



Year 1 Team



Miss
Hickman –
Dragonflies



Miss Dufield –
Tadpoles
Teacher
EYFCS Y1



Miss
Langford –
Dragonflies



Miss
Whalley –
Dragonflies



Mrs Pate –
Tadpoles
Support



Mrs Pyatt –
Payne –
Tadpoles

Example timetable

Day	8:40 - 9:00	9:00 - 9:20	9:20 - 10:15	10:15-10:30	10:30-11:30	11:30-11:50	11:50 - 1:05	1:15 - 1:30	1:30 - 2:30	2:30-3:00	3:00 - 3:10	3:10 - 3:20
M	REGISTRATION & Morning Task	Assembly – Whole School	RWI Phonics	Snack & Break Time	Maths/ English CP	Kinetic Letters Tadpoles Library	LUNCH TIME	Mastering Number	Maths/ English CP		Tackanary	Get Ready for home time
T		Assembly – KSI Assembly		Snack & Break Time	Maths/ English CP	Kinetic Letters		Mastering Number	Maths/ English CP		Tackanary	
W		Mastering Number		Snack & Break Time	Maths/ English CP	Kinetic letters Dragonflies Library		Maths/ English CP 1:20-2:20		Geography Lesson 3	Tackanary	
T		Mastering Number		Snack & Break Time	Computing Lesson 2 CP	Kinetic letters		PPA Tadpoles- Picture news & Music LI Dragonflies- PE		PPA Dragonflies- Picture news & Music LI Tadpoles- PE	Tackanary	
F		RWI	Assembly – Celebration	Snack & Break Time	Jigsaw Lesson 4 CP	Mastering Number		Art Lesson 3 CP		Homework Reading books	Tackanary	

Year 1 CORE skills- Reading

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear to their own experiences
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known

- Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher
- Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading
- Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events
- Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done
- Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

Year 1 CORE skills- Maths

Number – number and place value

- Count to and across 100, forwards and
 - backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in
 - numerals; count in multiples of twos, fives and tens
- Given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
 -
- Read and write numbers from 1 to 20 in numerals and words

Number – addition and subtraction

- Read, write and interpret mathematical
 - statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
 -

Geometry – properties of shapes

- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]
 -
- Recognise and name common 2-D and 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
 -

Geometry – position and direction

- Describe position, direction and movement,
 - including whole, half, quarter and three-quarter turns

Number – fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
 -
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
 -

Measurement

- Compare, describe and solve practical problems
 - for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Compare, describe and solve practical problems
 - for: mass/weight [for example, heavy/light, heavier than, lighter than]
- Compare, describe and solve practical problems
 - for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Compare, describe and solve practical problems
 - for: time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following: lengths and heights
 -
- Measure and begin to record the following: mass/weight
 -
- Measure and begin to record the following: capacity and volume
 -
- Measure and begin to record the following: time (hours, minutes, seconds)
 -

- Recognise and know the value of different denominations of coins and notes
 -

- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
 -

- Recognise and use language relating to dates,
 - including days of the week, weeks, months and years

- Tell the time to the hour and half past the hour,
 - and draw the hands on a clock face to show these times

Year 1 CORE skills- Writing

Transcription

- Spell: words containing each of the 40+ phonemes already taught
- Spell: common exception words
- Spell: the days of the week
- Name the letters of the alphabet: naming the letters of the alphabet in order
- Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Add prefixes and suffixes: using the prefix un-
- Add prefixes and suffixes: using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Apply simple spelling rules and guidance, as listed in English Appendix 1

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Composition

- Write sentences by: saying out loud what they are going to write about
- Write sentences by: composing a sentence orally before writing it
- Write sentences by: sequencing sentences to form short narratives
- Write sentences by: re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read their writing aloud, clearly enough to be heard by their peers and the teacher

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words
- Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using 'and'
- Develop their understanding of the concepts set out in English Appendix 2 by: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Develop their understanding of the concepts set out in English Appendix 2 by: using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for year 1 in English Appendix 2
- Use the grammatical terminology in English Appendix 2 in discussing their writing

Reading

- ▶ Our Library day will be on a Monday (Tadpoles) and Wednesday (Dragonflies). Your child will take home a library book every week, if they return their old one. If a book is not returned, a note will be handed out as a reminder. If, after week 2, it still isn't returned then £5 will be required for your child to have a new one. This book is reading for pleasure with an adult.
- ▶ On Friday, a RWI book bag book will go home with your child. Again, a reminder note will be given but if after week 2 it is not returned £3 will be required for your child to have a new one. This book matches their reading level and your child can read to you.
- ▶ Some children will also be given a RWI paper book that will be

