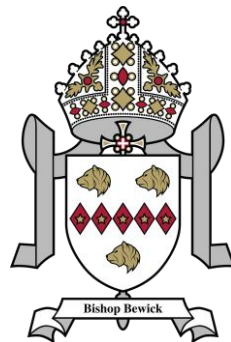




Year 1

2024-25



# Year 1 Team

Mrs Summersby is supported by Mrs Kakwani, Miss Sheperia and Mrs Valentine.

Mrs Wynne will teach the children on a Thursday morning.





# Transition Rec-Year 1

We aim to make transition from Reception to Year 1 as smooth as possible.

Children will still learn through play, exploration and experience.

ALL LINKED/WORKING TOWARDS TO NATIONAL CURRICULUM OBJECTIVES

This helps children to develop socially as well as academically.

More formal learning does take place and increases as we progress through the year.

# Curriculum

The Year 1 curriculum is, where possible, practical, interactive and fun.

There are many opportunities for speaking and listening and creativity.

An overview of learning for the year can be found on website although this is currently being updated.

**Year 1 Core Subjects Yearly Overview**

	English	Maths	R.E
<b>Autumn</b>	<ul style="list-style-type: none"> <li>Fiction: Friendship Stories</li> <li>Fiction: Stories in familiar settings</li> <li>Non-Fiction: Comparing fiction and non-fiction</li> <li>Poetry: Series Poems</li> </ul>	<ul style="list-style-type: none"> <li>Number: Place Value (Within 10)</li> <li>Number: Addition and Subtraction (Within 10)</li> <li>Geometry: Shape</li> <li>Number: Place Value (Within 20)</li> </ul>	<ul style="list-style-type: none"> <li>Families</li> <li>Belonging</li> <li>Islam</li> <li>Worship</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>Fiction: Traditional Tales</li> <li>Non-Fiction: News reports</li> <li>Non-Fiction:</li> <li>Persuasive writing</li> <li>Poetry: Weather Poems</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation</li> <li>Number: Addition and Subtraction (within 20)</li> <li>Number: Place Value (within 50)</li> <li>Measurement: Length and Height</li> <li>Measurement: Mass and Volume</li> </ul>	<ul style="list-style-type: none"> <li>Special People</li> <li>Meals</li> <li>Change</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>Fiction: Stories from other cultures</li> <li>Fiction: Story with a moral</li> <li>Non-Fiction: Diary entries</li> <li>Poetry: Poems by the same poet</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation</li> <li>Number: Multiplication and Division</li> <li>Number: Fractions</li> <li>Geometry: Position and Direction</li> <li>Number: Place Value (Within 100)</li> <li>Measurement: Money</li> <li>Measurement: Time</li> </ul>	<ul style="list-style-type: none"> <li>Holidays and Holy Days</li> <li>Judaism</li> <li>Being Sorry</li> <li>Neighbours</li> </ul>

**Year 1 Foundation Subjects Yearly Overview**

	Science	History	Geography	P.E.	Computing	Art	Design Technology	Music	RHE
<b>Autumn 1</b>	Animals including Humans - Human Body/ Senses (Biology)		Being a Geographer	-Hops -Running and Jumping	Throughout the academic year, children will be learning about different elements of the following areas of computing each term:	Portraits		Body Percussion	-Let the Children Come to Me -I am Unique
<b>Autumn 2</b>	Materials (Physics)	Toys in the Past		-Hops -Symmetricals			Teddy-Paper Toys	-Habitat: Singing for Performance	
<b>Spring 1</b>	Animals including Humans-keeping healthy/animal diets (Biology)		Our Local Area	-Dance	-E Safety	Sculpture-Mini		Animal Pageant	-Feelings: Likes and Dislikes -Feelings: Inside and Out -God Loves You
<b>Spring 2</b>	Seasonal Changes (Biology)	Kings and Queens		-Invasion Games - Attacking and Defending -Fundamental Skills	-Computer Science		Moving Pictures	How Does Music Tell Stories About The Past?	-Special People -Treat Others Well -Say Sorry
<b>Summer 1</b>	Plants (Biology)		My Place in the World	-Oodgoball -Ball skills: Throwing and Catching -Hops	-Digital Literacy	Colour Chess		Music Makes The World A Better Place	-Three in One -Who is My Neighbour?
<b>Summer 2</b>	Animals including Humans- Animal Habitats and body parts (Biology)	The Victorians		-Hops -Athletics			Sensational Seeds	Little Red Riding Hood	



# Curriculum

- RE
- Maths
- English
- Science
- Computing
- PSHE/RHE
- Art
- D&T
- Music
- History
- Geography

The page features a decorative border of green leaves and branches in various shades of green and brown, framing the central text.

