

Welcome to Year 1 (R)

Both Year 1 classes make up the Green Learning Team.

Mrs Howell - Hummingbird Class

Mrs Fletcher - Salamander Class

Mrs Smith - supports across both classes

On Thursday afternoons the classes are taught by:

Salamander - Mrs Walker / Hummingbird - Mrs Polovina.

### Reading

School Books - Your child will bring home two books, one 'Reading for Pleasure' book plus a 'Phonics' book. These are matched to your child's phonic knowledge. Please try to read with your child every night, this can be shared reading, being read to or reading independently. When your child has a go at reading a book, by themselves, please post this on Class Dojo as they will get a reward point in school. Please ensure that school books are in your child's bag every day so that we can hear them read in class.

### Phonics

We teach phonics every day as a whole class. In week 1, we will revisit all the Phase 2 and Phase 3 phonemes the children have already been exposed to in Reception. In week 2 we will begin Phase 5 (see sound mat and common exception word list). Detailed information can be found on the school website: [www.melbourne-inf.derbyshire.sch.uk/curriculum/phonics-at-mis](http://www.melbourne-inf.derbyshire.sch.uk/curriculum/phonics-at-mis)

### BugClub/SpellingShed

The login details for BugClub and spelling Shed will remain the same as last year, if you need help logging in, please message your class teacher on Dojo. Each week we will set a BugClub reading book (matched to the phonic sounds introduced that week) and phonics games to practise the application of segmenting and blending.

### Writing & Handwriting

We write daily, across all the subjects. The focus is on saying aloud what we want to write first, and then having a go using correct punctuation: a capital letter, finger space between each word and full stop at the end. We finish by checking what we have written by reading it.

### Maths

We follow the White Rose scheme, which is broken into small steps of learning. The children have lots of opportunity to 'Show' 'Explain' and 'Draw' their learning and to build their problem solving and reasoning skills.

### Homework

Each week we will set a Portfolio on ClassDojo for Reading, Phonics and Maths. For all other subjects we have the Termly Homework Map, for you to work on at home. We would love you to bring in your creations, alternatively a photo on Dojo would be great, so that we can celebrate it in class.

### PE

Year 1 will have 2 PE sessions each week, Tuesday and Friday. Please come in PE kit on these days. Please make sure all items of clothing are clearly labelled with your child's name. PE kit uniform expectation are black or blue tracksuit bottoms/shorts, a plain white t-shirt and if needed a blue or black hoodie. Velcro trainers only please.

### Dojo

We will keep you up-to-date with the exciting things we are doing, on the ClassDojo Class Story. In addition, if there are any changes or extra information, we will use Dojo to let you know.

### Phonics Screening

All children who are in Year 1 will take part in a phonic screening check. This involves reading real and nonsense words containing sounds from phase 2 to phase 5. The check takes place in June. More information to follow.



YEAR 1 – Hummingbirds & Salamanders

Religious Education / PSHE

Who cares for you? How can we care for others and the world we live in?

How can you show somebody you care?

Can you write a list of the kind things you do for other people and our world?

Art / DT

Can you make an Autumn scene?

You can use whatever media you like e.g. paint, coloured pencils, natural materials, junk modelling etc.  
You may like to make it 3D!

What plants and animals will you include? What colours will you use and why?

Geography

Where are the hottest and coldest places on Earth?

Can you use an atlas, map, a globe or Google Earth to find exciting places?

What do you notice about where the hottest places are?

Autumn Term 1  
**EXPLORE**

P.E / Music

Why is it important to exercise?

Can you use your amazing physical skills to make up a mini workout for you, your friends and your family?

Will you use music? What kind of music works best for your activity?

You could even record it so we can all do it together!

Geography / Art

Where do you live?

Can you draw a picture of your house or another building in Melbourne?

Science / Computing

Can you use a camera or phone to take a photo of the view from your window?

Take a photo every week and see how things change.

What do you notice about the plants, trees and weather from the first to the last image?

Tips for parents:

These are a selection of activities for you to choose from during our Term 1 topic. You do not have to complete them all. Please send any completed activities into school virtually on a portfolio (Dojo) or physically with your child.

