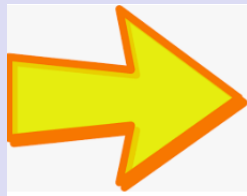


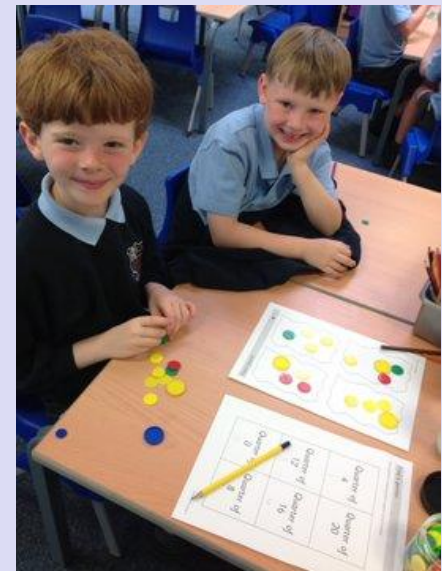
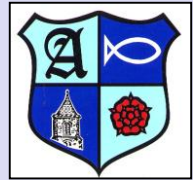
"Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be."

Rita F. Pierson

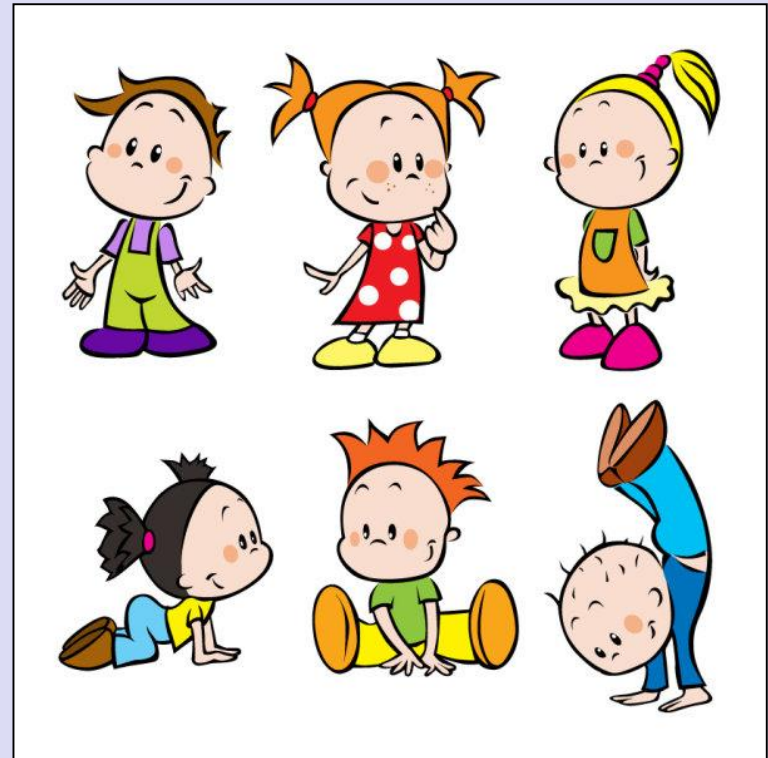




Welcome to Year 1!



- **Our team**
- **Transition**
- **Yearly overview**
- **Phonics**
- **Reading**
- **Maths**
- **Homework**
- **General**
- **How can you help?**



Our Team

Class 3

- Mrs Rawlinson (Mon, Tues, Wed)
- Mrs Avington (Wed pm, Thurs, Fri)

Class 4

- Miss Reardon

Support

Mrs Phillipson

Miss Martin one afternoon a week



Transition

- Transition from Reception to Year One is a big step – the children are doing well settling into their new daily routines.
- Year 1 includes a mix of formal lessons and enhancement through continuous provision. Provision helps children to consolidate their learning.
- We aim to deliver a rigorous curriculum, where learning is fun and activities are engaging.
- In line with our school Behaviour Policy there is an emphasis on children having the **best behaviour for learning**. This means being ready to listen and doing their best. Positive/Negative points will continue to be added to Class Charts each day.

