

September
2023

Meet the teacher

Welcome to Year 1



Staff

- Mrs Ingle – Squirrel class (Monday, Tuesday and Wednesday)
- Mrs Inci – Squirrel class (Thursday and Friday)
- Miss Parsons – Hedgehog class
- Mrs Forrester – The Nest

LSA's across Year 1

- Mrs Harvey
- Mrs Ives
- Miss Johnson
- Mrs Zidane



What we are learning...

Reading: The Bumblebear, The Leaf Thief, My Shadow is Pink, What the ladybird heard, Oliver's vegetables, Non-fiction text (linked to science) and Coming to England

Writing: Acrostic poem (Fred the dog) and

Instructions (planting)

Maths: Place value (within 10) and addition and subtraction

Science: animals including humans and seasonal changes

P.E: ball skills and dance

Geography: compass directions, aerial photos, human and physical features and maps

DT: free standing structures

Music: Move to the beat

French: J' apprends le Francais (locating France, talking about feelings and counting to 10)

Computing: online safety and exploring Purple Mash. Creating avatars.

R.E.:

- Christianity – **Why do Christians call God 'creator'?**
- Christianity – **What is the 'Nativity' and why is it important to Christians?**

PSHE: health and wellbeing

Trips / extra activities

Science - The Lookout: Discovery Centre



Leatherhead Library

Year 1

Autumn Term 1

Our School



Vision and values

"All things are possible for one who believes"

Harvest – donating food to the food bank

Class rules and expectations

How can you help?

Reading – reading at home daily – books in book bag and Oxford Online

Visit the library – look for books written by Julia Donaldson (our author of the term)

Numbots – an online platform designed to help develop math skills.

Look at **simple maps** and identify the key. Look at a compass and talk about **North, East, South and West**

Useful websites:

- <https://www.phonicsplay.co.uk/>
- <https://play.numbots.com/#/intro>
- <https://home.oxfordowl.co.uk/>

Key Vocabulary

Week 1: avatar and hygiene

Week 2: carnivores and passwords

Week 3: feelings and self-regulation

Week 4: landmarks and mammals

Week 5: harvest and evaluate

Week 6: seasons and Autumn

Curriculum maps

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our School	Local history – linked to buildings/homes	The UK	Transport	The World	Explorers
Leatherhead Library 29th September 2023 The Lookout – Discovery Centre in Bracknell 18th October 2023	Leatherhead's oldest house (TBC)		Brooklands Museum 21st February 2023		Wisely Gardens (TBC)

End of year expectations

Mathematics

- Count to and across 100, forwards & backwards from any number.
- Read and write numbers to 20 in numerals & words.
- Read and write numbers to 100 in numerals.
- Say 1 more/1 less to 100.
- Count in multiples of 2, 5 & 10.
- Use number bonds and subtraction facts to 20.
- Add & subtract 1 digit & 2 digit numbers to 20, including zero.
- Solve one-step multiplication and division using objects, pictorial representation and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month, year.



End of year expectations

Phonics Screening Check –
week commencing
10th June 2024

Reading

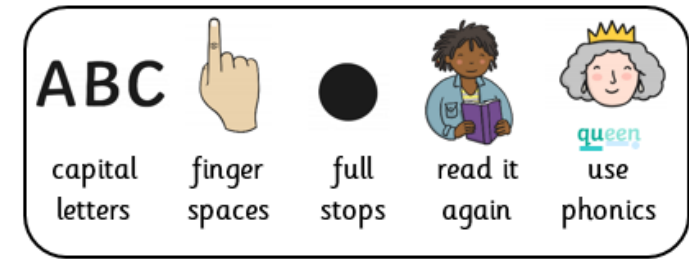
- Recognise common red words when reading e.g. said, was, they, there
- Read green words containing sounds already taught e.g. snail, cake, may.
- Recognise and join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said and done.
- Read aloud with pace and expression, i.e.
 - pause at full stop; raise voice for question.
- Recognise:
 - capital letters A
 - full stops .
 - question marks ?
 - exclamation marks !
- Know why the writer has used the above punctuation in a text.
- Know difference between fiction and nonfiction texts.



