



Year 1

Curriculum Evening

Mrs Longster

Mrs Cooper



St Matthew's Mission Statement



Mission Statement:

“Welcome to our happy school, where everyone is valued and given the opportunity to ‘let their light shine.’ With Jesus in our hearts, we encourage love and respect for all. We strive to reach our goals, as we learn, and grow, in a safe and enjoyable environment.”



Our SHINE Values



Strive, Help, Inspire, Nurture, Excel –
together, we SHINE!

Key Stage 1



Your child is in Year 1 and is in Key Stage 1.

Nursery & Reception Ages 3 - 5	Foundation Stage
Year 1 & Year 2 Ages 5 - 7	Key Stage 1
Year 3, Year 4, Year 5 & Year 6 Ages 7 – 11	Key Stage 2

The Daily Routine



8.40am	Doors open - EMJ
9.00am – 9.30am	1 st lesson
9.30am - 10.30am	2 nd lesson
10.30am - 10.45am	1 ST BREAK
10.45am - 11.45pm	3 rd lesson
11.45pm – 1.15pm	LUNCH
1.15pm – 2.15pm	4 th lesson
2.15pm – 2.30pm	2 ND BREAK
2.30pm - 3.20pm	5 th lesson
3.30pm	HOMETIME

Homework in Year 1



- Homework in year 1 helps your child develop their Maths and English skills.
- Homework may not always be recorded.

Day	Subject	To be handed in
Friday	Spellings Reading Book	Wednesday
	Reading Book	In school every day

School Bag / Book Bag



- The children need to have a book bag to take their homework and reading book home.



Water Bottles



- Children keep their water bottles in the trays on their tables. They can get a drink at any point during the day and can get their bottle refilled if needed.
- They need to take their bottle home every day and bring it back filled with water.
- Juice or flavoured water is not permitted.



Playtime Snack



- The children are provided with a snack each morning after playtime.
- These are healthy snacks for example; apple, banana, pear, carrot sticks, raisins etc.



Challenge Work



- Phonics
- RE
- Science
- Reading
- Maths
- Writing and drawing
- Construction



Rewards



- House Points for good work
- Table points for good behaviour
- Stars – awarded by the children
- Good to be Green - Behaviour
- Star assembly every Friday





School Council



Two children from each class (Years R-6) are voted to represent their class as part of the school council.

If the children want to be considered for the council, they will write a manifesto.

The school council meets to discuss areas that they would like to develop in the school, based on the ideas and discussions of the children in their class.



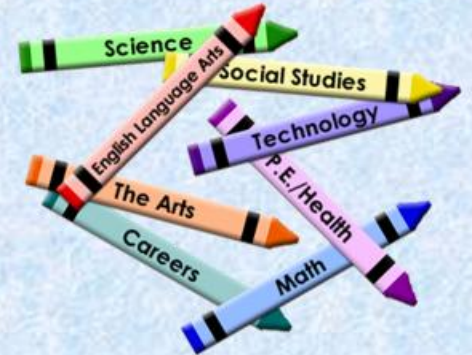
Year 1Curriculum

* Core Subjects

- English
- Maths
- Science
- Computing
- RE

* Foundation Subjects

- History
- Geography
- Art
- Design & Technology
- Music
- Physical Education
- PSHE RSE



English



Fiction

- Traditional Tale
- Story with a familiar setting
- Moral Tale
- Meeting Tale
- Journey Tale
- Disaster Tale

Non Fiction

- Instructions
- Recount
- Persuasion
- Discussion
- Information Leaflet
- Non-Chronological Report

Poetry

3 week Fiction unit

2 week Non Fiction unit

1 week Poetry unit

Choral Reading



Choral reading sessions last 15 minutes.

The children all read the same book at the same time.

On a Friday we read the book and then answer questions.

The children use their phonic knowledge to answer the questions about the story.



Lessons in Year 1



Children are taught in structured lessons, which consists of 4 parts:

- **Sharing of LO** (we are learning to...)
- **Whole class teaching** (Prowise / PowerPoints / practical and interactive)
- **Independent work** (individual / paired / small group)
- **Plenary** (summary of lesson)

Assessment is continuous and tracked to ensure that each child's unique needs are catered for.

Phonics



We will continue to work on the conceptual knowledge taught in reception.

1. Letters are symbols (Spellings) that represent sounds.
2. A sound may be spelled by 1, 2, 3, or 4 letters.
3. The same sound can be spelled in more than one way.
4. Many spellings can represent more than one sound.



Phonic Skills



1. **Blending – the ability to push sounds together to build words.**
2. **Segmenting – the ability to pull apart the individual sounds in words.**
3. **Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.**



Handwriting – Letter Formation



- The children are reminded to use correct formation.
- For a number of children, the letters 'b' and 'd' are difficult for them to differentiate.
- Children learn to form letters in letter families.
- Children complete handwriting at the start of each English lesson.

