

Year 1

Roses and Tulips



Class teachers:

Miss Blackman & Mrs Hoaen

Welcome to St Mary's CE School.

At St Mary's Church of England School, our core purpose is to enable all to 'shine as lights in the world'. Through our inclusive Christian values, we empower the school community to be thoughtful human beings by showing respect for themselves, for others and for the world around us. We strive for all to have the integrity to achieve our full potential through resilient endeavours.

Our Christian values thread through our vision and underpin everything that we do:

Respect - Genesis 1:28

I am putting you in charge of all of the fish, the birds and all the wild animals

Respect is being kind to myself and others and taking care of my surroundings and objects.

Integrity - Proverbs 20:11

Even a child shows what he is by what he does, you can tell if he is honest and good.

Integrity is doing what is right, even when no-one is looking.

Resilience - Phillipians 4:8

Fill your minds with those things that are good and that deserve praise, things that are true, noble, right, lovely and honourable.

Resilience is not giving up, even when things are difficult.

The Curriculum

We aim to develop the 'whole child' and have both a formal and informal curriculum that allows children to extend their personal and social understanding of the world.

English

Writing:

Children will work with both fiction and non-fiction texts, including poetry, which will often be linked to topics in other subject areas. There will be regular work on grammar, spelling patterns, sentence construction and punctuation, as well as writing for different audiences and purposes.

Reading:

Each week your child will be given a reading book to read at home. Try to make some time for reading every day, whether this is listening to your child read or reading a book to them. We will change your child's book on a Monday, so please ensure reading books are signed and returned each Monday.

We will be having a weekly library session every Friday. Each week your child will be able to borrow a library book to read at home for the week. If your child has any old books from Early Years please make sure that these are returned as soon as possible.

Read Write Inc Phonics: Your child will receive daily phonics lessons where they will learn how to read using the Set 1, 2 and 3 phonic sounds. Your child will work in an ability group and will be assessed each half term.

Maths

Children will explore number, calculation, measurement including time and capacity, data handling, shape, space and problem solving. The practical application of mathematical skills is at the core of our teaching. Please find enclosed a copy of the end of year expectations for maths for your information (see Appendix 2).

Your child will be covering the following topics:

Science

Everyday Materials
Animals including humans
Plants
Seasonal changes

Computing

Your child will have regular Computing sessions where they will continue to develop their word processing, data handling, research skills, email use and programming skills.

History

Old and new toys
The history of St. Mary's School
Neil Armstrong and Ibn Battuta

Geography

The UK and Peru
Let's travel on safari
Fieldwork

Art and DT

Observational drawing
Colour mixing
Mixed Media including printing
Making a Sandwich
Upcycling – making a bag from an old t-shirt
Moving pictures – space themed

RE

Creation - Why do most Christians call God creator?
Christmas - What do most Christians celebrate together?
Parables - What questions do the parables of Jesus in the Bible make us want to ask?
Easter – Why does Easter matter to Christians?
Shabbat – How and why is Shabbat important to some Jewish people in Britain?
10 Commandments – How do people know how to behave?

PSHE

Rules and how we behave
What makes us special?
How do we keep safe?
What can we do with money?
How do we feel? (including our RSE unit 'Growing and Caring for Ourselves')

PE

Each term the children will do Games, Dance and Gymnastics. Athletics will be covered in the summer. This year PE days are Monday and Friday. The children come into school in their P.E kit on these days.

Music

Through their weekly music lessons, the children will have an opportunity to explore pulse, rhythm, pitch, timbre, tempo and dynamics.

Home learning

We will be sending your child home with a grid of home learning activities at the start of each half term. You and your child will then choose a task to do each week (there will be plenty of activities to choose from, but you don't need to complete all of them)!

Hand in your home learning folder by the following Wednesday and we will return it to you on Fridays.

Concerns

We are happy to discuss any concerns you may have about your child. Time in the morning is usually limited, however a short chat after school can usually be accommodated either that day or the following. If you are concerned about any aspect of your child's school life, we would rather you came in than worry unduly.

Appendix 1

This document provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should meet in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries regarding the content of this information or want support in knowing how best to help your child, please talk to your child's Teacher

Year 1 – Programme of Study for English

Year 1 – Spellings

By the end of year one the children are expected to be able to spell the following words:

will	with	my	said	one	about
see	too	her	have	when	your
that	you	was	like	out	day
for	he	they	so	what	made
this	she	went	do	don't	came
now	we	it's	some	old	make
then	be	from	come	I'm	here
down	me	children	were	by	saw
them	all	just	there	time	very
look	are	help	little	house	put

Reading - word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Writing – transcription

Spelling

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Writing – composition

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using 'and'
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in [English appendix 2](#)
- use the grammatical terminology in English [English appendix 2](#) in discussing their writing

Appendix 2

Year 1 - Programme of work for Maths

NUMBER

Number and place value

- 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.

Addition and subtraction

- 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 $7 = \square - 9$.

Multiplication and division

solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

GEOMETRY AND MEASURES

Properties of shapes

- recognise and name common 2-D and 3-D shapes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles)

Position, direction, motion

- describe position, directions and movements, including half, quarter and three-quarter turns.

Measures

- compare, describe and solve practical problems for:
 - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
 - mass or weight (e.g. heavy/light, heavier than, lighter than)

- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)
- measure and begin to record the following:
- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.