



Welcome To Year 1

Mrs McCarron



Staff In Year 1



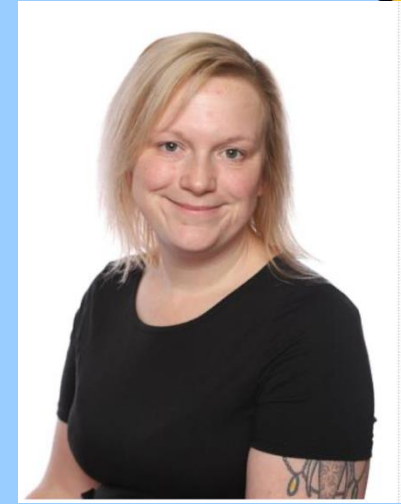
Miss Winser
Teaching
Assistant



Mrs
Dhanchora
SSA (AM)



Mrs Ahktar/Mrs
Redmond
SSA (PM)



Typical Timetable



	08:30-08:45	08:45-09:15	09:15-09:35	9:35-10:30	10:30-10:45	10:45-11:05	11:05-12:05	12:00-13:00	13:00-13:15	13:15-14:15	14:15-15:15
Mon	Registration and Home Reading Books	Whole School Liturgy	Phonics	English Pre teach vocab / LA 20% reading Attention autism	Break	Guided Reading	Maths	Lunch	Picture News	Geography	Music Phonics (2:50-3:05) Welcomm
Tue		Handwriting		English		Guided Reading	Maths		Class Novel	R.E (13:15-14:30)	Science Phonics (2:50-3:05)
Weds		Handwriting		English		Guided Reading	Maths		Picture News	DT Attention autism	Computing Phonics (2:50-3:05)
Thurs		Sung Worship		English		Handwriting	Maths		Class Novel	P.E Colourful semantics Yr1 & Yr2 LA 20% reading	PSHE Phonics (2:50-3:05) Welcomm
Fri		Awards & Thanksgiving		English Attention autism		Guided Reading	Maths		Picture News	R.E (13:15-14:30)	MFS Welcomm Phonics (2:50-3:05)

Topics



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Lost and Found by Oliver Jeffers Outcomes Fiction: write an adventure story Sea Songs When I was One - The Pirate Song A Sailor Went to Sea (Trad.) Pirate Pete by James Carter Poetry X Curricular writing Explanation How do the seasons change?	Katie in London by James Mayhew Outcomes Non-fiction: write a <u>nonchronological</u> report There Are No Such Things as Monsters!! by Roger Stevens Poetry X Curricular writing Non Chronological report: Everyday materials	The Lion Inside by Rachel Bright Outcomes Fiction: write a story If I Had a Beak Poetry X Curricular writing Recount: A diary from a rainy day	The Curious Case of the Missing Mammoth by Ellie Hattie, A Great Big Cuddle by Michael Rosen Outcomes Recount: write a letter to a historical figure At the Zoo by W. M. Thackeray Poetry X Curricular writing Persuasion To persuade someone to buy my toy	Toys in Space by Mini Grey Outcomes Fiction: write a story I Spun a Star by John Foster Poetry X Curricular writing Discussion: What is it like to live in Shanghai?	Goldilocks and Just the One Bear by Leigh Hodgkinson Outcomes Non-fiction: write a report about bears Fruit Salad Poetry X Curricular writing Instructions: How to become an explorer
Maths	- Place Value (Within 10) - Addition and Subtraction (Within 10)	- Addition and Subtraction - Shape	- Place Value (Within 20) - Addition and Subtraction (Within 20)	- Place Value (Within 50) - Length and Height - Mass and Volume	- Multiplication and Division - Fractions - Position and Direction	- Place value (within 100) - Money - Time
Science	Seasonal Changes	Everyday Materials	Sensitive Bodies	Comparing Animals	Introduction to Plants	Investigating Science through Stories
History		How am I making History		How have Toys Changed?		How have explorers changed the world?
Geography	What is it like here?		What is the weather like in the UK?		What is it like to live in Shanghai?	
Design technology	Structures: Constructing a windmill		Textiles: Puppets		Smoothies	
Art		Drawing: Make your mark		Sculpture and 3D: Paper play		Painting and mixed media: Colour splash
PSHE	Being a Good Citizen Religious Understanding	Personal Relationships	Religious Understanding Life Online	Keeping Safe		Religious Understanding Wider World
Music	Move to the Beat		Exploring Sounds		High and Low - Exploring Pitch	
PE	FMS - Rolling a Ball FMS Baseline Unit - <u>Supertato</u>	Baseline Unit - Lost and Found FMS - Catching and Bouncing a Ball	Gymnastics 1 Athletics	Gymnastics 2 FMS - Kicking	Dance - Toy Story FMS - <u>Zog</u>	FMS - <u>Tri Throff</u> Dance - Robots

