

September
2024

Meet the teacher

Welcome to Year 1



Staff

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

LSA's across Year 1

- Mrs Rivet
- Mrs Edgely
- Mrs Ives
- 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: Narratives (The Bumblebear and Oliver's Vegetables) and acrostic poetry

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: Hey You! (Hip Hop)

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'? and Harvest

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”

- learning about sharing our food at Harvest with people less fortunate
- setting our 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

Geography - 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: creation and fruitful

Week 2: sturdy and avatar

Week 3: predators and preys

Week 4: unique and emotions

Week 5: landmarks and cautious

Week 6: compassion and nutritious

Week 7: rustling and crunching

Curriculum maps

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Our School <i>Why do we need maps?</i></p>	<p>Local history – linked to buildings and homes <i>Why is Lucy Quinnell's home important?</i></p>	<p>The UK <i>Where would I like to visit in The UK?</i></p>	<p>Transport <i>Why are we learning about Amy Johnson?</i></p>	<p>The World <i>Which continent would I like to explore?</i></p>	<p>Explorers <i>Why are we learning about Christopher Columbus?</i></p>
<p>Leatherhead Library (TBC)</p> <p>The Lookout – Discovery Centre in Bracknell 23.10.24</p>	<p>Leatherhead's oldest house (TBC)</p>	<p>The Beeches (care home) (TBC)</p>	<p>Brooklands Museum 26.02.25</p>		<p>Wisley Gardens 11.07.25</p>

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
9th June 2025

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.



Reading

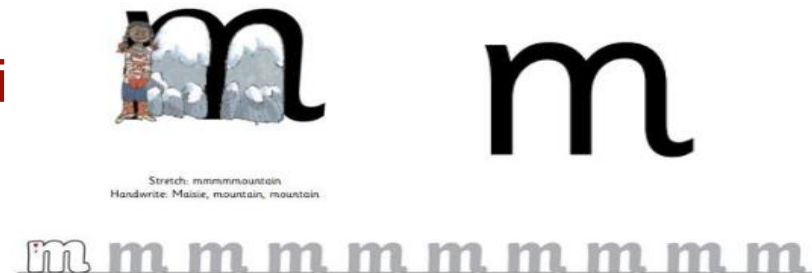
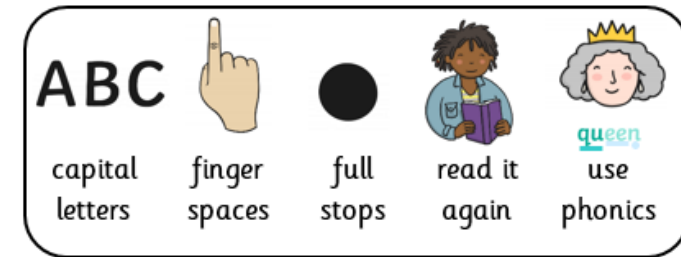
Julia Donaldson



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 – m
- Use correct formation of capital letters.
- Use correct formation of digits.



Timetable

Morning

8.40 – 8.50	8.50	8.55 – 9.10	9.10 – 10.25	10.25 – 10.40	10.40 – 11.10	11.30– 12.00	12.00 – 1.00
Arrival and children reading. Children read to CT/LSA	Register	Collective Worship	Handwriting Phonics	BREAK	Maths Free Flow	Guided Reading	Lunch

Afternoon

1.00 – 1.10	1.10 – 2.55	3.00 – 3,20
Mastering Number	<p>Wider Curriculum lesson and focus activity</p> <p>Free Flow</p> <p>Readers (fortnightly basis)</p> <p>PE – Wednesday and Friday</p> <p>Library – every Friday</p> <p>Daily Mile – 3 times a week</p> <p>French and Music – alternate Wednesday</p>	<p>Phonics</p> <p>Celebration</p> <p>Story</p>



Home learning - 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**

Logins



OxfordOWL



purple
mash

2simple

Challenge for all

Literacy

- Read, Write, Inc. groups – children assessed every half term
- Interventions with class teachers
- 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

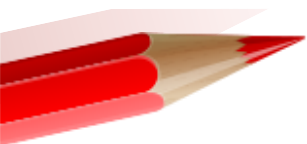
Social and emotional

- EISA (Emotional Literacy Support Assistant) – Mrs Celine and Mrs Oakhill
- The Burrow – Mrs Gale



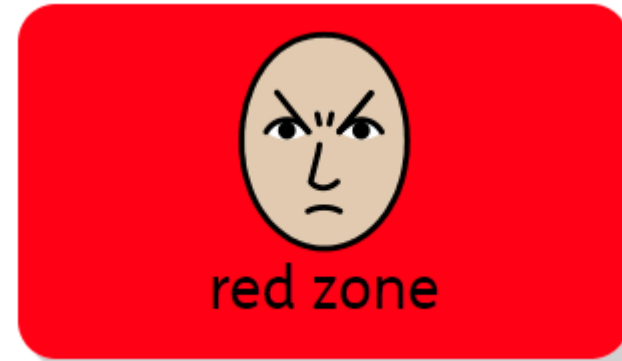
Behaviour

- Recognition board – all children recognised for positive behaviour
- All adults responsible and consistent



Zones of Regulation

- An approach to develop self-regulation



The Zones of Regulation provides clear visuals to help identify and communicate how we are feeling.

Blue Zone
Sad • Bored • Tired • Sick

Green Zone
Happy • Focused • Calm • Proud

Yellow Zone
Worried • Frustrated • Silly • Excited

Red Zone
Overjoyed/Elated • Panicked • Angry • Terrified



Children develop strategies to self-regulate .

Positive impact on social-emotional development.

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?