

Welcome to Year 1



Welcome to Year 1



- Information
- Reading records/Bug Club
- Letter join
- Homework
- Learning/Phonics Check
- Walk a Mile
- Christmas Play

Welcome to Year 1



We are looking forward to an exciting year with a wonderful group of children. We want to ensure that your child reaches his/her full potential- personally, emotionally, academically and socially- and we feel that this is best achieved when we work alongside parents. We have put together some information that will hopefully answer many of your questions and give you a clear overview as to what your children will be doing in school.

The Year 1 team consists of:

Miss Norris, Mrs Tiplady and Mrs Rounsevell

Mrs Luke, Mrs Elder and Mrs Kistle

Attendance

Attendance has been proven to make an enormous difference to the progress that children are able to make in their time at school and therefore it is imperative that children are in school and on time as often as possible. The new curriculum has a large amount of content and staff do not have the time to continue re-visiting work through the year. If children have missed 2 weeks of schooling due to a holiday it will be tricky for children to catch up on the content that they have missed. If your child is unwell, please ensure that you have phoned the school office to report this first thing in the morning.

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Homework and Homework Timetable

Weekly homework this year will be reading, spelling and times tables.

We ask that you support us by hearing your children read regularly and helping them learn their **spellings and times tables**. We would like you to interact with your child's reading and sign their reading records. The children are expected to have their reading record in school every day. They are also expected to **have read a minimum of four times a week for at least 15 minutes**. We will check the reading records on a **Friday** to monitor their reading over the past week.

We will send home new spellings each week on a **Friday** and the children will be assessed the following **Wednesday**. We will also be having lessons to learn these spellings in class. However, the children will need additional time at home to learn them. The children will be expected to be able to read, spell and use their spelling words correctly within a sentence. Linked to this, the children will practise their handwriting by writing these words in correct cursive handwriting.

Each week the children will also be given a set of times tables to practise. To begin with, the children will be asked to count in 2s, 5s and 10s and move onto times tables facts.

There may also be other optional topic based homework tasks, research or projects at different times during the year to support our learning in class.

Following speaking to parents about their views of homework, this grid is giving you some extra activities that the children can complete between now and the end of half term. These are entirely optional, the children can complete none, some or all of them depending on their interests and enjoyment. Once they have completed one of the activities on the grid, they can colour it in. They may also wish to bring it into school to share with their class, however this is not compulsory.

Talk to your family and create a family tree.	Research about toys from the past.	Draw a picture of yourself and label with adjectives to describe yourself.
Take a photograph of your favourite place and explain why it is important to you.	Go on a number hunt in the village. Where can you find numbers? Can you see speed signs, house numbers?	Use craft materials to create a model of a skeleton.
Who is a 'role model' in the village? Do they volunteer or do a special job. Tell us all about them.	Find out more about the jobs of doctors/ nurses or hospital staff? How do they help us?	Decorate a biscuit to look like a face!

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Uniform

Uniform must be worn to school every day (unless the school is holding a special non-uniform event). If you are unsure of the correct school uniform, please see the policy that is on the school website. We ask that all children ensure that they are wearing footwear that is suitable for school and this footwear must be black. Please can all uniform, PE kit and other possessions be clearly named.

PE lessons and PE kit

The children will have **two** PE sessions a week and children will need to have full PE kit including trainers/plimsolls (not the same shoes that they wear to school) in school every day. The correct PE kit is a plain white T shirt and black shorts (not leggings), they may also wear a jumper (not their school jumper) and plain jogging bottoms in colder months.

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Lunch and snack

Please remember that school is no longer providing playtime picnic for the children.

However, your child will be provided with a piece of fruit or vegetable during their learning break. Year 1 children are entitled to a free hot school meal, or they may opt to bring a packed lunch to school.

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How can I help my child?

There are many ways to support your child with their learning. Why not try some of these activities:

Enjoy sharing a book or story together.

Play outside or go for a walk and talk about what you notice.

Make sure that your child goes to bed at a reasonable time.

Encourage your child to follow up interests and talk about these interests.

Research information about topics that children are learning about in school.