Learning in Year 1

By the end of Year 1 children will aim to...

- Read fluently
- Use phonics to help them read and spell
- Have a deeper understanding of sentence structure
- Be secure in their understanding of numbers up to 20, and recognise numbers to 100

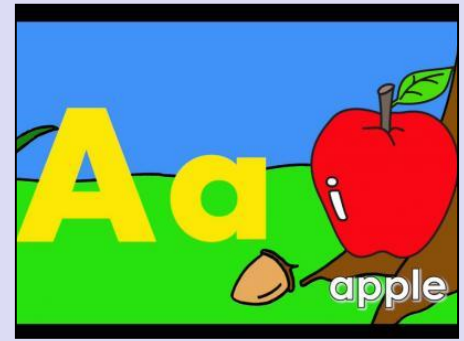
...in addition to many other key skills.

Reading

- Children will take part in a Guided Reading session with a teacher every week. In line with current guidance, these must only contain graphemes which the children have previously been taught, meaning that all words are fully decodable.
- Wider reading and children's own choices is greatly encouraged
- Each week, your child will be allocated reading books electronically through our phonics scheme, Bug Club.



Phonics



Phonics is a major focus and priority which helps children to...

- read
- write
- communicate
- access the whole curriculum

How we plan for phonics

- Daily Phonics Lessons using our brand new SSP 'Bug Club'. The lessons link directly to reading books which will be allocated to read at home electronically. (More on this later)
- Children are taught each morning in their whole class group. Those who need extra support will also attend a short session in the afternoon.
- Children are assessed each half term. This helps to ensure children have progressed and are reading books suitable for their current ability.
- All children aim to pass the Phonics Screening Test
- The screening will take place during the week commencing 12th June, 2023. Attendance this week is vital.

What if your child doesn't pass?

- Children who do not pass this time, repeat the screening again in Year 2.
- Children who are struggling to read continue to receive intervention.

Phonics: How Can You Help?

We cannot stress the importance of reading at home.

Use opportunities anywhere! Read road signs, shopping lists, food labels – anything.

Your child will begin to identify the graphemes learnt in school if they are exposed to them.

Phonics: How Can You Help?

- Following autumn assessments, phonics packs will be sent home for extra exposure to graphemes.
- Each Friday, Phonics/Reading online homework will be set on Phonics Club (Active Learn website). Your child will bring the log in details home)
- Remind children to use their phonic knowledge when reading and writing (we use lots of robot arms in Year 1!)
- Play games and make spelling fun!
- Read! Read! Read! (and then read some more!)

Watch their confidence grow!

Spellings

Weekly spellings are linked to the phase and week of phonics your child has been taught that week.

Children will begin to identify patterns within words.

We try to give 5/6 spellings but sometimes this may need to increase to practise high frequency words and the graphemes taught.

By the end of Year 1 most children aim to be able to spell most of the 100 high frequency words correctly. (These are on our year group page on the website)

Handwriting and Presentation

- The children learn to write all the letters of the alphabet the correct way. This means correctly formed and oriented. We will not begin to teach pre-cursive joins until children are secure in forming each letter correctly.
- Once secure with letter formation, pre-cursive style will be introduced so that in Year 2, the children can begin to fully join their letters correctly.
- The children know that we expect high standards of presentation. This means looking after their exercise books, no scribbling or doodling in or on them and setting out their work as has been modelled for them.



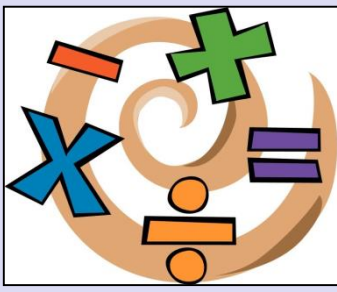
Progress

- Emphasis on individual progress and strengths, as well as stretching our children.
- This means not comparing them to others. Every child will make their own steps of progress at their own pace.
- The well-being of all our children is the key to happy and successful learners!