# English

We cover a range of genres and focus on SPaG to ensure a sound grammatical knowledge.

# Handwriting



Letter-join  
Joined-up handwriting made easy!

We have recently introduced a new handwriting scheme throughout the school.

Children have begun their Letterjoin lessons and we are keen to encourage the highest possible standard of presentation, embedding correct formation and fluency from the Early Years upwards.

Alongside their handwriting lessons in school, children are able to access the programme at home by downloading the Letterjoin app for their tablet or by visiting [letterjoin.co.uk](http://letterjoin.co.uk)

Children will be encouraged to use the programme at home as part of their homework, playing some of the interactive games or practising their harder to read and spell words.

## Home log in details

Username-kh12529

password-'home' or if using a tablet an L swipe

Letter-join





# Maths

We follow White Rose Maths which is based on a mastery approach to ensure a deep understanding of mathematical concepts.

This year we will also be taking part in Mastering Number Programme which will allow children to deeper their understanding and knowledge of number.



# Relationship and Health Education

We aim to provide a fully comprehensive curriculum which equips children with essential knowledge and understanding to enable them to build healthy and positive relationships with themselves, others and God.

Our children are growing up in an ever changing world and may be influenced and affected by many different factors such as the online world and social media. Our programme covers a variety of topics including mental health and dealing with difficult emotions, respecting our bodies, puberty and changes, positive body image and making healthy choices.

By following of the Ten:Ten 'Life to the Full' programme, we are giving our children the age appropriate information they need to help them to grow in confidence, faith and love and build healthy relationships with those around them.

## Controversial or sensitive issues

We would like to reassure parents that we are aware of the sensitive issues and questions that may arise as part of the teaching of this subject.

Our RHE policy dictates that staff would deal with these issues in a sensitive and age appropriate manner, in line with the teachings of the Church.

Parents would be informed of any questions posed or follow up conversations they may need to have with children at home and (where appropriate) any safeguarding issues that may arise in light of lessons taught.

For more information regarding Relationship and Health Education, please follow the link [HERE](#) which will take you to the relevant section of our school website.

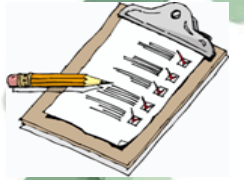


# Assessment and Feedback

Assessment criteria taken from the National Curriculum and age related objectives are on the website.

