



# YEAR ONE

**Welcome to Year One.**

# STAFF IN YEAR ONE



Miss Riman

Class Teacher



Mrs Brooks

Teaching Assistant



Mrs Lappin

Cover every other  
Tuesday all day  
starting 19<sup>th</sup> Sept



Mr Hudson

Cover every other  
Friday starting  
15<sup>th</sup> Sept

# HOW PARENTS CAN HELP



Please help us to develop a strong parent partnership.

As a school, we believe it is vitally important that your child is able to deal with everyday issues such as: • Not being first • Patience • Playground fall-outs • Getting hurt • Losing bits of equipment/clothing.

To help us support your children in developing resilience, please try to deal with situations positively and if necessary, talk to your child's class teacher. Please help us to develop a sense of perspective and a strong parent partnership. Together we can!

Love

Trust

Perseverance

VALUES

Forgiveness

Collaboration

Inclusion

Thankfulness

School bible verse

‘Let us not love with words and speech but with  
actions and in truth’ 1 John 3:18

This underpins all that we do.

# COMMUNICATION



**ClassDojo**

We communicate mainly through Class Dojo. Teachers will only respond between 8:30am and 4:00pm. If your message is urgent, please contact the school directly through the office. Teachers don't always pick up messages during the school day.

# ATTENDANCE

**Attendance target 97%**



*We ask for your support to make sure your child attends school every day, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school*

Please let us know on the day that your child is absent. You can now communicate this through the Studybug App. It's easy to download from the app store.

# CURRICULUM

We have rewritten our curriculum so it's now on a one year cycle. All teachers and subjects leaders have had a part in it. We are really proud of our curriculum. We have weaved love in action throughout and links to global goals.