Maths

Throughout the year the children will cover the 6 strands of mathematics ;

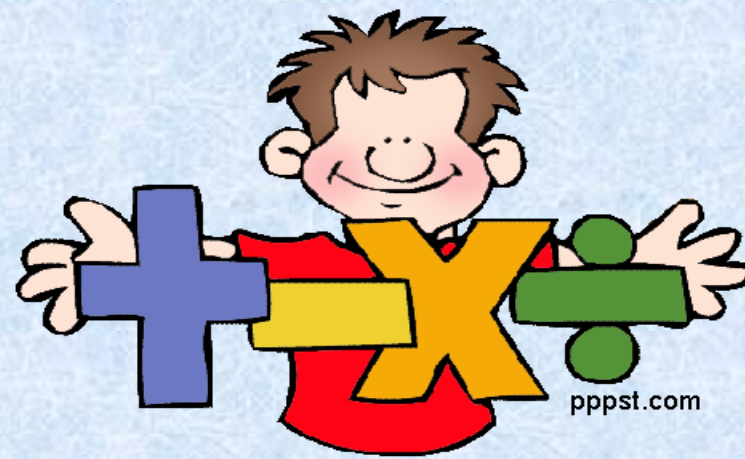
- Place value
- Addition and Subtraction
- Multiplication and division
- Fractions
- measurement
- Geometry

These 6 strands are taught each term.



Using and applying mathematics

- Solve one-step and two-step problems involving numbers, money or measures and time.



Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1 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 or 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

Addition and subtraction

- Read, write and interpret mathematical statements involving (+), 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 $7 = ? - 9$

Multiplication and division

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



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)
- Mass/weight (for example, heavy/light, heavier than, lighter than)
- Capacity and volume (for example, full/empty, more than, half, half full, quarter)
- Time (for example, quicker, slower, earlier, later)
- Measure and begin to record the following:
 - lengths and heights
 - Mass/weight
 - Capacity and volume
 - Time (hours, minutes, seconds)

Geometry



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

An extra 5 minutes?!



It will really aid the children if they can confidently and rapidly recall number facts such as:

Number bonds to 10, 20

Counting forward/back from any number

Adding/Subtracting 1/10

Doubles and corresponding halves



Science

- Science in Year one is taught on a Tuesday afternoon.
- Animals including Humans
- Earth and Space
- Materials
- Plants
- Forces and Magnets



Computing



The children have one ICT lesson a week in the ICT room.

- Technology around us
- Digital Painting
- Moving a Robot
- Grouping Data
- Digital Writing
- Programming Animations

Religious Education



Religious Education is based on the new “The Way” programme.

Autumn Term

Creation and Covenant

Prophecy and Promise

Spring Term

Galilee to Jerusalem

Desert to Garden

Summer Term

To the Ends of the Earth

Dialogue and Encounter

RSE (Relationships and sex education)



- The **Life to the Full** programme is based on the structure of 'A Model Catholic RSE Curriculum' by the Catholic Education Service. This model curriculum was highlighted as a work of good practice by the Department of Education so we therefore have confidence that the programme will be fit for purpose in supporting the growth and development of your child.

RSE (Relationships and sex education)



Module One: Created and Loved by God explores the individual.

Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

History and Geography



TERM	TITLE
AUTUMN 1	Where I Live - Geography
AUTUMN 2	Toys Through Time - History
SPRING 1	Women in History - History
SPRING 2	Women in History - History
SUMMER 1	Wonderful Weather - Geography
SUMMER 2	Wonderful Weather - Geography

PE

PE lessons take place on a Thursday afternoon



- P.E kit is needed for all PE lessons. Please ensure that you child comes to school on a Thursday in their full kit. They do not need to bring a change of shoes, children can wear trainers, PE shoes all day. Long hair must be tied up and earrings are not permitted.



Talking Partners

The children are paired up into talking partners. The children sit next to their talking partners during teaching time.

- It encourages children to listen to other children, promoting speaking and listening skills.
- It provides less confident children the opportunity to share ideas first.
- Social benefits – children talk to and work with children in their peers group who they may not have previously worked with.

Marking



- All children's work is marked with a positive comment next to a green star.



- A challenge / next step is identified next to a green arrow. The children are provided with time in the next lesson or on a Friday morning if support is needed to complete the short challenge.
- Live marking is used as much as possible.



Communication

We understand the importance of respectful and timely communication. This year, we have a new Communication Policy for Parents.

If you have a matter you would like to discuss, please contact the office to make an appointment with myself as Class Teacher.

For all email queries, please email the office on TMAOffice@stmatthewsjarrow.co.uk and this will be triaged to the relevant member of staff.

For any safeguarding concerns, please call the office and ask to speak to a Designated Safeguarding Lead (DSLs). Mrs Alderson, Miss Wiblin and Miss Shawcross are our DSLs.

For any SEND queries, please make an appointment with Miss Shawcross, our SENDCo. Miss Shawcross is available during her SEND time on Tuesday afternoons.

Please note that all queries will be responded to within our working hours and within 72 hours of receiving them.



Social Media

Using Facebook, Twitter, WhatsApp and other social networking sites is not the correct forum to raise any issues or concerns about the school, staff, other parents or students. Please always contact us directly if you have any concerns.

Any negative remarks on these sites can be seen as defamation of character, harassment or slander. This means that you could be prosecuted by the police.

Before posting about school matters or events, we ask you to pause and consider: *Is this respectful? Is this necessary? Is this safe?*

Please never post any photos of any other pupils on social media for safeguarding purposes.

Year 1 – “An open door”



- I am in school most mornings by 8am and usually leave at 5:00pm.
- Please ring or email about anything that is concerning or worrying you.
- Otherwise please see me or contact the office to make an appointment to see me after school.