on key learning priorities such as reading.



Reading 5 times a week

Letter-join

Pupil Log-in:

Tablet log-in
User name: eg1107
Swipe code: A capital 'L' shape starting at top left.

PC log-in
User name: eg1107
Account Password: home

Subjects	Description	Additional Info
Reading	Read your reading book at home each day.	Make sure that each time you read it is recorded in your reading record.
Maths	Login into Purple Mash and complete the 'Number Bonds to 20' challenge.	We have starting learning about addition to 20. Some of these questions are a challenge, so draw a number line to help.
Teach Active	Teach Active has been linked to this week's new maths learning 'Object Lesson'.	Please see the PDF that includes the instructions for this activity.
Spellings	Spellings have been sent home or can be found on the class page.	Please see the attached sheet with the spellings for the half term that we will be practising.





St. Peter's Catholic Primary School

First issued Wednesday 23rd September 2026

Year 1 - phonics

- Phonics screening - information letters will be sent nearer the time of the phonics screening in June 2027.

- Any children Year 2 children who did not meet the threshold of the phonics screener in Year 1, will have the chance to retake it at the same time.

Miss Foster

Art



Please send in an art apron, this can be an oversize T-shirt.

This will remain in school for children to use in each art session.

Miss Foster

For Year 1 and 2, PE sessions will take place on:



Mondays and Thursdays

We ask that your child comes to school wearing their PE kit on these days.

PE

PE Kit consists of a plain white T-shirt (not a polo shirt), burgundy shorts or jogging bottoms and black trainers.



As we move into the winter, your child may want to wear their school jumper over their PE kit. Children should wear jogging bottoms and not tights under shorts. (Leggins should not be worn.)

Any Concerns?

In the first instance, contact your child's Class Teacher with any concerns.

- If adaptations made by your child's Class Teacher are not having the desired impact in the time agreed, a referral to Mrs Rabagliati (SENDCo) may be made.
- A detailed presentation is available on the school website under SEND for further guidance. (updated version available on Friday)



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