# CURRICULUM

## Learning themes:

### Term one



**Seasides and Seas**

### Term two



**Our Island, Your  
Island**

### Term three



**Why did elephants  
live in Leamington  
Spa?**



## Love in action:

### Term one



LIFE  
BELOW WATER



CLIMATE  
ACTION

Seasides and Seas

### Term two



DIVERSITY

Our Island, Your  
Island

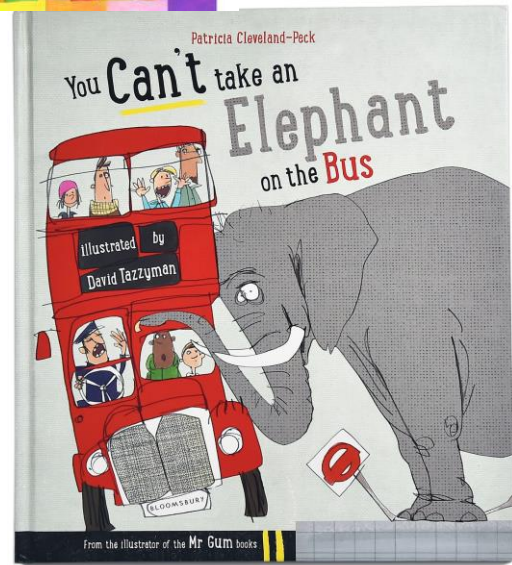
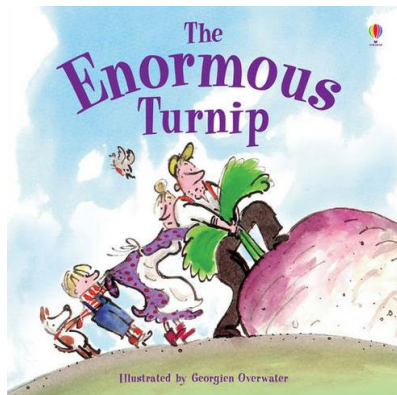
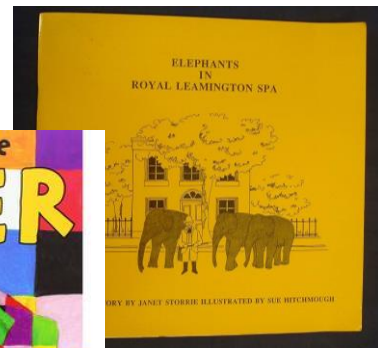
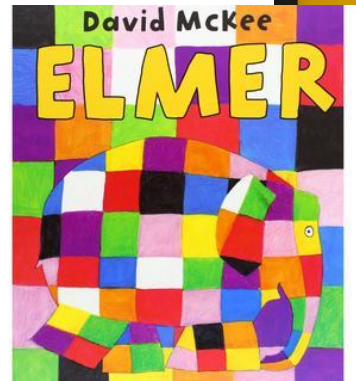
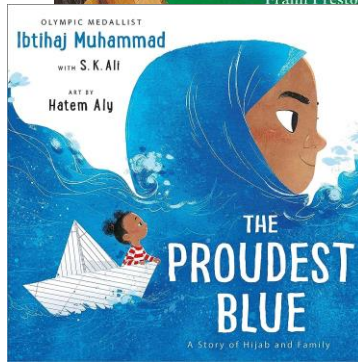
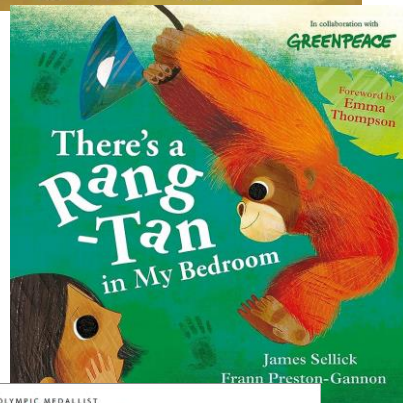
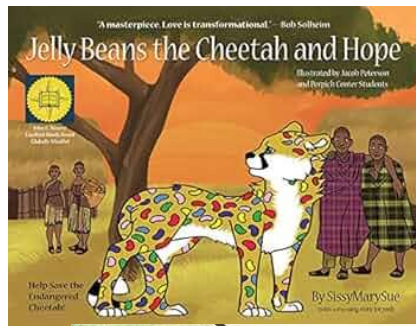
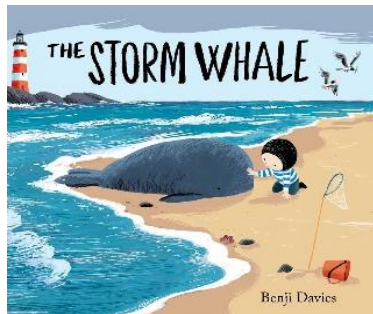
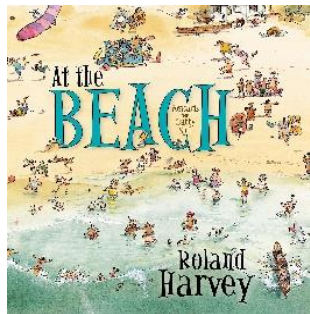
### Term three






DIVERSITY


Why did elephants  
live in Leamington  
Spa?