RWI

- ▶ Your child gets assessed and put into a group according to their sound and word reading knowledge.
- ▶ They will learn a new sound everyday, practising writing their sounds and words and blending, with Fred talk, sounds into words-c-a-t cat.
- ▶ Some groups, from Red group upwards, will read a short story and write a sentence everyday too.
- ▶ They will be assessed every term to see what they have learnt and put in a new group as they progress.
- ▶ Your child will get sent home 2 books that match their reading level. We would love for them to practise everyday at home to gain confidence and knowledge.
- ▶ Each week, a QR code will also be sent home. Children are to watch the video and join in. This is paramount in developing your child's reading.

Our three curriculum topics

- ▶ Autumn Term- Memory Box
- ▶ Spring Term – Into the Woods
- ▶ Summer Term – Passport to Britain

The wider curriculum- Geography

During the year in Geography, the children will be I

- ▶ Autumn – Memory Box- Why do we have four seasons?
- ▶ Spring – Into the Woods- Where do I live?
- ▶ Summer – Passport to Britain- Why do people visit the seaside?

Year 1	
Autumn Term	Memory Box - Why do we have four seasons?
Spring Term	Into the Woods- Where do I live?
Summer Term	Passport to Britain - Why do people visit the seaside?

The wider curriculum- History

During the year in History, the children will be learning

- ▶ Autumn – Memory Box- How has our school changed over time?
- ▶ Spring - Into the Woods- Significant People
- ▶ Summer – Passport to Britain- how have holidays changed within living memory?

	Year 1
Autumn 1	Memory Box – How has our school changed over time? <i>Changes within living memory.</i>
Spring 1	Into the Woods – Which Queen Elizabeth was more significant? <i>The lives of significant individuals in the past who have contributed to national and international achievements</i>
Summer 1	Passport to Britain – How have holidays changed within living memory? <i>Changes within living memory.</i>

The wider curriculum- Art

During the year in Art, the children will be learning

- ▶ Autumn – Memory Box – creating a self portrait
- ▶ Spring – Into the Woods- creating a sculpted (
- ▶ Summer – Passport to Britain- creating a colla

	Year 1
Autumn 1	Memory Box – Creating a self portrait
	Artist – Henri Matisse
	Skill – Drawing- line and shape
Spring 1	Into the Woods- creating a sculpted Gruffalo
	Artist – Axel Scheffler and Nick Mackam
	Skill – 3D Form
Summer 1	Passport to Britain – creating a collage in the style of Megan Coyle
	Artist – Megan Coyle
	Skill – Collage

The wider curriculum-

During the year in Science, the children will be

- ▶ Autumn – Our Changing World- Seasons
- ▶ Spring – Naming and describing materials
- ▶ Summer – Identifying plants and their parts

	Year 1
Autumn 1 (8 weeks)	KWL (Whole class for working wall) Module 1 - Our Changing World- Seasons Lessons 1 & 2
Autumn 2 (7 weeks)	KWL (Whole class for working wall) Module 2 - Human body and senses Lessons 1 -5 + Our Changing World- Module 1 – Seasons Lesson 3
Spring 1 (6 weeks)	Lesson 1-KWL (Whole class for working wall) Naming and describing materials – Module 3 Lessons 1 -5

	+ Our Changing World- Module 1 – Seasons Lesson 4
Spring 2 (7 weeks)	KWL starter (Whole class for working wall) Module 5 – Animals (vertebrates) Lessons 1-5 + Our Changing World- Module 1 – Seasons Lesson 5
Summer 1(4 weeks)	KWL Module 4 – Properties and uses of materials Lessons 1-4
Summer 2	Our Changing World- Module 1 – Seasons Lesson 6 +KWL starter Module 6 – Identifying plants and their parts Lessons 1-5

The wider curriculum- RE

During the year in RE, the children will be learning about

- ▶ Autumn – Christians and Christmas celebration
- ▶ Spring – Islam and Easter celebration
- ▶ Summer – Sikhs and Holy books