Year 1 English Subject Map: WRITING			
Fiction: Friendship Stories Fiction: Stories in familiar settings Non-Fiction: Comparing fiction and non-fiction Poetry: Senses Poems		Fiction: Traditional Tales Non-Fiction: News reports Non-Fiction: Persuasive writing Poetry: Weather Poems	
Fiction: Stories from other cultures Fiction: Story with a moral Non-Fiction: Diary entries Poetry: Poems by the same poet			
AGE RELATED EXPECTATIONS			
Writing transcription : Spelling	Writing: Transcription Handwriting	Writing: Composition	Writing: Vocabulary, Grammar and Punctuation
1. To know all letters of the alphabet and the sounds which they most commonly represent. 2. To recognise consonant digraphs which have been taught and the sounds which they represent. 3. To recognise vowel digraphs which have been taught and the sounds which they represent. 4. To recognise words with adjacent consonants. 5. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. 6. To spell some words in a phonically plausible way, even if sometimes incorrect.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.  To sit correctly at a table, holding a pencil comfortably and correctly.  To form digits 0-9.  To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.	20. To say out loud what they are going to write about. 21. To compose a sentence orally before writing it. 22. To sequence sentences to form short narratives. 23. To discuss what they have written with the teacher or other pupils. 24. To reread their writing to check that it makes sense and to independently begin to make changes. 25. To read their writing aloud clearly enough to be heard by their peers and the teacher. 26. To use adjectives to describe.	29. To use simple sentence structures.
12. To spell all 17 common exception words correctly.* 13. To spell days of the week correctly.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.  To sit correctly at a table, holding a pencil comfortably and correctly.  To form digits 0-9.  To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.	27. To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. 28. To start to engage readers by using adjectives to describe.	30. To use the joining word (conjunction) 'and' to link ideas and sentences. 31. To begin to form simple compound sentences.
14. To use -s and -es to form regular plurals correctly. 15. To use the prefix 'un-' accurately. 16. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.  To sit correctly at a table, holding a pencil comfortably and correctly.  To form digits 0-9.  To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.	29. To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. 30. To start to engage readers by using adjectives to describe.	32. To use capital letters for names, places, the days of the week and the personal pronoun 'I'. 33. To use finger spaces. 34. To use full stops to end sentences. 35. To begin to use question marks and exclamation marks.
17. To spell simple compound words (e.g. dustbin, football). 18. To read words that they have spelt. 19. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.  To sit correctly at a table, holding a pencil comfortably and correctly.  To form digits 0-9.  To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.	31. To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. 32. To start to engage readers by using adjectives to describe.	36. To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

# Assessment and feedback



Children are assessed on a daily basis  
(formative assessment)

Formal assessment at the end of each  
term.

Children will be assessed to be either  
'Working towards, Working at or Working  
above' Age Related Expectations for Year 1.

Parents are informed of attainment and  
progress with two parent consultations  
(October and April) and two reports  
(December and July.)

# Marking and Feedback

Most children learn from actively engaging therefore:

Children will be allowed the opportunity to improve/amend/correct their work **purple**.

A 'Think pink' strategy is introduced whereby the teacher will highlight an error in pink which needs to be corrected.

A question or challenge may be posed at the end of a completed piece of work which may probe understanding further, seek clarification or to ask the child to develop/improve their work.

Lesson objectives will be highlighted **green** to show whether they have been achieved or **yellow** if they have only been partially met.

# Prayer and Worship

Prayer and worship is at the heart of everything we do as a school.

We take part in daily prayers in class and share the daily focus Ten Ten resources and Mark 10 Little Liturgies.

On Mondays, we have whole school worship and on Tuesdays, we have Key Stage worship. In class, children will take part in and lead class worship.

Class Liturgies will also take place throughout the school year.



# Reading

Reading folders containing your child's scheme books will be sent home every Friday.

Reading folders will be collected in each morning and will stay in school on a Thursday. New books will be sent home again on Friday, linked to any new sounds taught that week during phonics.

On Wednesday, your child will choose a book from the school library and this will be their reading for pleasure book. This can be returned the following week.



# Home Reading

Children will take home 3 books a week.

We will be putting on our reading CAPs!

- **C**onsolidate Book-1 completely phonetically decodable book.
- **A**pply Book-1 book designed to ensure the child is applying known sounds.
  - **P**leasure Book-1 book chosen by your child from our class/school library for them to enjoy at home. This can be read by them or a parent.

Books are intended to be read several times by the children as this will help develop fluency and comprehension.



onsolidate



pply



leasure



# Reading

In Year 1, children read either individually or in a small group with an adult at least once a week. Staff will comment in reading diaries.

Additional 1:1 reading sessions may happen throughout the week.

Please could parents comment in reading diaries to show that books have been read.

Please ensure reading folders come into school every day.



# Reading Comprehension

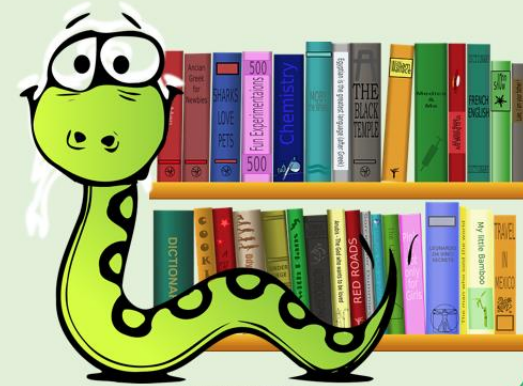
## Reading Blast: VIPERS

There are 6 domains which focus on the comprehension aspect of reading and not the mechanics: decoding, fluency or expression.