Writing overview



Year 1							
Y1 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	Sequence sentences to write short narratives based on fictional and real experiences		✓				✓
Tense	- Growing accuracy when writing in the past tense - Mostly accurate use of present tense when writing						
Conjunctions	- Words combined to make simple sentences - Use and to join clauses <i>I can see the cat and he is on the mat.</i>	✓		✓	✓	✓	✓
Level of detail	- Use and to join words - Use some simple description		✓	✓	✓	✓	✓
Cohesive devices	- Begin to link ideas or events by subject/or pronoun <i>I can see the cat and he is on the mat. He is eating his lunch.</i> - Write short narratives ensuring that many sentences are sequenced accurately		✓				
Logical sequence of events							✓
Punctuation	- Some use of full stops and capital letters - Begin to use exclamation marks - Begin to use question marks - Use capital letters for names of people and places - Use capital letters for days of the week - Use a capital letter for the personal pronoun	✓	✓	✓	✓	✓	✓
		✓	✓	✓	✓	✓	✓
		✓					
Spelling	- Some words containing previously taught phonemes are spelt with some accuracy - Phonetically plausible attempts are made to spell words that have not yet been learnt - Spell common exception words at WTS standard - Some common exception words are spelt accurately inline with SSP programme - Apply prefix -un with growing accuracy for both verbs and adverbs - Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs - Spell days of the week accurately						
				✓		✓	
			✓	✓	✓	✓	
Handwriting	- Leave spaces between words - Some lower-case letters are formed accurately, starting and finishing in the correct place - Form digits 0-9 mostly accurately - Understand which letters belong to which handwriting families - Hold a pencil comfortably and correctly - Sit correctly at a table						
Edit and Evaluate	- Check written work makes sense through re-reading with other pupils and the teacher - Read work aloud clearly						
Proof-read							

Maths overview



Year 1 programme of study

Number – number and place value

Statutory requirements

Pupils should be taught to:

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

Notes and guidance (non-statutory)

Pupils practise counting (1, 2, 3...), ordering (for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.

Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.

They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions.

They recognise and create repeating patterns with objects and with shapes.

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), 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 $7 = \square - 9$.

Notes and guidance (non-statutory)

Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, $9 + 7 = 16$; $16 - 7 = 9$; $7 = 16 - 9$). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.

Pupils combine and increase numbers, counting forwards and backwards.

They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.

Morning expectations

A polite reminder that children should be supervised in the playground before school starts.

Please also note:

- No balls, toys or similar items into school or on the playground before the day begins.
- Children will line up in their year group and come in where the class teacher will greet them at the door.