# KEY TEXTS



# SEASIDE AND SEAS – KNOWLEDGE ORGANISER

Key Vocabulary		Location and Place Knowledge		Human and Physical Geography	
<b>seaside</b>	A place by the sea that is usually a beach area or holiday resort.	<p>The United Kingdom is in Europe. The United Kingdom has <b>4 countries</b>: <b>Scotland</b>, <b>England</b>, <b>Wales</b> and <b>Northern Ireland</b>. Below is a map of some of the seaside towns within the UK. They all sit along the <b>coastline</b>. There are no beaches in Harbury as there is no coastline.</p>  <p><b>St. Ives</b> is a seaside town in the <b>South West</b> of England.</p>		<b>Human features</b>	
<b>coastline</b>	Land along the coast.			<ul style="list-style-type: none"><li>• Deck chair</li><li>• Bucket and spade</li><li>• Boats</li><li>• Lighthouse</li><li>• Beach huts</li><li>• Pier</li><li>• Ice cream van</li><li>• Lifebelt</li></ul> 	
<b>mainland</b>	An area of land surrounded by other areas of land.			<b>Physical features</b>	
<b>town</b>	A built-up area that is larger than a village but smaller than a city e.g. St Ives is a seaside town.			<ul style="list-style-type: none"><li>• Sun</li><li>• Sand</li><li>• Sea</li><li>• Rockpool</li><li>• Pebbles</li><li>• Shells</li><li>• Cave</li><li>• Cliff</li></ul> 	
<b>tourist</b>	Someone who travels or visits a place for pleasure.				
<b>attractions</b>	Things to see and do.				
<b>harbour</b>	A place where ships or boats moor (tie-up).				
<b>plastic pollution</b>	When plastic gets into the ocean and causes harm to the marine life that live there.				
<b>physical features</b>	A feature that has been formed by nature.				
<b>human features</b>	A feature that has been made or changed by humans.				
<b>map</b>	A diagram that shows the location of continents, countries, cities, roads and specific features in relation to one another.				
<b>Victorian</b>	When Queen Victoria ruled (from 1837-1901).				
<b>promenade</b>	A public place for walking for pleasure.				
<b>Western-Super-Mare</b>	The closest seaside town to the West Midlands (our local area).				
<b>Islands and Mainland</b>		<b>Seasides in the past</b>			
The West Midlands is in the <b>mainland</b> of England. Because of this, there is <b>no coastline</b> so there are no seaside towns. The nearest seaside is <b>Weston-super-Mare</b> .		During the Victorian period ( <b>1837-1901</b> ) beaches were split into areas for men and women. People would be fully clothed because sunbathing was not fashionable. Beaches were much cleaner because there were not as many packaged foods or plastic.			

Timeline			
<b>1850s</b> 	<b>1900s</b> 	<b>1950s</b> 	<b>Today</b> 



## Maths

### Number and Place Value (within 10)

- Sort and count objects
- Represent objects
- Recognise numbers as words
- Count on from any number
- Finding one more and one less
- Counting forwards and backwards
- Using the terms: fewer, more, same
- Using the terms: less than, greater than, and equal to
- Compare numbers
- Order objects and numbers
- Use a number line

### Addition and Subtraction (within 10)

- Introduce and use part-whole models
- Write number sentences
- Number bonds to 10
- Addition problems
- Fact families – the eight facts
- Subtraction – take away/cross out
- Subtraction on a number line

## Shape

- Recognise and name 3D shapes
- Sort 3D shapes
- Recognise and name 2D shapes
- Sort 2D shapes
- Recognise patterns with 2D and 3D shapes

## Science

- Seasonal changes
- Identifying common plants/animals (coastal habitats including under the sea)

## Music

- Hey you
- Rhythm in the way we walk and Banana Rap

## Values

- Love
- Preparation

## RE

### God:

- What do Christians believe God is like?

### Incarnation:

- Why does Christmas matter?

## PSHE – Jigsaw

- Being Me in my World
- Dreams and Goals

# Seaside and Seas

## PE

### Indoor:

- Fundamentals & Gymnastics

### Outdoor:

- Ball Skills & Target Games

## Computing

- Book Creator Ipad
- BLUEBOTS/ Beebot App

## Art

## DT

- Painting seascapes
- Boat making using recycled materials

## English

### Texts:

- At the Beach
- The Storm Whale
- One plastic bag
- The gigantic turnip

### What will be covered:

- Labelling
- Rehearsing and composing simple sentences
- Using 'and' in sentences
- Writing a postcard
- Seaside poems
- Instructions
- Setting descriptions
- Retelling traditional tales

## History

- Changes within Living Memory
- Popularity of Victorian Seaside
- Lives of significant individuals - Queen Victoria
- Interview grandparents/elderly residents in Harbury about their holidays

## Geography

- Locate UK holidays on a map
- Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas
- Sustainability - reducing plastic in the ocean
- Look at World Oceans Day

