



Welcome to Year 1



Year 1 Staff

Cedar

Mrs Valambhia

Mrs Yusefi

Mr Marshall and Mr Harris will teach PE every Monday, Tuesday and Thursday

Redwood

Mrs Motiwala

Mrs Mortty

Mr Marshall and Mr Harris will teach PE every Monday, Tuesday and Wednesday



Daily Routines

- School starts at 8.45am. Children then have PARCs until lessons begin at 9.00am
- Break from 10:20am – 10:35am (Daily Mile from 10:35am-10:45am every Wednesday and Thursday)
- Lunch is from 11:50am – 12:50pm
- Home time is at 3.15pm

Children will only be allowed to leave with adults who have been named on the **yellow form**

If anyone else needs to collect in an emergency, please phone the office on the below number:

020 8864 5546



Reminders

- Please make sure **ALL** clothing, lunch boxes and water bottles are named.
- Leave from school will not be granted unless there are very exceptional circumstances. Forms are available at the office.
- Please try wherever possible to arrange medical appointments outside of school time.
- Remember to give any change of address and phone numbers to the office in case we need to contact you in an emergency.
- Only doctor prescribed medicines can be given at school. A form provided by welfare must be completed.



Class Dojo

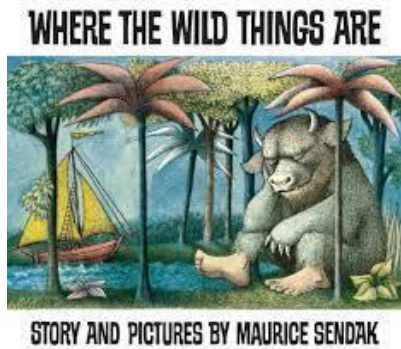
- Rewards to encourage positive behaviour - Children are encouraged to follow the class and school rules to earn dojo points. They will work towards their bronze, silver then gold certificates.
- Communicate home and school (any events, reminders updates)



Curriculum

This Autumn Term our topic is “How am I making history?”



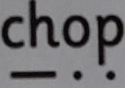
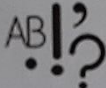

Our core text that we will be studying is:



You will be given a curriculum newsletter to help you to support your child at home via Class Dojo. You will be given one of these throughout the year to keep you updated on what your child is learning.



LO: To use my plan to write and check my writing.

				
correct letter size and shape	finger spaces	sound out words	punctuation	read aloud

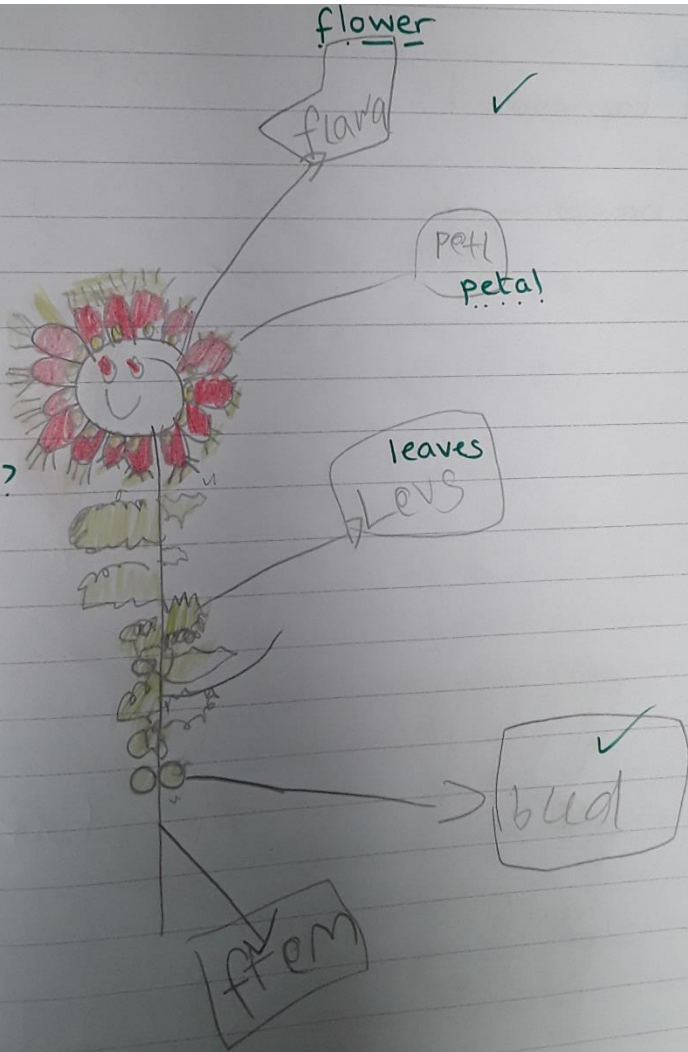
One day there were Santa, Pupy and Lion. The Pupy is small and the Lion is the biggest. They miss Old Bear who is in the attic. He is stuck with sutcases. They are sad.

