



*Flourishing through faith, hope and love*

# **Year 1 – Meet the Teacher**

# Staff

- Class teacher(s) – Julie Purnell
- Teaching Assistant – Hannah Chandler
- Sports Coach – Hannah Chandler



# Times of day

- School opens at: 8:45am
- Register by 9:00am
- Morning playtime: 10:30-10:45am
- Lunch:12-1pm
- End of Day: 3:15pm



# Uniform and bags

## The school colours are: royal blue & white

- Royal blue sweatshirt or cardigan (with logo)
- White polo shirt (the logo is optional)
- Royal blue fleece (with logo) (not a compulsory item but may be worn as a jacket or as a outdoor top for PE)
- Grey pinafore, skirt or tailored trousers
- Royal Blue and white checked dress/playsuit (summer)
- White or grey socks (not trainer socks)/grey tights
- Flat heeled shoes (not trainers) in black or navy.
- Hairbands, bobbles or small ribbons/bows – blue or white. Hair bows should be no more than 8cm in length.
- Royal blue baseball cap (with logo) which can be purchased via the school office only.

## Book bags (delete as appropriate)

- Royal blue book bag (with logo)- Reception to Year 2 inclusive



# PE

## PE Days

- Tuesday and Friday

## PE kit

- navy shorts, blue t-shirt (with logo), trainers (with velcro for children unable to do laces).
- Navy jogging bottoms or navy leggings to be worn in winter for outdoor PE (branding to be minimal) along with a royal blue hoodie (with logo)
- Royal blue PE bag (with logo)






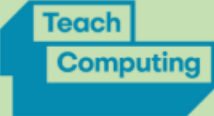

School PE kit can be worn all day if your child has PE that day or an after school sports club. Children need to change independently into **non-uniform** kit e.g. Playball t-shirts or football kits after school before the club starts.

# Curriculum






## Year 1 Curriculum overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b> 	<b>Have You Seen Elephant?</b>  <b>The Lion and the Mouse</b>  <b>Handa's Surprise</b> <ul style="list-style-type: none"> <li>Simple sentences</li> <li>Sequencing</li> </ul> <b>Get Off That Camel!</b> <ul style="list-style-type: none"> <li>Writing from personal experience and Non-Fiction – camel facts</li> </ul> <b>Abracazebra</b> <ul style="list-style-type: none"> <li>Simple sentences</li> <li>Extended sentences</li> <li>Predictions</li> </ul> <b>The Swing</b> Performance poetry	<b>Fender Goes to Africa.</b> <ul style="list-style-type: none"> <li>Simple sentences and extended sentences</li> <li>Describing settings</li> <li>Using adjectives</li> <li>Non-fiction writing</li> </ul> <b>Christmas and nativity stories</b> Listening to a wide range of texts	<b>Whatever Next</b> <ul style="list-style-type: none"> <li>Postcard</li> </ul> <b>On the Moon (non-fiction)</b> <ul style="list-style-type: none"> <li>Non-fiction</li> <li>Letter</li> </ul> <b>Man on the Moon</b> <ul style="list-style-type: none"> <li>Comprehension</li> </ul> <b>Sidney, Stella &amp; the Moon</b> <ul style="list-style-type: none"> <li>Poster</li> <li>Rewrite</li> </ul> <b>The Way Back Home</b> <ul style="list-style-type: none"> <li>Character description</li> <li>Rewrite</li> </ul>	<b>The Train Ride</b> <ul style="list-style-type: none"> <li>Descriptive writing</li> </ul> <b>Room on the Broom</b> <ul style="list-style-type: none"> <li>Listening to a wide range of texts (rhythm and rhyme)</li> </ul> <b>Lost &amp; Found</b> <ul style="list-style-type: none"> <li>Rewrite</li> </ul> <b>Mr Gumpy's Outing</b> <ul style="list-style-type: none"> <li>Descriptive writing</li> <li>Opinions</li> </ul> <b>Look at the Train</b> <ul style="list-style-type: none"> <li>Poetry</li> </ul>	<b>Augustus and his Smile</b> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Descriptive writing</li> <li>Dialogue</li> </ul> <b>Big Cats (non-fiction)</b>	<b>The Boy Who Cried Wolf</b> Sequencing Descriptive writing Letter  <b>Jack &amp; the Beanstalk</b>  <b>Goldilocks &amp; the Three Bears</b>  <b>The Three Pigs</b>  <b>Little Red Riding Hood</b> <ul style="list-style-type: none"> <li>Features of the genre</li> <li>Creating settings and characters</li> <li>Story planning</li> </ul> <b>The Gingerbread Man</b> <ul style="list-style-type: none"> <li>Listening to a wide range of texts</li> <li>Opinions</li> </ul> <b>Beware of Girls</b> Listening to a wide range of texts