Uniform

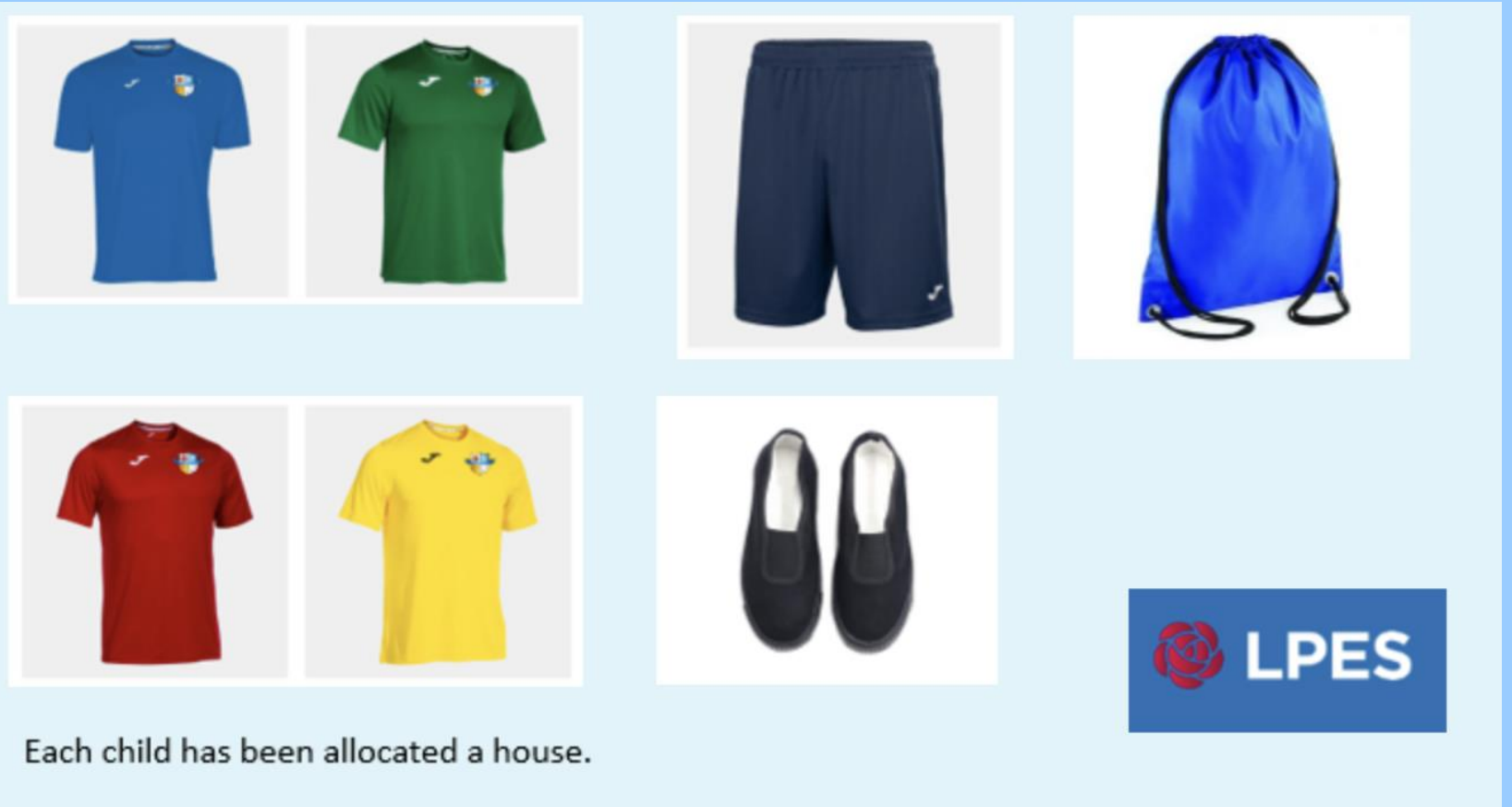


<https://www.whittakersschoolwear.co.uk/product-category/blackburn/st-annes-rc-primary/>

P.E. Thursday and Friday



Kit needed:
Pumps
Shorts
Coloured T-shirt
Trainers



Homework



Maths:

- Numbots – 5 minutes a day, 5 days per week (25 minutes weekly) practising calculations



English:

- Read for 15 minutes at least 3 times a week – please discuss the text and ask questions.
- Spelling practise – spelling shed. Children play games to spell the focus spellings for that week set. Words are set each Monday and assessed on them the following week.



Phonics Screening



The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help. The Department for Education defines the checks as “short, light-touch assessments”.

Your child will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard.



<https://www.stannesblackburn.co.uk/phonics-and-reading-scheme/>



Could you be entitled to free school meals?



Free school meals

Could your child be entitled to a

FREE school meal?

If you are in receipt of benefits, your child could be entitled to a free school meal and you could save up to **£440** per year.

School meals provide a healthy, nutritious and tasty meal and a school lunch has shown to improve levels of concentration.



Please apply online before
25th September



Please speak to the school office and we can help you apply

My Child At School App

We communicate to our parents and carers using an app system called My Child at School (MCAS). This app securely allows you to;

- Update your contact details and emergency contacts
- View reports, term dates, and attendance
- Book parent evening slots
- Make secure online payments for trips, clubs and dinner money
- Receive notifications for announcements and important updates

If you are struggling to access the app please use the guide on the website before contacting the school office for support.



Wrap around care

- Please be reminded that we offer wraparound care from 8am—5pm in school between Monday—Friday.
- Breakfast club is charged at £2 per session and starts at 8am. Children will be offered a selection of healthy breakfast items.
- Afterschool club is now £3 per session and is open until 5pm.
- You do not need to book, you will be charged via the App.

Questions