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Updates to your child's information (including contact details, medical information, allergies and image consent)

It is vitally important that we can contact you about your child and any concerns that we may have. Therefore, please ensure that the details that the school holds for your child is always up to date (especially mobile numbers).

Home School Review meetings

Home school review meetings will be held in the week beginning Monday 7th October. However, if you have any concerns before then, please come in and see us.

Please feel free to chat with us at the end of the school day, if you have any more questions. If you ever have something that needs to be brought to our attention before the end of the day, please write a note so that your child can hand it to their class teacher in the morning. Whilst the start of the new school year is always busy, we hope you and your child are looking forward to what we're sure will be a very exciting year ahead.

Welcome to Year 1



Ways to help your child.....



Bug Club

Log in details stuck
in reading records.

Welcome
Ms
Click My Stuff to get started!





Bug Notes

Words don't I'm saw looked could called

This book practises



Sounds
sh (as in shouted)
c (as in nice)
k (as in know)
ea (as in ready)
o (as in other)

Top Tip

Remember to give your child lots of praise when they read, like 'Fantastic!' 'I knew you could do it!'

Your child may need help with these words:
pterodactyls laughed can't pushed tied here

Have a go!

Spell-o-saurus

Does your child know how to spell these dinosaur names? Read them out and check their answers.

Pterodactyl Apatosaurus Tyrannosaurus rex

A good guess is great – they may need help, but you may be surprised!

Skill Builder

The title of this story, 'Dino-soaring' is a pun. Does your child know what 'to soar' means? (Answer: Flying with style!)

Bug Time fun is on the back page!

Dino-Soaring



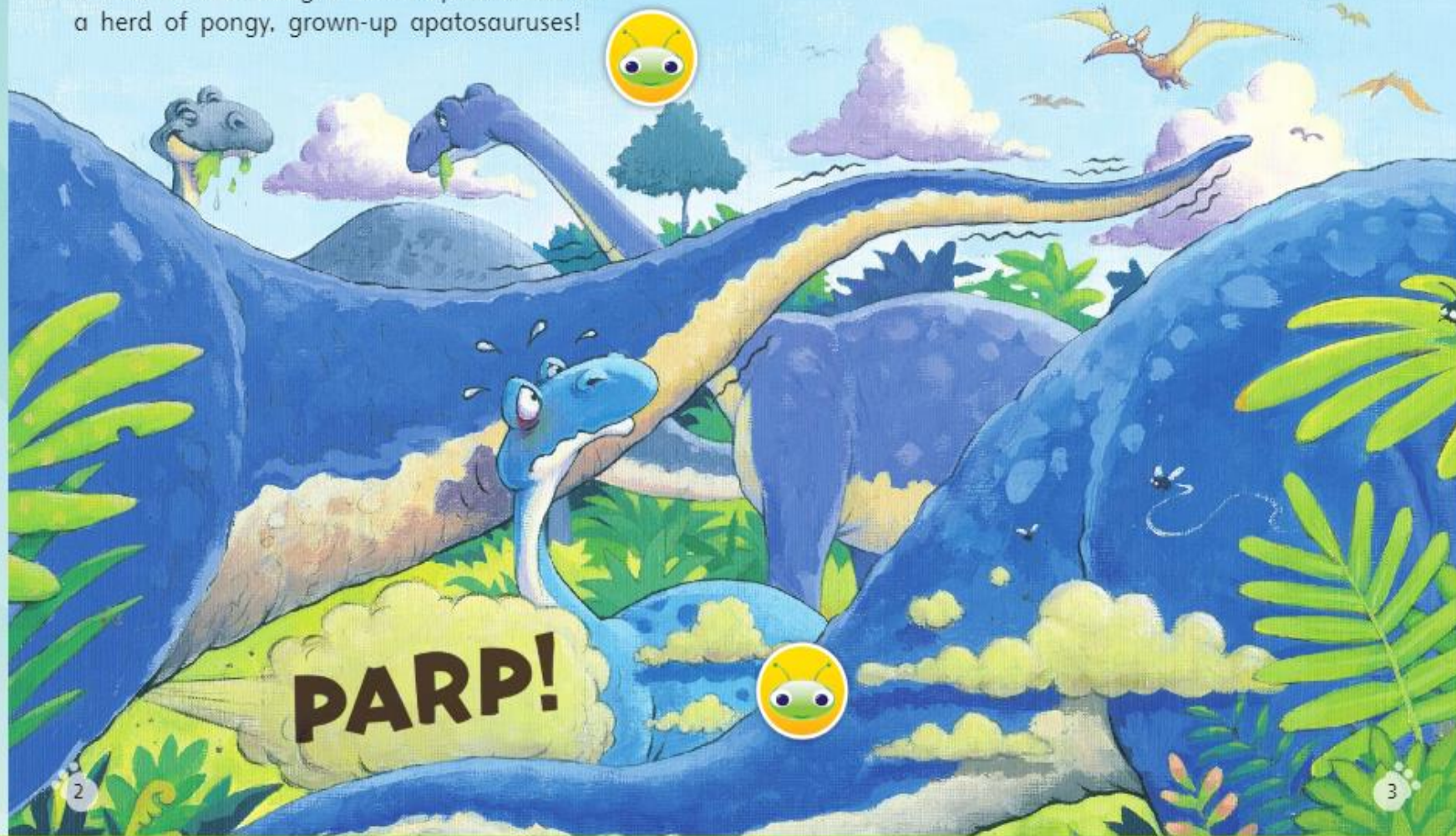
Written and illustrated by Steve Smallman