# PHONICS IN YEAR ONE

- Daily phonics session - 40 mins
- Children are grouped by book colour and will move between year groups
- Revisit set 2 in the first half term and then teach set 3
- After Autumn half term - looking at alternative sounds
- Regular assessments throughout the year
- Children will be assessed at the end of the year - phonics screening
- Children need to know all set 2 and 3 sounds
- More phonics information and resources will be shared on Class Dojo
- Use websites such as Phonics Play

# RWI

Set one



# RWI

## Set two

ay



May I play?



ee

What can you see?

igh



Fly high



ow

Blow the snow

oo



Poo at the zoo

oo



Look at a book

ar



Start the car



or

Shut the door

air



That's not fair

ir



Whirl and twirl

ou



Shout it out

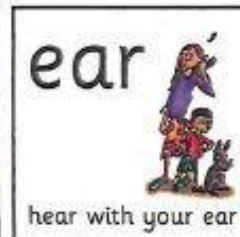
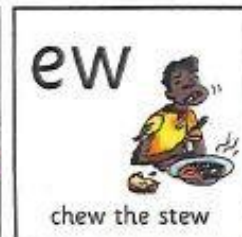
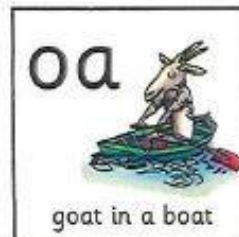
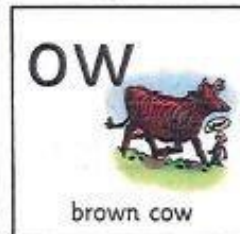
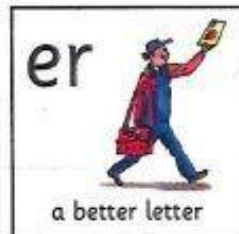
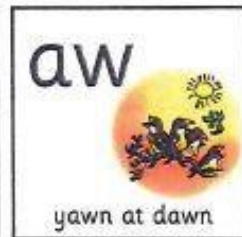
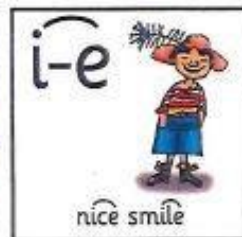
oy



Toy from a boy

# RWI

## Set three





# RWI

## Complex Speed Sound Chart

### Complex Speed Sounds

#### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

#### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a</u> -e	y	<u>i</u> -e	<u>o</u> -e
					ai	ea	ie	oa
						e	i	o
							y	

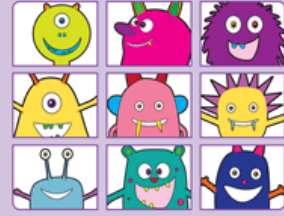
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u</u> -e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

# PHONICS SCREENING CHECK

The Year 1 phonics screening check is a short assessment to confirm whether individual children have learnt how to read words using their knowledge of phonics to decode them.

Through the check children will read a range of 20 real and 20 'nonsense words' with a range of sounds. Nonsense words are also referred to as *alien* words and are made up words to check that your child can use their phonics knowledge correctly to read unfamiliar words.

The check will identify the children who need extra help so they are given support by their school to improve their reading skills. These children will then be able to retake the check in Year 2 so that the school can track them as they move through the school.



Section 1			
Word	Correct	Incorrect	Comment
sut			
yad			
dop			
uct			
meck			
shig			
joil			
chort			
blem			
dreil			
fusp			
quisk			
shop			
yell			
peel			
check			
plug			
sweep			
soft			
yards			

Section 2			
Word	Correct	Incorrect	Comment
vaw			
meast			
waib			
zome			
brend			
throst			
stret			
spraw			
few			
fried			
beak			
cute			
crust			
trails			
strip			
scraps			
label			
vanish			
blossom			
thankful			