<b>Maths</b> 	<ul style="list-style-type: none"> <li>Numbers to 10</li> <li>Part/whole within 10</li> </ul> Addition and subtraction within 10	<ul style="list-style-type: none"> <li>Addition and subtraction within 10</li> <li>2D and 3D shapes</li> </ul> Numbers to 20	<ul style="list-style-type: none"> <li>Addition within 20</li> <li>Subtraction within 20</li> </ul> Numbers to 50	<ul style="list-style-type: none"> <li>Introducing length and height</li> <li>Introducing weight and volume</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication</li> <li>Division</li> <li>Halves and quarters</li> </ul> Position and direction	<ul style="list-style-type: none"> <li>Numbers to 100</li> <li>Time</li> <li>Money</li> </ul>
<b>Science</b>	Animal groups	Human body and senses.	Day length and seasons.	Everyday materials	Weather and Season	Plants
<b>RE</b> 	<b>Christianity</b> What responsibility has God given people about taking care of the world?	<b>Christianity</b> Why are saints important to Christians?  <b>Christianity</b> Christmas: Why is each person important in the Nativity Story?	<b>Judaism</b> What is it like to live as a Jewish person?	<b>Christianity</b> What are God's rules for living?  <b>Christianity</b> Easter: Why is Easter the most important festival for Christians?	<b>Islam</b> What does it mean to be a Muslim?	<b>Christianity</b> Why did Jesus tell stories?
<b>Computing</b> 	Digital painting	Programming A-Moving a Robot	Programming B-Programming animations	Digital Writing	Data and Information – Grouping Data	Computing Systems and Networks - Technology around Us
<b>Art</b> 	Spirals	<b>DT</b>	Simple Printing	<b>DT</b>	Making Birds	Exploring Watercolour
<b>DT</b>	<b>Art</b>	Maasai Necklaces	<b>Art</b>	1. Paper Planes Moving Pictures	<b>Art</b>	<b>Art</b>  <i>Healthy Eating Week</i>
<b>Geography</b>	Two cities	Where on the map?	<b>History</b>	<b>History</b>	Wonderful World	<b>History</b>
<b>History</b>	<b>Geography</b>	<b>Geography</b>	Marvellous Moon	Transport including Brooklands	<b>Geography</b>	Famous Artists



<b>PSHE</b> 	Being Me in My World <i>Why am I special?</i>	Celebrating Difference <i>Friendships</i>	Dreams and Goals <i>Feelings</i>	Healthy Me <i>Road Safety</i>	Relationships <i>Friends and family</i>	Changing Me <i>Life cycles</i>
<b>Music</b> 	Introducing Beat.	Adding rhythm and Pitch	Introducing tempo and dynamics	Combining pulse, rhythm and pitch.	Having fun with improvisation	Exploring sound and creating a story
<b>PE</b> 	1. Invasion 2. Ball skills	1. Athletics 2. Target games	1. Gymnastics and dance 2. Ball skills	1. Outdoor adventurous activities 2. Ball skills	1. Invasion 2. Athletics	1. Outdoor adventurous activities 2. Invasion games

**Please note**

- Art and DT are taught interchangeably
- Each year group celebrates National *Healthy Eating Week* in Summer 2
- History and Geography are taught interchangeably as part of our Topic lessons