"PARP!"

"Oh no!" said Stretch. "What a pong!"
It was no fun being a small apatosaurus in
a herd of pongy, grown-up apatosauruses!

Stretch looked up at the pterodactyls
in the sky. "If only I could fly!" he said.



Back

Read to me

Next

2/3 of 17



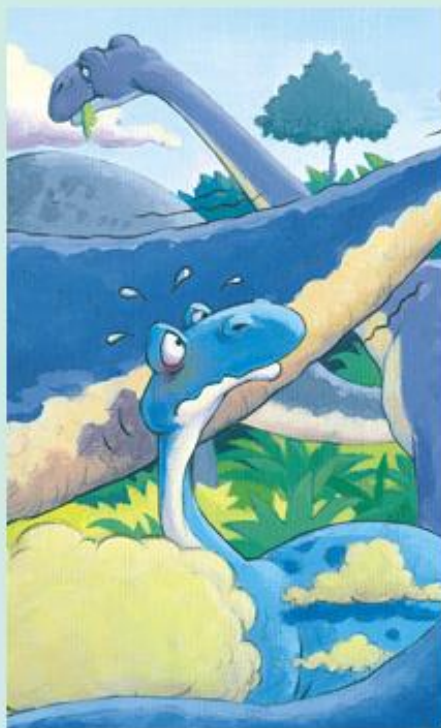


Why does Stretch want to fly?

Click on a thought bubble.

My feet hurt.

It is smelly
down here in
the herd.



I want to see
the sky.

I want to be
faster.

Done





PARENTS AND CARERS

The Daily Mile is a fully-inclusive, free and simple initiative which improves the physical and mental health of children. It's a social activity where the children run or jog, at their own pace, for 15 minutes every day and it improves focus in the classroom.

[Read on below](#) 





Cursive handwriting made easy!

Dear Parents,

We are now part of the Letter-join handwriting scheme and any of our pupils wishing to practise their handwriting at home can now log in to the Letter-join website on iPads and tablets as well as desktop and laptop computers. There you will find the same, easy-to-use handwriting resources as we use at school.

How to log in to Letter-join

DESKTOP AND LAPTOP LOG-IN

Simply go to www.letterjoin.co.uk and log in, using the Desktop log-in boxes, with these details:

User name: vt9190

Password: home

Letter-join will work on the following browsers on PCs:

- Google Chrome
- Safari
- Firefox
- Opera

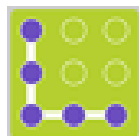
We cannot recommend using Internet Explorer for Letter-join.

