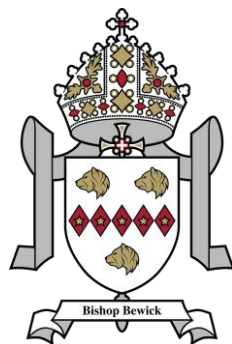




# Year 1



**2023-24**



# Year 1 Team

**Mrs Summersby is supported by  
Miss Sheperia**

**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.

**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: Writing</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>Jubilee</li> <li>Being Sorry</li> <li>Neighbours</li> </ul>

**Year 1 Foundation Subjects Yearly Overview**

	Science	History	Geography	R.E	Computing	Art	Design Technology	Music	RHE
<b>Autumn 1</b>	Animals including humans – Human Body/ Senses (Biology)		Being a Geographer	-Yoga -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		-Yoga -Gymnastics			Textiles-Paper Toys	-Nativity: Singing For Performance	
<b>Spring 1</b>	Animals including Humans-keeping Healthy/Animal diets (Biology)		Our Local Area	-Multiskills -Dance	-E Safety	Sculpture-Miro		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 -Digital Literacy		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	-Dodgeball -Ball skills: Throwing and Catching		Colour Chaos		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		-Rugby -Athletics			Sensational Salads	Little Red Riding Hood	



# Curriculum

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

# 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
Age Related Expectations
<b>Reading</b>
1. <b>Read and understand simple sentences</b>
2. <b>Use phonic knowledge to decode regular words and read them aloud accurately</b>
3. <b>Read common exception words (Reception list) and some from the Year 1 list</b>
4. <b>Demonstrate some understanding when talking to others about what they read</b>
5. Respond with the correct sound to graphemes for all 40+ phonemes taught so far, including where appropriate alternative sounds for graphemes
6. Segment and blend sounds in unfamiliar words, using GPCs taught
7. Read most common exception words with little hesitation
8. Read most words ending -s, -es, -ing, -ed and -est
9. Read words with contractions and know that the apostrophe represents the omitted letter
10. Read aloud books that are consistent with their developing phonic knowledge
11. Read pseudo (alien) words, containing GPC's taught so far.
12. Listen to and talk about a wide range of poems, stories and non-fiction texts to them and those read independently
13. Link what they read to their own experience
14. Recognise and join in with predictable and repeated phrases
15. Very familiar with some key stories, fairy tales and traditional tales; with support begin to retell them orally and know some of their features
16. Discussing word meanings linking new meanings to those they already know
17. Reading aloud and checking for sense, re-reading for accuracy
18. Discussing significant events and titles
19. Predicting what might happen based on what has been read so far
20. <b>Read many words beyond those expected for their age with increasing fluency</b>
21. <b>Read with understanding of what they have read</b>
22. <b>Answer questions confidently, making direct reference to the text</b>

Indicates children working towards age related expectation

Indicates children working above age related expectation



# 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.

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

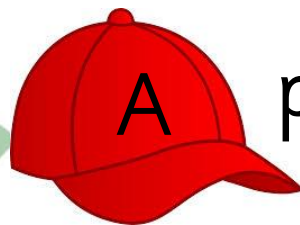
We will be putting on our reading **CAPs!**

- **Consolidate Book**-1 completely phonetically decodable book.  
**Apply Book**- 1 book designed to ensure the child is applying known sounds.
- **Pleasure 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.



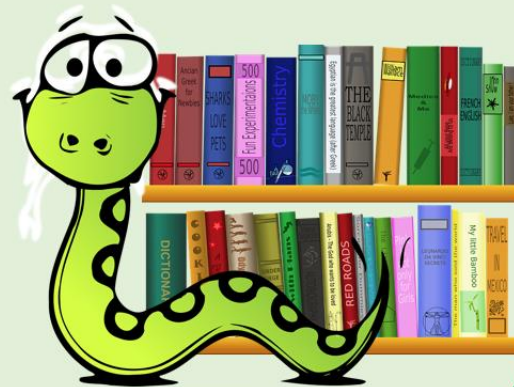
# Reading Comprehension

## 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



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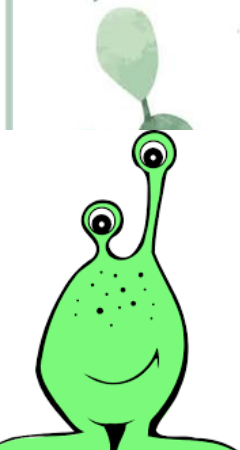
# Phonics

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 with Miss Sheperia

**Phonics Screening Check will take place week commencing 10<sup>th</sup> June 2024.**

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







# Maths Blast

There will be a Maths Blast 3 x a week, where children will recap on Mathematical concepts previously covered.

This could be last year, last month, last week or the previous day.

# Homework

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 is stuck in your child's reading diary.)

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



# Homework

Closer to Christmas, 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.



# 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!





# Behaviour management

We have a class system of green and gold cards. Children can chose 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.



# PE

PE for this term will be on Mondays 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.

**Can earrings please be removed for PE sessions?**



# 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 will be updated weekly.

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)