



YEAR ONE

Welcome to Year One.

STAFF IN YEAR ONE



Miss Riman

Class Teacher



Mrs Hooper

Teaching Assistant

Mon-Wed



Mrs Hunt

Teaching Assistant

Thurs-Fri



Miss Markham

1:1 Teaching
Assistant

Mornings



Mr Hudson

Class Teacher
Friday pm

HOW PARENTS CAN HELP



Please help us to develop a strong parent partnership.

As a school, we believe it is vitally important that your child is able to deal with everyday issues such as: • Not being first • Patience • Playground fall-outs • Getting hurt • Losing bits of equipment/clothing.

To help us support your children in developing resilience, please try to deal with situations positively and if necessary, talk to your child's class teacher. Please help us to develop a sense of perspective and a strong parent partnership. Together we can!

Love

Perseverance

Trust

VALUES

Forgiveness

Collaboration
Inclusion

Thankfulness

School bible verse

‘Let us not love with words and speech but with
actions and in truth’ 1 John 3:18

This underpins all that we do.

COMMUNICATION



ClassDojo

Appropriate uses of Dojo messaging include:

Messages only sent between 8am-4:30pm. (Please note that during teaching hours, staff may not be able to read or respond during these times)

Brief, positive or helpful messages

Minor updates (e.g. "Reminder that Grandma is collecting today.") - although any last-minute changes must be phoned through to the school office.

Class Dojo messaging is not to be used for:

Lengthy messages or ongoing conversation

Raising concerns or complaints

Sending messages outside of school hours

Any form of negative or inappropriate communication

If you have any concerns or matters that require a more detailed discussion, please email the school at admin3032@welearn365.com to arrange a meeting or a phone call with your child's class teacher. This is the correct and respectful procedure for raising concerns or having in-depth conversations.

ATTENDANCE

Attendance target 97%



We ask for your support to make sure your child attends school every day, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school

Please let us know on the day that your child is absent. You can now communicate this through the Studybug App. It's easy to download from the app store.



EVERY DAY COUNTS

School and future **success**
starts with good **attendance**.



DAILY LATENESS EQUATES TO...

5 MINS LATE
=
3 DAYS
LOST

10 MINS LATE
=
6 DAYS
LOST

15 MINS LATE
=
10 DAYS
LOST

Education is important - **DON'T MISS OUT!**



"Let us not love with words or speech but with actions and in truth" 1 John 3:18

Love in action is being...



Ready



Good looking



Listening code



Resources
ready



Safe sitting



Make links to
previous
learning



Reading record
and book
everyday

"Let us not love with words or speech but with actions and in truth" 1 John 3:18

Love in action is being...



Respectful



Kind words



Remember
manners



Straight,
smart and
silent



Fantastic
walking



Look after each
other



Kind to
school
resources

"Let us not love with words or speech but with actions and in truth" 1 John 3:18

Love in action is being...



Safe



Is my fun, fun
for everyone?



Non-contact
games



Safe use of
equipment



Safe
movement



Safe words



Stay seen

BEHAVIOUR POLICY

CURRICULUM

We are in the third year of our new curriculum cycle. All teachers and subjects leaders have had a part in it. We are really proud of our curriculum. We have weaved love in action throughout and links to global goals.

CURRICULUM

Learning themes:

Term one



Seasides and Seas

Term two



**Our Island, Your
Island**

Term three



**Why did elephants
live in Leamington
Spa?**

Love in action:

Term one



LIFE
BELOW WATER



CLIMATE
ACTION

Seasides and Seas

Term two



DIVERSITY

Our Island, Your
Island

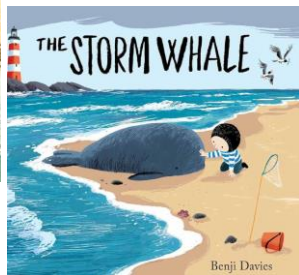
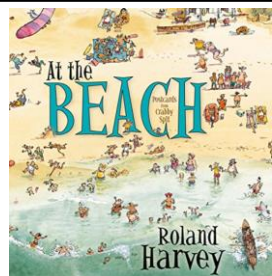
Term three



DIVERSITY

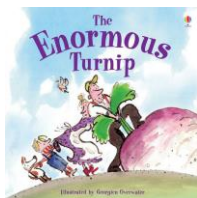
Why did elephants
live in Leamington
Spa?