IPAD AND TABLET LOG-IN

Go to www.letter-join.co.uk, select the Tablet Login button and log in using these details:

User name:

Swipe code (starting at top left):



Letter-join will run on the following tablets:

- iPads running at least iOS7 through the Safari browser.
- Windows 8 tablets (8 inch and bigger) using the built-in browser.
- Android tablets (8 inch and bigger) using Google Chrome, Firefox or Opera.

Once logged-in, choose your child's classroom and you will be able to watch how to form all the letters of the alphabet using the same style that we use at school. You can then trace over the letters and words on your tablet and print out the worksheets from your PC for real handwriting practice.

We are limited to the number of users who can log in to this account, so please only log in with this username and password/swipe code for your own personal use.

Year 1 READING			
Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> I know when to use phonic knowledge to decode words. I read common words using phonic knowledge, where possible. I read words of more than one syllable that contain taught GPCs. I read phonically decodable texts. 	<ul style="list-style-type: none"> I know which parts of words can be decoded using phonics. I blend sounds in unfamiliar words based on known GPCs. I read words with familiar endings - s, es, ing, ed, er, est. I read words which have the prefix -un added. I read phonically decodable texts, with confidence. I divide words into syllables, for example pocket, rabbit, carrot, thunder, sunset. 	<ul style="list-style-type: none"> I hear and recognise all 40+ phonemes. I match all 40+ graphemes to their phonemes (Phase 3). I identify all 40+ graphemes in my reading. I know that words can have omitted letters and that an apostrophe represents the omitted letters. I can find contractions in my reading. I read words with contractions. I read compound words, for example football, playground, farmyard, bedroom.
Reading for Pleasure	<ul style="list-style-type: none"> I know that there are different kinds of books. I know the difference between a story book and an information book. I can find the title, author and the illustrator of a book. I know some familiar stories. I recognise familiar story language. 	<ul style="list-style-type: none"> I say what I like or dislike about a book. I say if a story reminds me of another story or something that I have experienced. I listen to others' ideas about a book. I find familiar story language in stories read aloud to me or ones I have read independently. I retell key stories orally using narrative language. I recognise rhyming language. 	<ul style="list-style-type: none"> I say whether I agree or disagree with others' ideas. I say whether I agree or disagree with others' ideas. I say why I agree or disagree with others' ideas. I recognise repeated or patterned language. I recognise patterned language in the poems and rhymes I know. I know some poems and rhymes by heart.
Reading Accurately, with fluency and with understanding	<ul style="list-style-type: none"> I use picture clues to support my understanding. I use picture clues to deepen my understanding. I identify the characters in a story. I recognise a character's feelings. I can say why a character has a feeling. 	<ul style="list-style-type: none"> I use prior knowledge to understand texts. I identify unfamiliar words and ask about meaning. I use the context to make informed guesses about the meaning of unfamiliar words. I make predictions based on the events in the story. I give an opinion about a character. I know that stories can have similar characters. 	<ul style="list-style-type: none"> I discuss the meaning of unfamiliar words with others. I know that stories can have similar patterns of events. I make links to other stories. I make links with characters in other stories. I can answer retrieval questions about a book. I use information from the story to support my opinion. I understand that a writer can leave gaps for the reader to fill. I answer questions which fill the gaps in a story. (Inference)