Thank you and enjoy!



# Year 1 Reading Checklist

Working at the expected standard:

<b>Pupil(s) are beginning to independently apply their knowledge and skills:</b>
To blend sounds in unfamiliar words using the GPCs that they have been taught.
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes.
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
To read words containing taught GPCs.
To read words containing -s, -es, -ing, -ed and -est endings.
To read words with contractions (for example, I'm, I'll, we'll).
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.
To re-read texts to build up fluency and confidence in word reading.
To continue to demonstrate a pleasure in reading and a motivation to read.
To link what they have read or hear read to their own experiences.
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
To retell familiar stories in increasing detail.
To recite simple poems by heart.
To discuss word meaning and link new meanings to those already known.
To check that a text makes sense to them as they read and to self-correct.
To predict what might happen on the basis of what has been read so far.
To begin to make simple inferences.
To discuss the significance of titles and events.
To join in discussions about a text, take turns and listen to what others say.



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# Year 1 Writing Checklist

Working at the Expected Standard:

<b>Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:</b>
To write sentences in order to create short narratives and non-fiction texts.
To use some features of different text types (although these may not be consistent).
To read their writing to check that it makes sense and make suggested changes.
To use adjectives to describe.
To use simple sentence structures.
To use the joining word (conjunction) 'and' to link ideas and sentences.
capital letters for names, places, the days of the week and the personal pronoun 'I'.
finger spaces.
full stops to end sentences.
question marks.
exclamation marks.
<b>Has an awareness of and is beginning to use:</b>
To spell most words containing previously taught phonemes and GPCs accurately.
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).
To use -s and -es to form regular plurals correctly.
To use the prefix 'un'.
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).
To write lower case and capital letters in the correct direction, starting and finishing in the right place.
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.



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## Year 1 Maths

### Number - number and place value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Read and write numbers to 100 in numerals
- Count forwards( and backwards) in multiples of 2, 5 and 10, (up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.)
- Given a number, identify one more and one less(Top Marks)
- Read and write numbers from 1 to 20 in numerals and words
- Reason about the location of numbers to 20 within the linear number system, including comparing using  $<$   $>$  and  $=$
- 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
- Solve number problems and practical problems involving these ideas

### Number - addition and subtraction

- Develop fluency in addition and subtraction facts within 10.
- Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, ( and relate additive expressions and equations to real-life contexts.)
- Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
- Represent (draw) and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including 0
- 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 shapes, including: [for example, rectangles (including squares), circles and triangles] (presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.)
- Recognise and name common 3-D shapes, including: [for example, cuboids (including cubes), pyramids and spheres] (presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.)

- Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

#### Multiplication and division

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

#### Number - fractions

- Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

#### Measurement

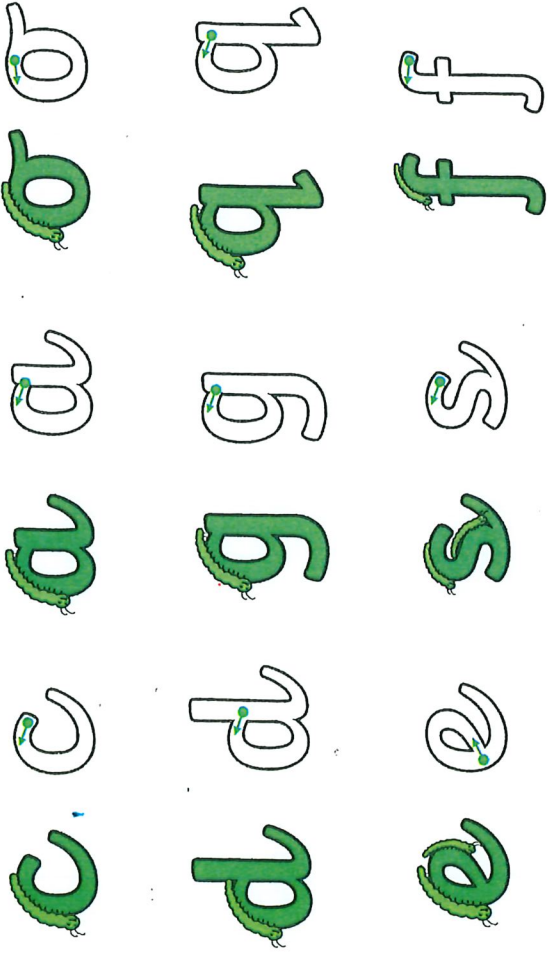
- Measure and begin to record the following: lengths and heights
- Measure and begin to record the following: mass/weight
- Measure and begin to record the following: capacity and volume
- Measure and begin to record the following: time (hours, minutes, seconds)
- Compare, describe and solve practical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

