

# Welcome to Year 1

Miss L. Kelly & Mrs G. Barker

# What to expect:

- Transition into formal learning.
  - We currently have a play-based environment to help children settle back into school after the disruption from the last academic year.
  - As we move through the academic year, children's learning and environment will become more formal.
  - In Year 1 we move away from the Early Years Foundation Stage framework and onto the objectives outlined in the National Curriculum.
- Growing independence and responsibility.
  - Children continue to become more independent and responsible for themselves, their belongings and their learning.
- Organisation and new routines.
  - Throughout the year we have a visual timetable which is discussed each morning and afternoon.

# Learning Overview

- Term 1 : 'How do different environments compare' (All Around Me)
- Term 2 : 'How do different environments compare' (The Freezing Poles)
- Term 3: 'Did man really land on the moon?' (The Moon Landing)
- Term 4: 'What was life like for a Victorian child?' (The Victorians)
- Term 5: 'What is life like in Africa' (Amazing Africa)
- Term 6 : 'Is the pirate life for me?' (Pirates and Explorers)

The term's learning web, as well as a yearly overview is available on the Year 1 class page.



# Term 1 Learning Web (also available on Year 1 class page)

## Maths

### **Place Value within 10:**

- Sorting; and counting objects
- Representing numbers
- One more and one less
- Comparing objects and numbers using 'more', 'less' or 'equal to' and the associated symbols.
- Ordering objects and numbers.

We will also begin to look at  
**Addition and Subtraction within 10:**

- Adding more
- The addition symbol
- Number bonds within and to 10

## Science Ourselves

We will be naming parts of the human body and what those body parts enable us to do.

We will also be exploring all of the different human senses and how they help us in our everyday life.

## ICT

### Computing Systems and Networks: Technology Around Us

We will begin to understand how technology helps us. We will start to become familiar with the different components of a computer and develop keyboard and mouse skills. We will also consider how to use technology responsibly.

## RE God's Great Plan

We will be learning how God made the world and how he chose what would go in the world.

We will be reflecting on how God loves us and our responsibilities to look after God's world.

## **Term 1** **How do different environments compare?**

## Literacy

We will have daily phonic sessions to support our reading and spelling.

The children will be encouraged to become more independent with writing. We will be focusing on basic sentence composition, using capital letters, finger spaces, full stops as well as applying our phonics when spelling.

Texts Studied:

- 'Here We Are'
- 'The Jolly Postman'
- 'Emma Jane's Aeroplane'

## PE

We will focusing on Athletics.

## Design Technology

We will design and create a building from our local area and experiment with joining materials together. We will then evaluate the final product.

## Art

We will be creating artwork in the style of Andy Goldsworthy.

## Music

Music Express units: 'Ourselves' and 'Number'  
Exploring how to change sounds; recognising a steady beat; to understand how to control tempo.

## Geography: All Around Me

We will be exploring our local area and creating maps of our school. We will also consider and draw our route from home to school and think about the permanent and temporary things we see on our journeys. We will take a walk around our local area and discuss features we like and dislike.

We will also be learning the names of the four countries and capital cities of the United Kingdom.

## Other

This term, Year 1 will be having Forest School sessions on Thursday afternoons.



# Year Overview (also available on class page)

## Literacy

English will cover the development and learning of: reading (phonics and comprehension); spelling; listening to stories and poems; speaking and listening; drama; handwriting; vocabulary, grammar and punctuation.

The texts we study provide cross-curricular links with our termly topics across the year.

**Autumn:** stories with familiar settings and repeating patterns, non-fiction texts about the Polar Regions. Writing labels, lists, signs, information writing and letters.

**Spring:** Fiction and non-fiction texts about space and the Victorian era. Writing short stories, letters.

**Summer:** Stories from other cultures and non-fiction texts about the African Savannah. Fantasy stories about explorers.

## History

**Spring:** Famous astronauts and the 'race to space'; what was life like for children in the Victorian era?

**Summer:** Famous pirates and explorers.

## ICT

**Autumn:** Computing Systems & Networks – Technology Around Us; Creating Media – Digital Painting

**Spring:** Creating Media – Digital Writing; Data & Information – Grouping Data

**Summer:** Programming A: Moving a Robot; Programming B – Introduction to Animation

## Geography

**Autumn:** Local area; Polar Regions – how do different environments compare?

**Summer:** What is life like in Africa?

## Art

**Autumn:** Andy Goldsworthy & Christmas arts and crafts

**Spring:** William Morris

**Summer:** African patterns; Vincent Van Gogh

## Year 1 – St Anthony's Class

### Yearly Overview

2020 – 2021



## Science

**Autumn:** The Human Body, Science Investigations

**Spring:** Everyday Materials, Weather and Seasons

**Summer:** Animals, Plants

## Places to Visit

**Autumn:** Walk around the local area. Forest School.

**Spring:** Visit to Guildhall Museum as part of our Victorians topic.

**Summer:** Visit to Chatham Dockyard as part of our Pirates topic.

## Design Technology

**Autumn:** Sculptures (buildings from local area).

**Spring:** Food; sewing puppets.

**Summer:** Sculpture (pirate ships).

## Mathematics

In Maths we cover a wide range of skills and concepts. We build children's fluency in arithmetic and introduce them to problem solving and reasoning style questions. Children are encouraged to use concrete equipment and apparatus, and pictorial representations to help them answer abstract number sentences and questions.