Year 1 WRITING

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I sit correctly at a table, holding a pencil comfortably and correctly. I form the digits 0-9. 	<ul style="list-style-type: none"> I form lower case letters in the correct direction, starting and finishing in the right place. <i>(cursive- kicks and flicks)</i> 	<ul style="list-style-type: none"> I name the letters of the alphabet in order. I form capital letters.
Spelling	<ul style="list-style-type: none"> I spell unknown words using my phonemes (sounds). <i>(phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend)</i> 	<ul style="list-style-type: none"> I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. I write from memory simple dictated sentences including the words taught so far. 	<ul style="list-style-type: none"> I use letter names to show alternative spellings of the same phonemes. I spell word that use suffixes for plurals or third person. <i>(E.g.: adding s/es- box, fox, fix, pencil, pen)</i>
Composition	<ul style="list-style-type: none"> I say a sentence out loud before I write it down. <i>(Hold a sentence)</i> 	<ul style="list-style-type: none"> I can plan my writing by saying what I am going to write about. <i>(build a sentence)</i> I can read my own writing aloud so it can be heard by others and to check for sense. <i>'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'</i> 	<ul style="list-style-type: none"> I sequence sentences to form short narratives. <i>(Beginning/middle/ end-sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home)</i> I use sequence sentences in chronological order to recount an event /experience. <i>(Basic adverbials for when-First, Then, Next, After that)</i>
Grammar	<ul style="list-style-type: none"> I use the personal pronoun 'I' 	<ul style="list-style-type: none"> I use 'and' to join ideas within a sentence. <i>'I went to the park and played on the swing.'</i> 	<ul style="list-style-type: none"> I may attempt to use other conjunctions. I make sure that word choices are relevant to the context and I use word banks to support this. I begin to use adjectives to add detail to my sentences.
Punctuation	<ul style="list-style-type: none"> I leave spaces between words. I use a capital letter for the start of a sentence. 	<ul style="list-style-type: none"> I begin to use other punctuation such as exclamation and question marks. I use a full stop accurately. 	<ul style="list-style-type: none"> I use capital letters for the names of people, places and days of the week. <i>(Aa)</i>

Year 1 MATHEMATICS

Aspect	Autumn	Spring	Summer
Number and Place Value	<ul style="list-style-type: none"> I count to and across 100, forward and backward, beginning with 0 or 1, or from any given number. I count in multiples of 2s, 5s and 10s. I count in multiples of 2s, 5s and 10s I read and write numbers to 100 in numerals 	<ul style="list-style-type: none"> Given a number, I can identify 1 more or 1 less 	<ul style="list-style-type: none"> I read and write numbers from 1 – 20 in numerals and words
Addition and Subtraction	<ul style="list-style-type: none"> I read, write and interpret mathematical statements involving + - = signs. I represent and use number bonds and related subtractions facts within 20. 	<ul style="list-style-type: none"> I add and subtract 1-digit and 2-digit numbers to 20, including zero. I solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	<ul style="list-style-type: none"> I add and subtract 1-digit and 2-digit numbers to 20, including zero.
Multiplication and Division		<ul style="list-style-type: none"> I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of my teacher. 	
Fractions	<ul style="list-style-type: none"> I recognise, find and name a half as one of two equal parts of an object, shape or quantity. 	<ul style="list-style-type: none"> I recognise, find and name a quarter as one of four equal parts of an object, shape or 	
	<ul style="list-style-type: none"> I recognise, find and name a half as one of two equal parts of an object, shape or quantity. 	<ul style="list-style-type: none"> quantity. 	

Year 1 MATHEMATICS

Aspect	Autumn	Spring	Summer
Measures	<ul style="list-style-type: none"> • I compare, describe and solve practical problems for: Lengths and heights and mass/weight • I compare, describe and solve practical problems for capacity and volume • I recognise and know the value of different denominations or coins and notes. • I sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). • I recognise and use language relating to dates, including days of the week, weeks, months, years. 	<ul style="list-style-type: none"> • I measure and begin to record the following: mass/weight • I measure and begin to record the following: Length and heights; • I compare, describe and solve practical problems for: Time 	<ul style="list-style-type: none"> • I can measure and begin to record the following: Capacity and volume • I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Geometry	<ul style="list-style-type: none"> • I recognise and name common 2D shapes, including: 2D, e.g. circles, triangles 	<ul style="list-style-type: none"> • I identify and describe common 2D shapes, including: rectangles (including squares) circles, triangles • I describe position, direction and movement, including half, quarter and three-quarter turns 	<ul style="list-style-type: none"> • I describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes • I recognise and name common 3D shapes, including: cuboids (including cubes), pyramids, spheres.

Welcome to Year 1



Phonics screen check

The phonics screen check takes place in June.

Help to prepare your children by:

Reading regularly at home

Asking your child to spot sounds that they

know in unfamiliar words

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Christmas play

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Questions