Year 1	What do Christians Believe God is like?	Why does Christmas matter to Christians? How and why do we celebrate special times?	Beginning to learn Islam; What can we learn from stories of the Prophet?	Why does Easter matter to Christians?	Beginning to learn Sikh. Part A: Stories of the Sikh Gurus.	How and why are some books Holy? Sacred Words for Sikhs, Muslims and Christians. Inc Hinduism is possible
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The wider curriculum- RSHE

During the year in RSHE, the children will be learning about:

Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

The wider curriculum- D


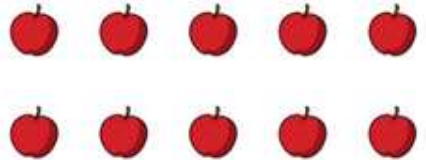

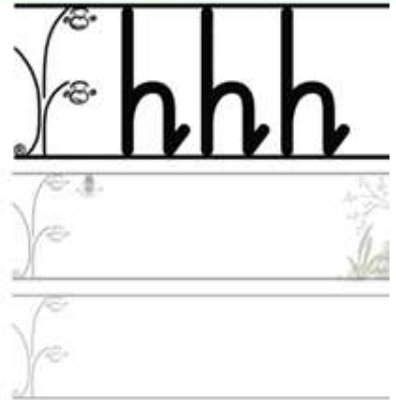

During the year in DT, the children will be learn

- ▶ Autumn -Memory Box- creating a photo frame
- ▶ Spring - Into the Woods- creating a fairy garden
- ▶ Summer - Passport to Britain –creating a puppet

	Year 1
Autumn 2	Memory Box – Creating a photo frame
Spring 2	Into the Woods – Creating a fairy garden
Summer 2	Passport to Britain – creating a puppet

Home Learning

- ▶ Homework will be handed out every Friday in your child's own homework folder. We will then collect it back in on the following Thursday to mark and then hand out the next weeks sheet. Children who return their homework will be given 2 house points each week.
- ▶ Homework is a really important aspect of your child's learning. It helps them to reflect and think about the learning that has taken place in school and to practise applying their new found knowledge and skills. The homework they will be given will be of things they have learnt over the week.
- ▶ The Numbots part is an website or App your child can log into using their personal login details to practise their maths skills

Maths How many children are there?  There are ____ children.		Circle 6 apples. 	
English — Label the gingerbread man 			
Spellings Week 1 r and d Tested on: 2019 rat run dog den red		Reading Please read to an adult and record in your reading diary.	Times tables  Please login to Numbots

PE

- ▶ PE is on Thursday afternoon. Your child is to come to school on Thursday in the correct PE kit.
- ▶ House colour polo shirt/t-shirt
- ▶ Black shorts/tracksuit bottoms/leggings
- ▶ Black pumps or trainers
- ▶ Tracksuits and sweat tops can be worn when going outside.
- ▶ Children with earrings should have them covered with plasters or taken out before they come to school.

Spelling Instructions

In year 1, children will have a spelling test on a Friday. Until October half-term, children will have 5 spellings to learn and practise. These words will contain sounds which they have learnt in their RWI groups.

After October half-term, children will complete their spellings through a scheme called Spelling Shed. Children will have 10 spellings to learn and each week will be based on a rule eg. “ed, ing” or a new sound learnt. Children can practise these spellings through games on the website.

Behaviour

Our school motto is Eager to learn, proud to achieve.

Our core rules are...



Ready



Respectful



Safe

Behaviour Principles		
Be Ready	Be Respectful	Be Safe
<p>We arrive at school on time, every time</p> <p>We get to lessons on time.</p> <p>We wear the correct uniform with pride and have the right clothes for PE and playing outdoors.</p> <p>We make sure we have the right equipment for the day.</p> <p>We take part fully in lessons and show resilience.</p>	<p>We always listen when an adult is talking.</p> <p>We always listen to pupils in our class giving ideas and feed-back.</p> <p>We are polite and show good manners to everyone.</p> <p>We respect difference and know we are all equal.</p> <p>We look after our equipment and share it.</p> <p>We look after our environment and never drop litter.</p> <p>We respect the law and the rules of school and society.</p>	<p>We follow instructions -first time, every time.</p> <p>We do not tolerate bullying of any kind.</p> <p>We walk sensibly around our school.</p> <p>We line up sensibly.</p> <p>We know who to go to for help and support.</p> <p>We stay safe online and outside school.</p> <p>We use equipment safely.</p>