#### Position and direction

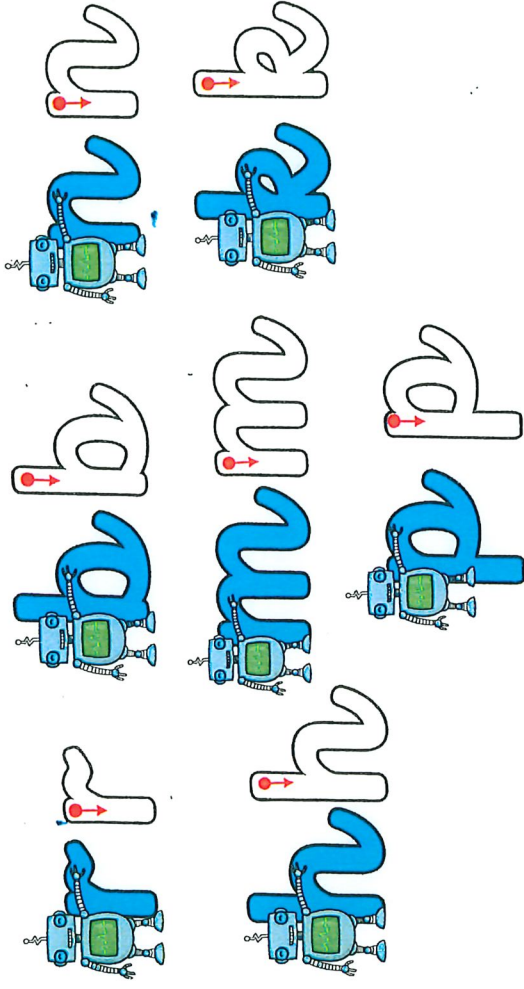
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns



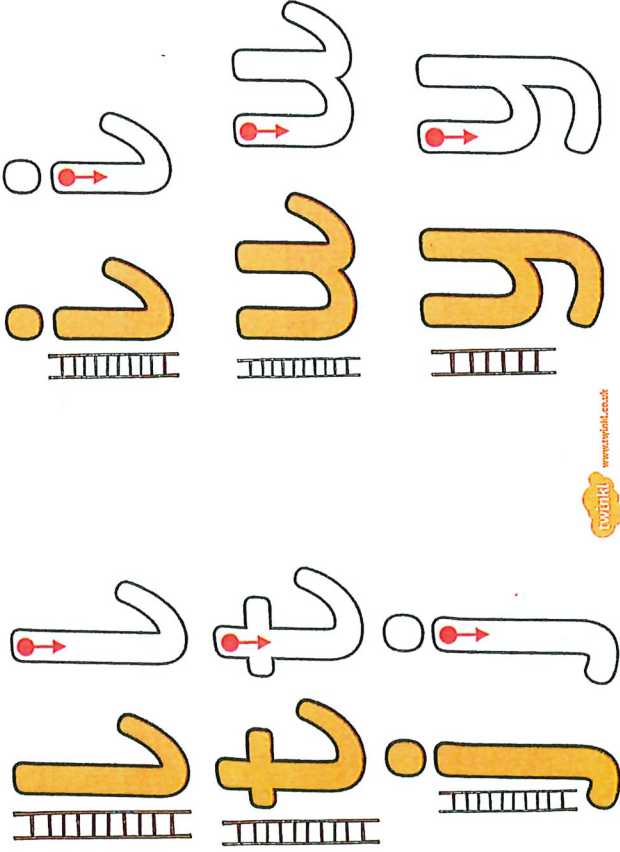
## Curly Caterpillar Letters



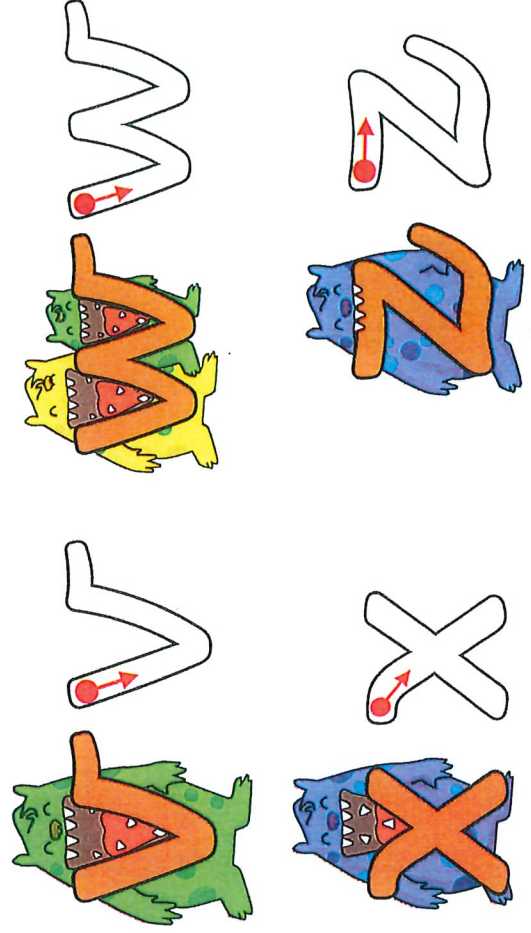
## One-Armed Robot Letters



## Ladder Letters



## Zigzag Monster Letters





# Sound Mat



wh 

ph 

ay 

a-e  eight 

ey 

ei 

ea 

e-e 

ie 

ey 

y 

ie 

i-e 

y 

i 

ow 

o-e 

o 

oe 

ew 

ue 


u-e 

u 

oul 

aw 

au 

al 

ir 

ear 

ou 

oy 

ere 

eer 

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ear 

ch 

c(e) 

c(i) 

c(y) 

sc 

st(l) 

se 

g(e) 

g(i) 

g(y) 

dge 

le 

mb 

kn 

gn 

wr 

tch 

c(ial) 

c(ian) 

ss(ion) 


t(ion) 


ch 

ea 

s(ion) 

s(ure) 

s(ual) 

o 

(w)a 



Whale, Dolphin, Tray, Grapes, Eight, Grey, Rein, Seal, Athlete, Shield, Monkey, Pupp  
Tie, Bike, Fly, Child, Rainbow, Nose, Postbox, Toe, Screw, Blue, Flute, Bush, Shoul  
Straw, Astronaut, Wall, Girl, Pearl, House, Boy, Sphere, Deer, Square, Bear, Ancho  
Cement, Pencil, Cymbal, Scissors, Castle, Horse, Pause, Gem, Giraffe, Gym, Bridge, Candle, Com  
Knot, Gnome, Wrist, Match, Special, Musician, Percussion, Station, Chef, Feather, Explosion, Treasure, Visua  
Swan, Skeleta



# Year 1 Common Exception Words

the

a

do

to

today

of

said

says

are

were

was

is

his

has

I

you

your

they

be

he

me

she

we

no

go

so

by

my

here

there

where

love

come

some

one

once

ask

friend

school

put

push

pull

full

house

our

Phase 2 Tricky Words

the  
to  
I  
no  
go  
into

Phase 3 Tricky Words

you  
they  
all  
are  
my  
her  
he  
she  
we  
me  
be  
was

Phase 4 Tricky Words

said  
like  
do  
come  
there  
little  
out  
have  
so  
some  
were  
one  
when  
what

Phase 5 Tricky Words

oh  
could  
their  
people  
Mr  
Mrs  
looked  
called  
asked