## Section 2

brend



throst



stret



spraw



## Section 2

label

vanish

blossom

thankful

# YEAR GROUP INFORMATION

- Morning break 10:45am-11:00am
- Fruit will be provided
- Lunchtime (12:00pm – 1.00pm)
- Labelled uniform
- Water bottle
- Reading book, book bag and reading diary daily please

# IMPORTANT INFORMATION

- PE- Fundamentals & Ball Skills
- PPA cover – Mrs Lapin and Mr Hudson
- Swimming will take place in the summer term – there will be minimal a cost
- Protective Behaviours – 4 lessons in October/November.
- Phonics Screening Check – w/c 3rd June 2024
- Relationships and Sex Education July 2024

# READING



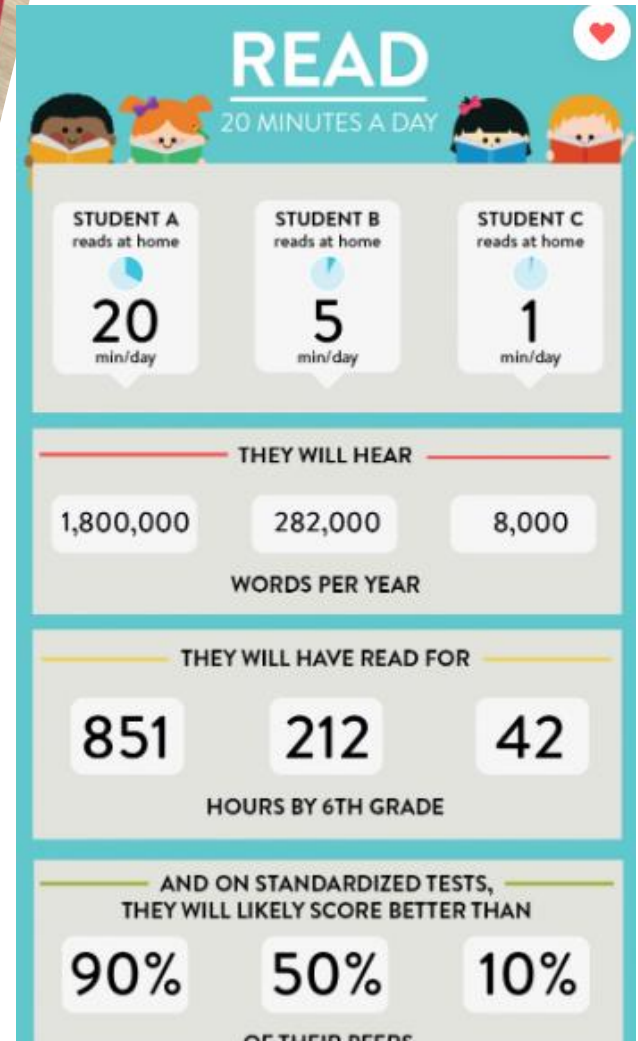
Please bring in your bookbag, reading book and reading diary each day.

Reading books will be changed on Fridays.

Please make sure you read as often as you can with your child. Twenty minutes daily is ideal.

Read the book several times. This helps the child to develop fluency and intonation.

This is how we'd like them to read by the end of the book..



# BOOK BAG BOOKS

[www.oxfordprimary.co.uk/rwiphonics](http://www.oxfordprimary.co.uk/rwiphonics)



All the books we send home are matched to the phonics we have been teaching in school. We also encourage you to read other stories/books together. Visit the library, borrow a picture book from school. Sharing stories, rhymes and songs has been proven to have a huge impact on your child's progression.