Year One CORE - Term 1

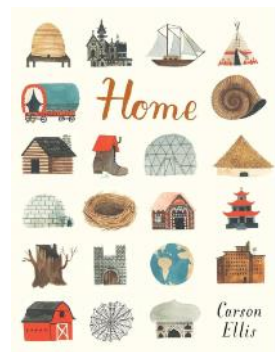
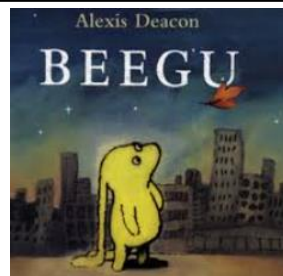
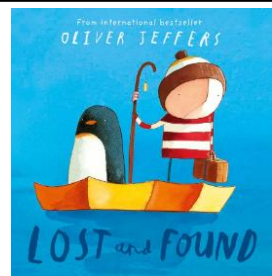


Traditional Tale:

The Enormous Turnip

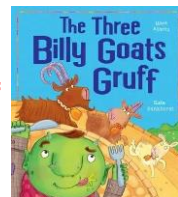


Term 2

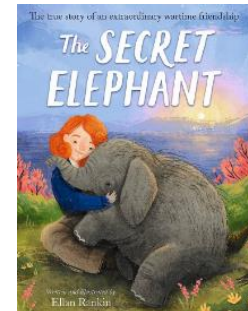
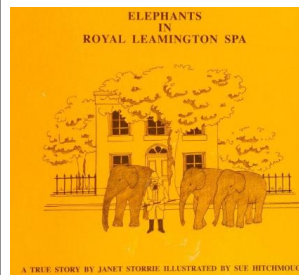
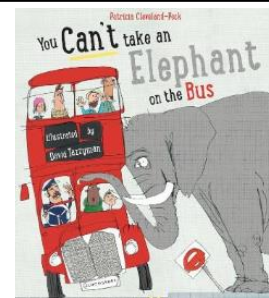
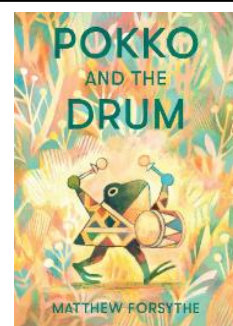


Traditional Tale:

The Three Billy Goats Gruff



Term 3



Traditional Tale:

Goldilocks and the Three Bears



Year One COMPLEMENTARY - Term 1



Term 2



Term 3



SEASIDE AND SEAS – KNOWLEDGE ORGANISER

Key Vocabulary		Location and Place Knowledge	Human and Physical Geography	
United Kingdom	A country in Europe made up of England, Scotland, Wales, and Northern Ireland.	The United Kingdom is in Europe. The United Kingdom has 4 countries: Scotland, England, Wales and Northern Ireland. Seasides all sit along the coastline. There are no beaches in Harbury as there is no coastline. 	<u>Human features</u> - Deck chair - Bucket and spade - Boats - Lighthouse - Beach huts - Pier - Ice cream van - Lifebelt 	<u>Physical features</u> - Sun - Sand - Sea - Rockpool - Pebbles - Shells - Cave - Cliff 
seaside	A place next to the sea		<u>Seasides in the past</u> During the Victorian period (1837-1901) beaches were split into areas for men and women. People would be fully clothed because sunbathing was not fashionable. Beaches were much cleaner because there were not as many packaged foods or plastic. 	
coastline	The edge of the land where it meets the sea or ocean.			
mainland	The main part of a country or land, not an island.			
beach	A strip of land next to the sea.			
ocean	A huge body of salty water that covers most of the Earth.			
plastic pollution	When plastic gets into the ocean and causes harm to the marine life that live there.			
physical feature	A feature that has been formed by nature.			
human feature	A feature that has been made or changed by humans.			
map	A diagram that shows the location of continents, countries, cities, rivers and roads.			
Queen Victoria	A famous queen who ruled Britain from 1837-1901.			
Victorian	Something from the time when Queen Victoria was queen.			
bathing machines	A wooden hut on wheels that was moved into the sea for people to change in.			
marine	Something that is related to the sea or ocean.			
tourist	Someone who visits a place for pleasure.			
attractions	Things to see and do.			
harbour	A place where ships or boats moor (tie-up).			
lighthouse	A tall building near the sea with a bright light on top to help guide ships safely.			
pier	A long platform that sticks out into the sea.			
promenade	A public place for walking for pleasure.			
past	The time that has already happened.			
present	The time happening right now.			