# Homework



**Each child will receive the following homework each week:**

- Home reading books (three new books given on your child's book changing day)
- Phonics and spellings (sent home on a Tuesday)
- Optional Power Maths (online and ad hoc)

# Homework



## Reading

- Three home reading books per week – please aim to read every day if possible, little and often is better than last minute cramming, reading the same book more than once helps to consolidate new words and develops fluency. Demonstrate and encourage prosody (reading with stress, intonation and expression). Initial or smiley face to show your child has read at home – there is no need for detailed feedback unless you have questions.
- New books come home on book changing days. Please have **reading records in book bags every day**.
- Assessment is ongoing and constant and happens in school. Book levels will change accordingly.
- Fluency and comprehension can be more difficult to achieve than decoding.

# Homework



## Phonics (weekly)

- Read and learn the sounds.
- Read and try to learn to spell the spelling words (using phonic knowledge... sound out, don't rote learn).
- Encourage your child to use phonic knowledge when writing the words - plausible phonic attempts at spelling is acceptable (and encouraged) in Year 1.
- Tricky words (referred to in the national curriculum as common exception words) have been added this year to encourage learning across the half term in preparation for the half-termly spelling challenge.
- Use the lines in homework books to practise writing that week's sounds, words or full sentences.
- Homework Dojos are awarded to children who return their homework books on a Monday (with some evidence in the book that shows they have done their homework).
- A relaxed and non-judgemental spelling quiz will happen in class on a Monday.
- New homework goes home on a Tuesday.



## Spelling challenge (half termly)

- Practise reading fluently and with confidence as well as learning to spell.
- Point out and use phonic sounds for the phonic parts of the words and letter names for the parts of the word that are not phonic e.g. sound out said as s-e-d, then show that the e sound is made by the letters a-i (using letter names to describe them).
- If your child finds it challenging to remember these spellings you may like to try mnemonics, word shapes or look for similarities or links to other words your child knows.

**Date set: 26.9.23. Quiz date: 2.10.23.**

- ① Practise reading and writing these sounds.

Phase 3

ar

ee

th

ai

Phase 4

fr

dr

st

gr

nk

tr

- ② Practise reading and spelling these words.

1. frog

2. drum

3. star

4. green

5. think

6. train

Exception words

no, so, go.

- ③ Extension – can you write some words or sentences using the sounds ar, ee, th, ai?

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## Little Wandle Letters and Sounds

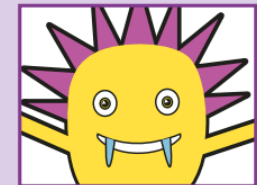
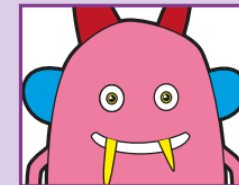


Phonics homework and weekly spellings link to the phonics covered that week in school.

**Key stage 1**

June 2024

**Phonics screening check**



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Year 1 Common Exception Words					
Autumn 1 Ruby Level		he			
no		she			
so		be		Spring 2 Emerald Level	
go		has		our	
to		by		ask	
do				where	
is				there	
my				some	
I		Spring 1 Sapphire Level		come	
a		you		love	
		one		once	
		here		your	
		was			
		said			
Autumn 2 Opal Level		says			
the		are		Summer 1 Amethyst Level	
his		were		pull	
of				full	
me				put	
we				push	
Please practise reading and spelling these words ready for your end of half term spelling challenge!				they	
				today	
				school	
				house	
				friend	

# Maths



## SCHOOL JAM

- Online maths games, activities and information for parents.
- Linked to our in school maths planning.
- Passwords will change this year.
- Ad hoc (new activities added to tie in with maths planning).



- This is a new online times table platform we have introduced in KS2 this academic year
- Logins and information to follow later in the year for KS1.

# Trips, Volunteers and Tournaments



School trip in March linked to the history of transport topic.

Volunteers to listen to children read and help out in the library.



We aim to introduce a wide range of sports at a competitive level to a number of different children. We aim to build children's characters by teaching them resilience in challenging sporting environments and good team building.



# Thank you



- Do you have any questions?