Santa, Pupy and Lion thought of a plan to save Old Bear. They climb up the ladders to reach the attic.










PUPPY
and
The
dog
are
sad
is
Fa
he
the
Old
Wi
Fe
to
to



Did your plant have a smiley face?



LO: Identify animals that can be seen in the playground

Honey bee <input checked="" type="checkbox"/>	Woodlouse <input type="checkbox"/>	Spider <input checked="" type="checkbox"/>
		
Worm <input type="checkbox"/>	Butterfly <input checked="" type="checkbox"/>	Squirrel <input type="checkbox"/>
		
Blackbird <input checked="" type="checkbox"/>	Snail <input type="checkbox"/>	Fox <input checked="" type="checkbox"/>
		

I found the beey big
the end of the tree.
I found the bird in
the sky, I did not
find the snail. I did
not find the squirrel.



Home learning

- Home learning is set on Wednesday via Class Dojo and is expected to be returned the following Monday.
- Home learning may be recap of something we have learnt in class.
- Talk about the home learning tasks then encourage your child to be as independent as possible. Take time to look at the completed work together.

INDEPENDENCE is key in Year 1



Reading Books

- A new book will be sent home every Friday
- Reading books and reading records should be brought into school everyday
- Please hear your child read daily and talk about the book
- Please sign the reading record, comments are great too. Books also need to be returned by Wednesday.



Non-negotiables

Reading – word reading

- 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 aloud accurately (with pace and expression) books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
 - re-read these books to build up their fluency and confidence in word reading



Non-negotiables

Reading - comprehension

- 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 read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them with considerable accuracy and considering their particular characteristics
- recognising words which appear again and again 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
- 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
 - can answer simple questions / find information in response to a direct, literal question



Non-negotiables

Writing

- 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' (i.e letters that are formed in similar ways) and to practise these
 - 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 aloud their writing clearly enough to be heard by their peers and the teacher
 - Can show some control over word order producing logical statements
 - Can write simple text such as lists, stories, explanations
- Can use simple words and phrases to communicate meaning (i.e. the majority of work can be read / decoded by an adult without assistance from the child - must be more than one simple statement)



Non-negotiables

Writing - continued

- 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 Appendix 2 in discussing their writing



Non-negotiables

Maths

- 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
- 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 (including adding any three 1-digit numbers with a total up to 20)
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$



Non-negotiables

Maths - continued

- 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
- 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
- compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]
- compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]



Non-negotiables

Maths - continued

- measure and begin to record the following: lengths and heights
- measure and begin to record the following: mass/weight
- measure and begin to record the following: capacity and volume
- measure and begin to record the following: time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, 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
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
- describe position, direction and movement, including whole, half, quarter and three-quarter turns



Lunches

A packed lunch should contain

A sandwich, pasta, rice etc.

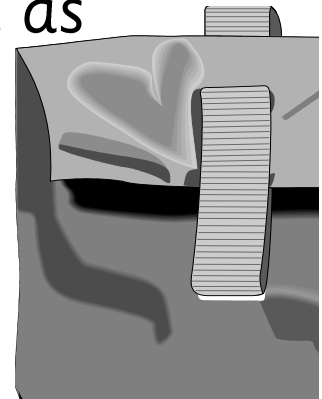
A piece of fruit

A healthy sweet treat - fruit bun, custard pot, yoghurt, plain biscuit

A drink.

A packed lunch should not contain

Nuts or foods containing nuts, Fizzy drinks,
Chocolate or chocolate covered foods (such as
Nutella), Crisps





Uniform

Gold polo shirt REPLACED BY white collared shirt with tie.
Royal blue jumper or cardigan REPLACED BY badged V-neck jumper.
Grey skirt/ trousers REPLACED BY tartan skirt or black trousers.

The following remains the same:

Black sensible shoes

NO jewellery (except small stud earrings)

NO leggings under skirts

NO long sleeve tops under short sleeves



Uniform is available for purchase at Angels Rayners Lane



Uniform - PE

Children are allowed to wear their PE kits to school on the day of their lessons. If they do not have the full uniform they are expected to wear their school uniform. PE is on Mondays and Wednesdays (Sycamore)- please ensure that the kit is washed REGULARLY

Outdoor

Royal blue tracksuit bottoms

Royal blue jumper

White polo shirt

Plimsolls or trainers



Indoor

Royal blue shorts

White polo shirt





Any questions?

If you think of any questions or have any need to contact us
via Class Dojo.