Timeline



Maths

Number and Place Value (within 10)

- Sort and count objects
- Represent objects
- Recognise numbers as words
- Finding one more and one less
- Counting forwards and backwards
- Using the terms: fewer, more, same
- Using the terms: less than, greater than, and equal to
- Compare numbers
- Order objects and numbers
- Use a number line

Addition and Subtraction (within 10)

- Introduce and use part-whole models
- Write number sentences
- Number bonds to 10
- Addition problems
- Fact families – the eight facts
- Subtraction – take away/cross out
- Subtraction on a number line

Shape

- Recognise and name 2D & 3D shapes
- Sort 2D & 3D shapes
- Recognise patterns with 2D and 3D shapes

Values

- Thankfulness & Responsibility
- Love & Preparation

RE

- How might your worldview be seen in the choices you make? (climate)
- Why does Christmas matter to Christians? (Incarnation)

PSHE – Jigsaw

- Being Me in my World
- Dreams and Goals

Science

- Everyday Materials
- Seasonal Changes taught throughout the year

Art

- Drawing – sketching seashells

DT

- Making junk model boats

History

- Place objects and events in time order
- Use artefacts/sources to learn about the past and present
- Learn about changes within living memory – seaside holidays past and present
- Learn about changes beyond living memory – Victorian Seaside
- Learn about the lives of significant individuals – Queen Victoria
- Interview grandparents/elderly residents in Harbury about their holidays

Seaside and Seas

English

Texts:

- At the Beach
- The Storm Whale
- The gigantic turnip

What will be covered:

- Labelling
- Writing lists
- Rehearsing and composing simple sentences
- Using 'and' in sentences
- Writing a postcard
- Seaside poems
- Retelling traditional tales

PE

- Fundamentals & Gymnastics

Computing

- Bookcreator app
- Daisy Dinosaur Programming

Music

- Hey you
- Rhythm in the way we walk and Banana Rap

Geography

- Use world maps, atlases and globes
- Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas
- Locate UK seaside resorts on a map
- Identify human and physical features
- Identify seasonal and daily weather patterns
- Talk about different ways to travel
- Use aerial photographs
- Sustainability – environmental geography (reducing plastic in the ocean)

PHONICS IN YEAR ONE

- Daily phonics session – 40 mins
- Children are grouped by book colour and will move between year groups
- Revisit set 2 in the first half term and then teach set 3
- After Autumn half term – looking at alternative sounds
- Regular assessments throughout the year
- Children will be assessed at the end of the year – phonics screening
- Children need to know all set 2 and 3 sounds
- More phonics information and resources will be shared on Class Dojo
- Use websites such as Phonics Play

RWI

Set one



RWI

Set two

ay



May I play?

ee



What can you see?

igh



Fly high

ow



Blow the snow

oo



Poo at the zoo

oo



Look at a book

ar



Start the car

or



Shut the door

air



That's not fair

ir



Whirl and twirl

ou



Shout it out

oy



Toy from a boy

RWI

Set three

ea  cup of tea	oi  spoil the boy			
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

RWI

Complex Speed Sound Chart

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a</u> -e	y	<u>i</u> -e	<u>o</u> -e
					ai	ea	ie	oa
						e	i	o
							y	

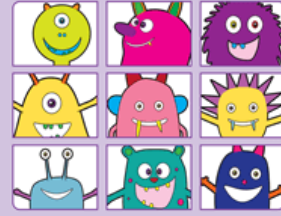
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u</u> -e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

PHONICS SCREENING CHECK

The Year 1 phonics screening check is a short assessment to confirm whether individual children have learnt how to read words using their knowledge of phonics to decode them.

Through the check children will read a range of 20 real and 20 'nonsense words' with a range of sounds. Nonsense words are also referred to as *alien* words and are made up words to check that your child can use their phonics knowledge correctly to read unfamiliar words.

The check will identify the children who need extra help so they are given support by their school to improve their reading skills. These children will then be able to retake the check in Year 2 so that the school can track them as they move through the school.