# MATHS KEY SKILLS

Year 1 – Maths Key Skills					
21. Solve one-step + and - problems using concrete objects/pictures	22. Solve missing number problems	23. Solve one-step $\times$ and $\div$ problems using concrete objects/pictures	24. Tell the time to o'clock and half past	25. Name the days of the week and months of the year	26. Recognise all coins
16. Given a number, identify one more and one less	17. Read and write all numbers from 1 to 20 in words	18. Read and use the signs $+$ $-$ $=$	19. Represent and use number bonds within 20	20. Add and subtract 1-digit and 2-digit numbers to 20	
10. Count reliably to 100	11. Count forwards and backwards from any number within 100	12. Read and write all numbers to 100 in numerals	13. Count back in 2s, 5s and 10s	14. Count on in 2s, 5s and 10s	15. Say one more and one less than any number within 100
6. Say 1 more and 1 less than a given number within 20	7. Add 2 single digit numbers using quantities/objects	8. Count on or back to solve addition or subtraction problems	9. Solve problems involving doubling, halving and sharing		
1. Form digits 0-9 correctly	2. Write one digit per square	3. Count reliably from 1 to 20 by rote	4. Accurately count objects up to 20	5. Place numbers 1 to 20 in order	



# MATHS

- Practical activities using a range of resources
- Emphasis on problem solving and reasoning – children being able to verbalise their thinking
- Asking lots of ‘how do you know that?’ questions
- Confidence with counting and recognising numbers up to 100
- Having a deeper understanding of numbers up to 20 – not extending children using larger numbers but making links between numbers
- Counting in 2s, 5s and 10s
- Halves and doubles to 20
- Time, money, shape and measure
- Useful websites: [www.ictgames.com](http://www.ictgames.com) [www.topmarks.co.uk/maths-games/hit-the-button](http://www.topmarks.co.uk/maths-games/hit-the-button)

# WRITING

*Skills in the white boxes indicate prior learning. Skills in the coloured boxes indicate end of year expectations.*

Composition				
<b>20) Oracy</b> To orally rehearse sentences before writing.		<b>21) Sequence</b> Sequence sentences to form short narratives		<b>22) Proof Reading</b> Re-read what they have written to check it makes sense
Grammar and Punctuation				
<b>15) Word Classes</b> Identify and use nouns and verbs	<b>16) Punctuation</b> Correctly demarcate sentences CL, FS	<b>17) Punctuation</b> Use a question mark when needed and begin to use exclamation marks	<b>18) Proper Nouns</b> Use a capital letter for proper nouns and the personal pronoun 'I'	<b>19) Conjunctions</b> Join words and clauses together using 'and'
<b>13) Tense</b> (in spoken language) Begin to express ideas and feelings about experiences using past, present and future tenses			<b>14) Conjunctions</b> (in spoken language) Make use of conjunction with modelling from an adult <u>e.g.</u> 'and' 'but'	
Spelling				
<b>8) Common Exception Words</b> <u>Spell</u> Year 1 Common Exception Words	<b>9) Suffixes</b> Use the suffixes: <i>-ing, -ed, -er, -est</i> <i>where the root word does not need to be changed</i>	<b>10) Contractions</b> To spell some words in the contracted forms ( <u>e.g.</u> didn't, can't)	<b>11) Spelling Rules</b> Use spelling rule for adding -s or -es for plural nouns	<b>12) Prefixes</b> Use the prefix -un
7) Phonetically Plausible attempts				
Spell words by identifying sounds and representing the sounds with a letter or letters				
Handwriting				
<b>3) Letter Formation</b> To form all <u>lower case</u> letters and digits at the correct orientation and beginning and ending in the correct place		<b>4) Letter Size</b> To form letters at the correct relative size and placement in relation to the line	<b>5) Capital Letters</b> To form all capital letters correctly	<b>6) Spacing</b> Leave appropriate spaces between words
<b>1) Pencil Grip</b> To begin to develop an appropriate pencil grip (working towards tripod).			<b>2) Letter Formation</b> To write recognisable letters, mostly formed correctly, beginning and ending in the correct place.	

# WRITING

Learning to be independent writers – children should be writing phonetically

- Focus on independently sounding out words
- Won't always be accurate but should be phonetically plausible – please do not over correct spelling or ask children to copy words
- As they learn spellings, they will begin to use them
  - Emphasis on talk for writing, orally rehearsing sentence before writing it
  - Introduction to spelling, grammar and punctuation
  - Importance of children enjoying writing without fear of making mistakes

# EXAMPLES OF WRITING

What title could we give the book?