English

Our main objective is to ensure that by the time the children leave us they can:

- ✓ Identify and use capital letters for the beginning of a sentence and for names and places.
- ✓ Punctuate correctly (full stops, question marks, exclamation marks)
- ✓ Use clear finger spaces between each word
- ✓ Correctly form letters
- ✓ Independently check their sentences make sense



Maths

- Depth of understanding is more important than moving children on to greater numbers
- We introduce mathematical operations using manipulatives initially. Next, children will use pictures to help them visualise the problem/answer. Finally children will solve abstract problems through recording using mathematical symbols.

CPA - Concrete, Practical, Abstract



Maths

- Constant emphasis on place value, addition and subtraction (number bonds to 5, 10 and 20)
- Multiplying (taught through grouping)
- Understanding symbols +, -, =, and when to apply them in problems
- Recognise money, 2d and 3d shapes
- Understand measurement of capacity, length and time
- Simple fractions - Identify $\frac{1}{2}$ and $\frac{1}{4}$ of shapes and amounts

Enrichment

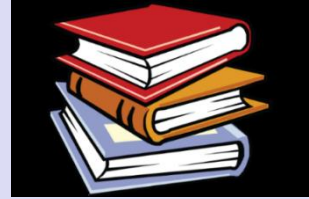
- For each topic we aim to give the children a 'Wow!' experience that engages them in their learning. This can take the form of...
- A visitor that comes to school to enhance learning.
- Be classroom based: For example, we have a Titanic Day, whereby children arrived at school dressed as a First or Third class passenger.
- Trips: Due to the current economic climate, we are aiming to keep any trips simple and local.

P.E



- Two sessions of P.E. each week. (Wednesday and Thursday). Children should arrive at school wearing their full P.E kit /trainers on both of these days.
- Forest School will also begin this term.
- As the weather gets colder, the children can wear tracksuit bottoms, either the new school ones or a plain, dark colour.
- Children still need to wear their school cardigan or jumper on PE days. Extra layers may be worn for outdoor PE in the colder months.
- No jewellery. If children must wear earrings, then plasters must be placed over them (provided from home).
- Shoulder length hair or longer, must have it tied back away from their face.

Homework recap



- Reading/Phonics – Set each Friday to be completed by the following Wednesday. After Christmas, this will also be supplemented using Education City.
- Maths (Education City) – goes 'live' on Friday, to be completed by the following Wednesday.
- Spellings – Spelling sheets to be sent home with all weekly spellings for the whole of the half-term. Please keep this safe.
Tests are on Friday mornings and books go home so you can see the results; please send the book back into school ready for the test the following week.

How can you help?

- Read lots!
- Encourage maths skills such as using coins to pay for items when shopping.
- Encourage neat presentation
- Talk to your children about what they learnt today.

Keep us informed – we really want to help!

General

- Names on children's uniform and book bags please!
- School book bags are available to purchase at the office.
- **No backpacks please** – we do not have the space.
- Please send in **A4** sized colouring books for wet play.
- Please send no spill water bottles each day – they are re-filled throughout the day as needed. **Plain water only please – no juice.**
- **Snack-** We provide fruit mid-morning. If you wish your child to have an extra snack please ensure this is **healthy**.
- Please give any letters to your child to hand directly to their teacher rather than in book bags as we cannot check these regularly. If you need to speak to us, the end of the day is preferable unless urgent. You can also contact the school office.

Communication

- The school website is the place to go for information about school
- On this you will find:
 - Weekly School Newsletter
 - School Calendar
- Year one information under the section “School Information”
- Half termly Knowledge Organiser
- List of Year One high frequency words



The 'Healthy Bodies, Healthy Minds' topic is about ...

...learning how to stay healthy, both physically and mentally. The children will explore why exercise is important to keep us fit, they will also think about what keeps our minds healthy and learn techniques that help us to do this. By the end of the topic, the children will be able to describe ways in which we can stay healthy, including foods which help nourish our bodies, and also the importance of looking after our teeth.

What we already know...