**Autumn:** Place Value within 10; Addition and Subtraction within 10; Shapes; Place Value within 20.

**Spring:** Addition and Subtraction within 20; Place Value within 50; Counting in 2s, 5s and 10s; Length and Height, Weight and Volume.

**Summer:** Multiplication and Division (including counting in 2s, 5s and 10s); Fractions; Position and Direction; Place Value within 100; Money; Time

## PE

**Autumn:** Multi-Skills; Dance.

**Spring:** Gymnastics; Tag Rugby.

**Summer:** Multi-skills; Football; Athletics.

## Music

**Autumn:** Exploring beat and pattern. Preparation for Christmas Nativity.

**Spring:** Composing music using a range of tuned and untuned instruments.

**Summer:** Composing, singing, playing

## RE

**Autumn:** 'God's Great Plan', 'Mary our Mother'.

**Spring:** 'Families and Celebrations', 'Following Jesus'.

**Summer:** 'The Resurrection', 'Miracles'.

# Reading

- Using phonics to decode and blend unfamiliar words
- Recognising and reading 'high frequency words' from sight, which cannot be decoded.
- Talking about what has been read through discussion and retelling.
- June 2021 - Year 1 Phonics Screening Check- meeting to follow in January.
- Please refer to the '[Online Games and Resources](#)' section on the class page for links to printable flashcards and resources to support reading development.

# Phonics

- Children begin to learn phonics (sounds) in early years. There is a heavy emphasis on oral blending.
- Once children begin learning sounds, these sounds are used orally to identify and make words.
- They will then begin to learn the letters which make each of the sounds and these are used to read and spell words.
- Skills of segmentation and blending.
  - Blending phonemes in reading.
  - Segmenting phonemes in spelling (using their phonic knowledge i.e. sounding out to spell).
- Identifying sounds in words.
- Recognising common spellings of each phoneme (grapheme) and applying the correct grapheme to a word.

# Phonics Vocabulary

- **Digraph:** two letters making one sound - cow
- **Trigraph:** three letters making one sound - night
- **Split digraph-** 2 vowels with a consonant in between:

spine (i\_e)

trade (a\_e)

phone (o\_e)

- **Phoneme:** A unit of speech (often referred to as 'a sound'.)
- **Grapheme:** A group of letters that represent a sound (phoneme). For example 'ea', 'ee' are graphemes of the same sound.
- The children will be using this vocabulary in their daily phonics lessons, please also use this vocabulary at home to consolidate their understanding when reading.



# Literacy

- Where possible, each book we study is linked to the term's question/overarching topic.
- Use of phonics to spell words, as well as recognising those words cannot be spelt phonetically ("red words").
- Forming letters correctly and not mixing upper and lower case letters.
- Using capital letters and full stops accurately.
- Think it, say it, write it!
  - We encourage children to think of their idea and say their idea aloud before writing it down.
- Writing stamina.
  - Over the course of the year, children's writing stamina is developed enabling the content of their learning to better and more descriptive.
- Becoming a "writer"!
  - Children will discover writing through different media: newspapers, short stories, fact files, letters, postcards, short films.

# Maths Overview

- **Place Value** (within 10, 20, 50 and finally 100): representing numbers, one more and one less, counting forwards and backwards from a given number, comparing numbers, ordering numbers, tens and ones.
- **Addition and subtraction**: counting on and back, partitioning, adding more and taking away, finding the difference, number bonds to 10 and 20 ( $6+4$ ,  $16 + 4$ ), comparing addition and subtraction statements.
- **Multiplication and Division**: counting in steps of 2, 5 and 10, finding a half and a quarter of an amount, arrays.
- **Geometry**: shapes (common 2D and 3D), position and direction, fractions (finding a half and a quarter of a shape).
- **Measurement**: time (o'clock and half past), length, weight, capacity, money

# Homework

- Homework will be set weekly and sent home each Friday.
- Homework needs to be returned by the following Tuesday.
- Homework will consist of a Maths activity. This will be based on the objectives we have covered in class that week. It will also have a small Literacy task.
- Please use pencil and encourage children to present their work neatly.
- From Term 3: a phonics activity will be sent home alongside Maths.
- **Children should be reading daily.** Please use the reading record to communicate what your child has read, in order for us to change any finished reading books.



# Behaviour

- Our class behaviour chart is based on the weather. All children start off on the sun at the beginning of each day.

We reward positive behaviour and actions in many different ways:

- Daily "star worker".
- Star in the jar (whole class reward system)
- "Wow Work" display
- House points
- Merit award every Friday.

# Things to Remember:

- **PE days are Tuesday and Wednesday.** Please ensure children are not wearing any jewellery on these days and that their kit fits and has been labelled with their names.
- Warm, navy tracksuit bottoms will need to be provided for outside PE during the colder months
- Year 1 will be using the Forest School this term. Forest School will be on a Thursday.

# Communication

General messages will be sent home to parents via Class Dojo.

As before, please contact the office regarding any absences, changes to personal information (i.e. change of address).