VIPERS is a method of ensuring that teachers ask, and children are familiar with, a range of questions.

### Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



www.literacyshed.com © 2017

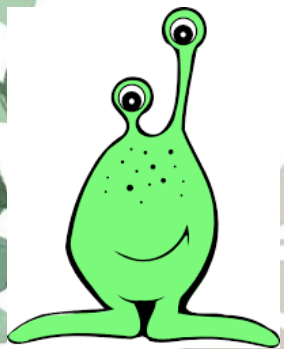
# Phonics

Continuation from Reception Class and the children will take part in daily phonic sessions, using Essential Letters and Sounds (ELS)

There will be additional group/individual support where needed.

Phonics Screening Check will take place week commencing 9<sup>th</sup> June 2025

(No holidays to be taken in this time please!)



# Homework

purple  
mash

Homework will be set on a Monday and is due in the following Monday.

Week 1: Online, using a site called [purple mash](#).

Week 2: Paper based and in your child's homework folder.

(The log on for purple mash will be stuck in the front of your child's reading diary.)

*At times there may be additional tasks based around the work we have been completing in class.*



# Homework

In the Spring Term, children will bring home some spelling homework. This will be based around the sounds we have been covering or consolidating in our Phonics sessions.

This will not be a traditional list to learn but will be based around finding words which contain the sound we are focusing on for that week. Each week we will then do a spelling quiz of words which contain the focus sound, as part of our phonics sessions.



# Pip and Pop the Pandas!

This is used to encourage and develop speaking and listening within the classroom.

Each Friday, we will choose 2 children to bring home Pip or Pop for the week. The panda can join in anything your child does and then they can use a page in the 'journal' to draw or print a picture and write a sentence about something they did.

They can bring Pip or Pop back the following Friday and will share with the class what they got up to!







# Reward Systems

We have a class system of green and gold cards. Children can choose a prize from the 'Golden Box' when they get a gold card.

(Children can also get a warning card or red card if they do not follow the class/school expectations after several reminders.)

Children are also in house groups and can earn house points.

# The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

The Zones of Regulation helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation is best described as the best state of alertness for a situation.

The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At St Oswald's, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. We want children at St Oswald's to grow into successful adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

If you would like to find out more information about how we use the Zones of Regulation in school, you can [HERE](#)



# PE

PE for this term will be on Monday with an external provider and Thursday with Mrs Wynne.

Children should come to school in their P.E kit on their allocated days, with suitable clothing for all types of weather.

Earrings should not be worn on PE days or involvement in the lesson may need to be adapted to ensure safety.



# Break and Snack Time

Morning break is at 10.15-10.30 and then children will have their morning snack. In Key Stage 1, a snack is provided for the children and this will be a piece of fruit or a vegetable.

Children do not need to bring a snack to school, however if you do wish to send your own, please ensure this is a piece of fruit or vegetable or a similar healthy snack.



# Break and snack time

Children will go for their lunch break at 12.00.



Afternoon break is at 2.00-2.15pm.

## Trips out

Where possible, we will take part in trips throughout the school year. We will need parent volunteers for the majority of these.

We will also have visitors who come to school to work with the class.





# Daily Equipment

- Water Bottle
- Reading Folder
- Homework Folder (Paper weeks - can be handed in whenever finished)

Please try to avoid bags or use a small one - we are very limited on space in the cloakroom!

# Further information

There will be regular updates on the school website and the class blog.

X - formally Twitter will also regularly be updated under the handle  
@StOswaldsRCgOS

If you need to contact me regarding your child, please get in touch via the school office or on the class email:

[year1@stoswaldsnewcastle.co.uk](mailto:year1@stoswaldsnewcastle.co.uk)

A decorative border surrounds the page, featuring various green leaves and branches in different shades, along with some brownish-grey leaf silhouettes. The border is set against a light green background.

Any Questions?