The children have been discussing what is meant by the terms "healthy" and "mind" and what contributes towards having healthy bodies and minds. During the discussions, children shared their prior knowledge, sharing what they already knew:

- Fruit like bananas are good for us
- Vegetables like broccoli make us strong
- You need to exercise to stay healthy
- Our heart beats
- We need to have a good sleep at night

By the end of the topic we will know ...

- How to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- To know that humans are animals
- How to compare and describe differences in our own features (eye, hair, skin colour, etc.)
- How to recognise that humans have many similarities
- How to keep our teeth healthy

Vocabulary

RE— Families

Love, care, different, psalm

RE— Belonging

Baptism, Godparent, priest

Science

Parts of the body for humans, e.g. body, head, neck, arms, legs, face, ears, eyes, nose, hair, mouth, hands, wrists, elbows, fingers, nails, feet, toes, knees, thigh, ankles, calf, eyebrows, eyelashes, teeth, tongue, lips, hips, waist..

Comparative language, e.g. tall/ taller/tallest, long/longer/longest, similar to, different from, etc.

Music

Dynamics, tempo, pitch, timbre, structure, texture, rhythm, pulse

Computing

Log in, log out, username, password, avatar, tools, save

Art and Design

Drawing, painting, techniques, line, texture, colour, shape.

Design and Technology

Plan, design, evaluate, hygiene

History

Past, present, tradition, royal, Parliament

Wider curriculum learning

This half-term our focus will be on ensuring that the children are happy coming to school and adapting to the Year One routines. To support us in this we will be enjoying some yoga whereby the children will concentrate on having a healthy body and mind and what this means.

During Art, we will explore how to create portraits using the media of paint, pencil, charcoal and collage.

The Computing curriculum topics of "On line Safety" and "Grouping and Sorting" will provide the children with the knowledge and understanding to use technology to create, store and retrieve text and images.

In Design Technology the children will be designing and making a fruit kebab by exploring how to group food products, how to work safely and apply the skills of cutting and chopping.

Through learning about past events both in terms of their own lifetime through Baptism and in the life of Queen Elizabeth II, the children will have a context in which to express their ideas.

We are going to read a range of texts from Oliver Jeffers

Stories by the same author

This half-term, we shall explore a range of texts written by Oliver Jeffers. These texts are beautifully written and illustrated, often with a hidden message about what is important.

Lost and Found (main focus)	How to Catch a Star
The Way Back Home	Up and Down



Non-chronological reports

Linking with our Science topic where we create a booklet about ourselves.

Let's try this at home

Oliver Jeffers' book, Lost and Found, explores the friendship between a boy and a penguin. What can you find out about penguins? Where do they live? What do they eat? Use your research skills to find out as many interesting facts as you can. Share your information with your teacher and class friends.

Key dates for this half-term

Autumn term: Monday, 5th September— Friday, 21st October

PE Days—Wednesday (Tennis) & Thursday (Gymnastics). Please wear full school PE kit & trainers with a coat appropriate for the weather. Please bring in water bottles.

Reading books: Books will be allocated electronically on our new Phonics scheme, Bug Club (Active Learn) each Friday. More details to follow at the Curriculum Evening on 21st September.

Homework: Each Friday, information regarding homework will be announced on 'Class Charts' which will then direct you to other learning platforms such as 'Education City', 'Purple Mash' or Bug Club (Active Learn).

Curriculum Evening & Meet the Teacher—Wednesday, 21st September 6pm

Don't forget...

We want your children to succeed to the best of their ability, but most of all, to feel happy coming to school.

If you are worried about any aspect of your child's well-being please come to talk to us.



One more thing...

We have lots of fun learning!

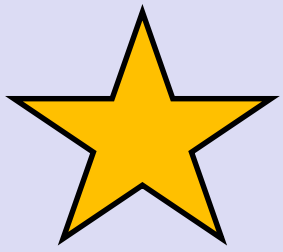
Remember to follow us on Twitter...

Class 3 - @Class3KA_NA

Class 4 - @Class4KR

Whole School - @StAnnesOrmskirk

* Parental consent required



Thank you
for your continued support!