Section 1			
Word	Correct	Incorrect	Comment
sut			
yad			
dop			
uct			
meck			
shig			
joil			
chort			
blem			
dreil			
fusp			
quisk			
shop			
yell			
peel			
check			
plug			
sweep			
soft			
yards			

Section 2			
Word	Correct	Incorrect	Comment
vaw			
meast			
waib			
zome			
brend			
throst			
stret			
spraw			
few			
fried			
beak			
cute			
crust			
trails			
strip			
scraps			
label			
vanish			
blossom			
thankful			

Section 2

brend



throst



stret



spraw



Section 2

label

vanish

blossom

thankful

YEAR GROUP INFORMATION

- Morning break 10:45am-11:00am
- Fruit will be provided
- Lunchtime (12:00pm – 1.00pm)
- Labelled uniform
- Water bottle
- Reading book, book bag and **reading diary daily please**

READING

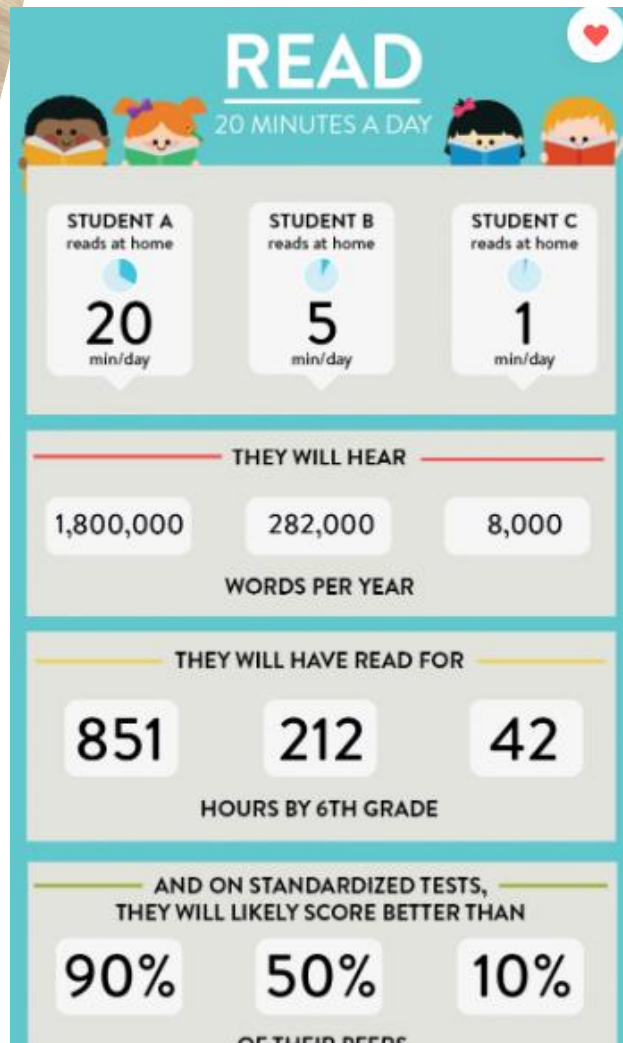
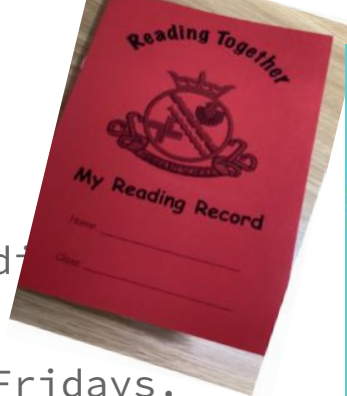
Please bring in your bookbag, read book and reading diary each day.

Reading books will be changed on Fridays.

Please make sure you read as often as you can with your child. Twenty minutes daily is ideal.

Read the book several times. This helps the child to develop fluency and intonation.

This is how we'd like them to read by the end of the book..



BOOK BAG BOOKS

www.oxfordprimary.co.uk/rwiphonics



All the books we send home are matched to the phonics we have been teaching in school. We also encourage you to read other stories/books together. Visit the library, borrow a picture book from school. Sharing stories, rhymes and songs has been proven to have a huge impact on your child's progression.

MATHS KEY SKILLS

Year 1 – Maths Key Skills					
21. Solve one-step + and - problems using concrete objects/pictures	22. Solve missing number problems	23. Solve one-step $\times$ and $\div$ problems using concrete objects/pictures	24. Tell the time to o'clock and half past	25. Name the days of the week and months of the year	26. Recognise all coins
16. Given a number, identify one more and one less	17. Read and write all numbers from 1 to 20 in words	18. Read and use the signs $+$ $-$ $=$	19. Represent and use number bonds within 20	20. Add and subtract 1-digit and 2-digit numbers to 20	
10. Count reliably to 100	11. Count forwards and backwards from any number within 100	12. Read and write all numbers to 100 in numerals	13. Count back in 2s, 5s and 10s	14. Count on in 2s, 5s and 10s	15. Say one more and one less than any number within 100
6. Say 1 more and 1 less than a given number within 20	7. Add 2 single digit numbers using quantities/objects	8. Count on or back to solve addition or subtraction problems	9. Solve problems involving doubling, halving and sharing		
1. Form digits 0-9 correctly	2. Write one digit per square	3. Count reliably from 1 to 20 by rote	4. Accurately count objects up to 20	5. Place numbers 1 to 20 in order	