End of year expectations

Writing

- Write clearly demarcated sentences.
- Use 'and' and other simple conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of:
 - o capital letters A
 - o full stops .
 - o question marks ?
 - o exclamation marks !
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative *[as introduction to paragraphs]*.
- Use correct formation of lower case – fini
- Use correct formation of capital letters.
- Use correct formation of digits.



Stretch: mmmmmountain
Handwrite: Maisie, mountain, mountain



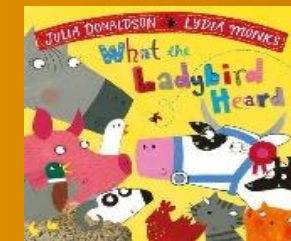
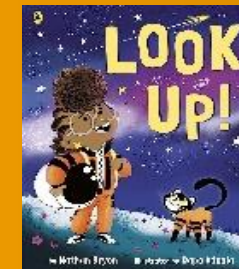
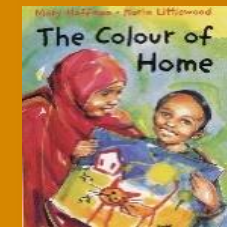
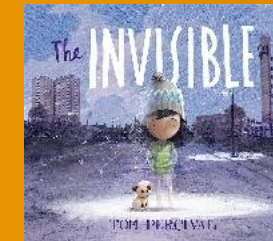
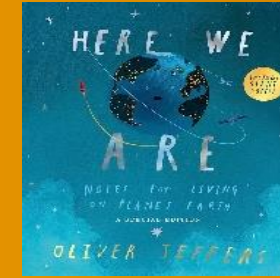
Timetable

8.50	8.55 – 9.10	9.10 – 10.25	BREAK	10.40 – 11.00	11.00 – 12.00	LUNCH
Register	Collective worship	Read, Write, Inc. (Phonics)		Guided Reading	Maths and free flow	

1.00 – 1.10	1.10 – 1.25	1.25 – 3.20	END OF THE DAY
Story time	Mastering Number	Wider curriculum learning Free flow PE – Wednesday and Friday French – Alternate Tuesdays Music – Alternate Tuesdays Daily Mile	

Reading

Julia Donaldson



Reading



Your child will be bringing home at least two reading books each week:

- **Two Read Write Inc.** books which will closely match your child's phonic ability and they should be able to read this to you. They will keep these books for a week so that they can develop fluency and expression as they practise reading it several times. **These books will be changed every Wednesday by the children.**
- A **library book** which your child will have chosen themselves from the class book corner. This may be a fiction or non-fiction book. This is a book to share or to be enjoyed on their own. This can be changed weekly by the children. **Year 1 will visit the Library every Friday.**
- **Oxford Owl e-books** will be available for children to read online. Again these will be closely matched to your child's phonic ability.



Reading

Please ensure all reading books and records are in school every day. Class teachers will hear all children read over a two week timetable. This is in addition to daily reading in Read Write Inc, sessions.

Suggestions to help with reading:

- Quality over quantity – between 5 and 10 minutes daily
- Take turns in reading pages
- Read the book and child ‘jumps in’ with missing words
- **Speak to your child’s class teacher**

Challenge for all

Literacy

- Read, Write, Inc. groups – children assessed every half term
- Daily Phonics Interventions – Mrs Ives
- Reading volunteer
- Speech and language sessions (therapist and top up sessions)

Maths

- Sneaky Peek sessions with class teachers
- Manipulatives in all lessons – practical lessons
- Challenges and Super Challenges
- Groupings in class

Social and emotional

- EISA
- Burrow



Behaviour

- Recognition board – all children recognised for positive behaviour
- Re-direct, remind, caution – all done privately with the child
- Time outs still take place but white slips are for recording purposes only
- All adults responsible and consistent

How you can help

- Attendance
- Home reading
- Home learning
- **Communication with school staff**
- School Website - links to different educational sites
- Reinforce our values in your home



respect

truth

love

forgiveness

commitment



Thank You!

Any questions?