The penguin  
that was <sup>taken</sup> away  
from <sup>home</sup> by the boy

Why do you think they are in an umbrella?

I <sup>think</sup> the <sup>they</sup> are using  
the umbrella  
because they  
do not <sup>have</sup> hat  
<sup>any</sup> material  
to <sup>make</sup> a  
rowboat.

Dear

Daddy<sup>d</sup>

shabees spit

is the best

~~plays~~ to it is

he <sup>place</sup> plays to be

I <sup>want</sup> want to stay

Love Rosie

ZVeb



Peetip

24~~2~~24

3 Dalah

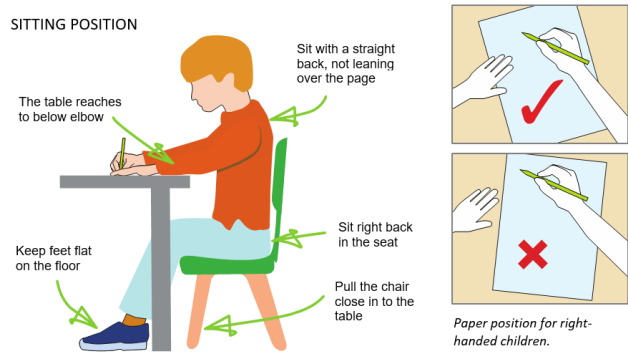
Harbury

# HANDWRITING

## Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

### SITTING POSITION



Our new handwriting will focus on forming the letters correctly like this in year 1. Cursive handwriting will start in year 2 but from research it has been proven that the lead ins and lead outs complicate handwriting and lead to cognitive overload. This will be a gradual change as some children have already a preferred handwriting style.

# HOMework

Homework will begin to be set later in this half term and will start with basic spellings and reading. I will post more information about this on Dojo in a couple of weeks. We will build up to a **Maths** or **English/Topic** task each week, along with **phonics practice** and **spellings**. Please do ask if you need help in supporting your child with their homework. It is important children continue to consolidate the work they have done here at school at home too. Homework will be set on Dojo every **Friday** and will be due in the following **Thursday** through your child's online portfolio.

# ONLINE SAFETY

Online safety is a focus for both school and families at home. We want all our children to be safe and responsible internet users. Our devices at school have filtering and monitoring on them from Warwickshire County Council. We also teach online safety lessons. In the whole school newsletter there is a regular focus on online safety.

Please make sure that you have completed the Acceptable User Agreements for both children and adults and return these to school.

Useful websites: <https://www.commonsensemedia.org/>



# ONLINE SAFETY



Warwickshire County Council have recommended:

<https://www.qustodio.com/en/>

This allows **parental control tools to keep their kids' screen time safe and balanced on every device—all from a single dashboard**

Useful websites:

<https://warwickshire.onlinesafetyhub.uk/>

<https://www.common sense media.org/>

<https://www.thinkuknow.co.uk/parents>

<https://www.internetmatters.org/>

<https://www.childnet.com/parents-and-carers/>

# SCHOOL LUNCHES

Year one pupils receive Universal School Meals, however, if you are eligible please apply for benefits-related free school meals (FSM). **We get more benefits and funding and for the school.**

Families who receive the following are eligible for free school meals:

- Income Support

- Income-based Jobseeker's Allowance

- Income-related Employment and Support Allowance

- Support under Part VI of the Immigration and Asylum Act 1999

- The guaranteed element of Pension Credit

- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)

- Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit

- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

# PUPIL PREMIUM

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

- If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.
- This includes access to additional learning and extra-curricular opportunities, financial support for school trips and a fully funded music lesson or sports club.
- Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for 6 years.
- You can find out if your family is eligible on the Warwickshire County Council website (just Google: 'Warwickshire County Council Free School Meals').

THANK YOU FOR YOUR TIME. ANY QUESTIONS