MATHS

- Practical activities using a range of resources
- Emphasis on problem solving and reasoning – children being able to verbalise their thinking
- Asking lots of ‘how do you know that?’ questions
- Confidence with counting and recognising numbers up to 100
- Having a deeper understanding of numbers up to 20 – not extending children using larger numbers but making links between numbers
- Counting in 2s, 5s and 10s
- Halves and doubles to 20
- Time, money, shape and measure
- Useful websites: www.ictgames.com www.topmarks.co.uk/maths-games/hit-the-button

WRITING

Skills in the white boxes indicate prior learning. Skills in the coloured boxes indicate end of year expectations.

Composition				
20) Oracy To orally rehearse sentences before writing.		21) Sequence Sequence sentences to form short narratives		22) Proof Reading Re-read what they have written to check it makes sense
Grammar and Punctuation				
15) Word Classes Identify and use nouns and verbs	16) Punctuation Correctly demarcate sentences CL, FS	17) Punctuation Use a question mark when needed and begin to use exclamation marks	18) Proper Nouns Use a capital letter for proper nouns and the personal pronoun 'I'	19) Conjunctions Join words and clauses together using 'and'
13) Tense (in spoken language) Begin to express ideas and feelings about experiences using past, present and future tenses			14) Conjunctions (in spoken language) Make use of conjunction with modelling from an adult <u>e.g.</u> 'and' 'but'	
Spelling				
8) Common Exception Words <u>Spell</u> Year 1 Common Exception Words	9) Suffixes Use the suffixes: <i>-ing, -ed, -er, -est</i> <i>where the root word does not need to be changed</i>	10) Contractions To spell some words in the contracted forms (<u>e.g.</u> didn't, can't)	11) Spelling Rules Use spelling rule for adding -s or -es for plural nouns	12) Prefixes Use the prefix -un
7) Phonetically Plausible attempts Spell words by identifying sounds and representing the sounds with a letter or letters				
Handwriting				
3) Letter Formation To form all <u>lower case</u> letters and digits at the correct orientation and beginning and ending in the correct place		4) Letter Size To form letters at the correct relative size and placement in relation to the line		5) Capital Letters To form all capital letters correctly
6) Spacing Leave appropriate spaces between words				
1) Pencil Grip To begin to develop an appropriate pencil grip (working towards tripod).			2) Letter Formation To write recognisable letters, mostly formed correctly, beginning and ending in the correct place.	

WRITING

Learning to be independent writers – children should be writing phonetically

- Focus on independently sounding out words
- Won't always be accurate but should be phonetically plausible – please do not over correct spelling or ask children to copy words
- As they learn spellings, they will begin to use them
 - Emphasis on talk for writing, orally rehearsing sentence before writing it
 - Introduction to spelling, grammar and punctuation
 - Importance of children enjoying writing without fear of making mistakes

NUMBOTS



HANDWRITING

a

Letter-join ✓

b

Letter-join ✓

c

Letter-join ✓

d

Letter-join ✓

e

Letter-join ✓

f

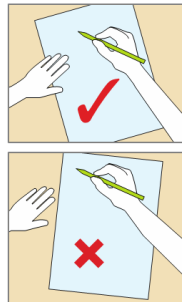
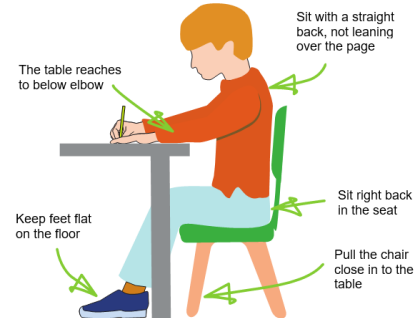
Letter-join ✓

Our new handwriting will focus on forming the letters correctly like this in year 1. Cursive handwriting will start in year 2 but from research it has been proven that the lead ins and lead outs complicate handwriting and lead to cognitive overload. This will be a gradual change as some children have already a preferred handwriting style.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



Paper position for right-handed children.

HOMework

Homework will begin to be set later in this half term and will start with basic spellings and reading. I will post more information about this on Dojo in a couple of weeks. We will build up to a **English/Topic** task each week, along with **phonics practice** and **spellings**. Please do ask if you need help in supporting your child with their homework. It is important children continue to consolidate the work they have done here at school at home too. Homework will be set on Dojo every **Friday** and will be due in the following **Thursday** through your child's online portfolio.



Maths Key Learning Facts

Year 1 Autumn 1

Objective: I know all the numbers to 20 in order and beyond.

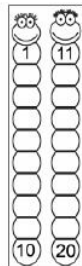
Week One:

Please write out the numbers 1–20 ensuring that all your digits are formed correctly.

0000 1111
2222 3333
4444 5555
6666 7777
8888 9999

Week Two:

Draw and complete the number snakes to group the numbers to 20 into groups of 10.



Week Three:

Fill in the number tracks.

6	5		3			0
---	---	--	---	--	--	---

10		8	7			
----	--	---	---	--	--	--

10	9						2		
----	---	--	--	--	--	--	---	--	--

Week Four:

Fill in the missing numbers.

	2		4	
6		8		10
	12		14	
16		18		20

Week Five:

Compare these numbers between 1 and 20. Say which is greater than and which is less than.



11 ○ 13 19 ○ 14
14 ○ 12 8 ○ 16
7 ○ 20 17 ○ 17
18 ○ 8 14 ○ 19
19 ○ 13 15 ○ 15
6 ○ 16 11 ○ 2

Week Six:

Have a go at writing as many numbers after 20 as you can. Can you reach 50?



ONLINE SAFETY

Online safety is a focus for both school and families at home. We want all our children to be safe and responsible internet users. Our devices at school have filtering and monitoring on them from Warwickshire County Council. We also teach online safety lessons. In the whole school newsletter there is a regular focus on online safety.

Please make sure that you have completed the Acceptable User Agreements for both children and adults and return these to school.

Useful websites: <https://www.commonsensemedia.org/>

ONLINE SAFETY



Warwickshire County Council have recommended:

<https://www.qustodio.com/en/>

This allows **parental control tools to keep their kids' screen time safe and balanced on every device—all from a single dashboard**

Useful websites:

<https://warwickshire.onlinesafetyhub.uk/>

<https://www.common sense media.org/>

<https://www.thinkuknow.co.uk/parents>

<https://www.internetmatters.org/>

<https://www.childnet.com/parents-and-carers/>

SCHOOL LUNCHES

Year one pupils receive Universal School Meals, however, if you are eligible please apply for benefits-related free school meals (FSM). **We get more benefits and funding and for the school.**

Families who receive the following are eligible for free school meals:

- Income Support

- Income-based Jobseeker's Allowance

- Income-related Employment and Support Allowance

- Support under Part VI of the Immigration and Asylum Act 1999

- The guaranteed element of Pension Credit

- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)

- Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit

- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

PUPIL PREMIUM

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

- If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.
- This includes access to additional learning and extra-curricular opportunities, financial support for school trips and a fully funded music lesson or sports club.
- Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for 6 years.
- You can find out if your family is eligible on the Warwickshire County Council website (just Google: 'Warwickshire County Council Free School Meals').

Weekly Overview

Day	Year 1 team	Details
Monday	Miss Riman, Mrs Hooper & Miss Markham	
Tuesday	Miss Riman, Mrs Hooper & Miss Markham	• PE day (up until October half term)
Wednesday	Miss Riman, Mrs Hooper & Miss Markham	
Thursday	Miss Riman, Mrs Hunt & Miss Markham	• PE day (both Autumn 1 & 2) • Reading books to be returned (children to put in box) • Homework due in
Friday	Miss Riman, Mrs Hunt & Miss Markham Mr Hudson every Friday afternoon	• New reading books to be sent home • 9:00am assembly if your child has been chosen for an award • New homework set

KEY DATES

- **October** – Black History Month
- **Friday 3rd October** – Harvest Festival All Saints 9:30am
- **Tuesday 7th October** – Individual photographs
- **WC 13th October** – Start Protective Behaviours
- **Monday 13th October** – Flu immunisation
- **Tuesday 14th October** – Thrive afternoon
- **Tuesday 21st and Thursday 23rd October** – Parents' Evening
- **Thursday 23rd October** – Break up

THANK YOU FOR YOUR TIME.

