

WELCOME TO YEAR 1 !





Teachers and Teaching Assistants in Year 1

Cherry Class

- Monday -Thursday: Miss Wardrop
- Friday: Mrs Howell

Oak Class

- Miss Stock

Support staff in Year One: Mrs Parker, Mrs Fletcher, Mrs Dasari, Mrs Dsouza, Miss Ramsey, Mrs Worley, Mrs Smith, Miss Knight, Miss Andrews, Mrs Thorne

Teachers' PPA time on Monday afternoon will be covered by:

- Mrs Cook - Oak class
- Miss Pattenden - Cherry class

GENERAL INFORMATION

- ▶ Name all uniform - this is vital for us to be able to get the right clothes back to you!
- ▶ Please provide named water bottle - only have water in. No snacks please as fruit is provided.
- ▶ Please check your child's book bag daily.
- ▶ Daily worship - class or whole school.
- ▶ We will let you know about any upcoming trips.
- ▶ Any helpers for reading or trips are always welcomed but our policy states that this will not be in your own child's class.
- ▶ Medication / allergies - Please make sure the office are aware and have been provided with, in date, medication and instructions.
- ▶ If you have any concerns, please do let us know, so we can help resolve - e-mail office, or speak to us at the end of the day. A message can also be given to the adult on the door first thing in morning.

P.E.

- Twice a week (currently Monday and Thursday). PE days subject to change depending upon whether we have a coach.
- Children will come into school wearing their PE kit on their PE days. Please refer to the email from Mr. Harvey regarding expectations.
- Please do not send children to school with shoelaces unless they know how to tie them.
- Earrings - please leave at home if possible or make sure they are taped on PE days. Parents will need to provide tape.
- If your child is doing a separate gym club please ensure they have kit in a clearly named bag.

READING

Reading books - Children will have a half an hour whole class guided reading session each day. Link to the school text will be on the weekly parent update.

https://parents.fft.org.uk/S33_On_the_Train_to_Troon

<https://vimeo.com/781543041/e860f05c54>

Children will bring home reading and library books, which will be changed every week on a Monday. Please write in their reading record and ensure that it is always kept in their book bag with their books. Book bags with books need to come in each day.

Reading race track - stamped if you have read with your children 3 times in a week. Raffle at the end to win prizes.

Reading assessments at the beginning of term will ensure that children are starting on the correct book band. Books will be issued after these are completed.

Please help us to make our federation a place of reading excellence. Good readers do well in all areas of school life!

- ▶ We do not set formal homework. We want the children to focus on reading time daily as it is so important.
- ▶ Spelling support - please look at the list of sounds and high frequency words in the centre of your child's reading record and practice those they are not familiar with.
- ▶ For those parents who are unfamiliar with the pronunciation of the different phonemes please use the link below or look at our class page on the school website.
- ▶ https://www.youtube.com/watch?v=BqhXUW_v-1s
- ▶ [Year 1 | St John and St Nicolas Schools Federation](#)



TIMETABLE

Year 1 Autumn 1 Week _ W/C:					
Y1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00	Phonics	Phonics	Phonics	Phonics	Phonics
9.25	English	English	English	English	English
10.10	Worship	Worship	Worship	Worship	Worship
10.30	BREAK	BREAK	BREAK	BREAK	BREAK
10.50	Maths	Maths	Maths	Maths	Maths
11.35	FFT Reading	FFT Reading	FFT Reading	FFT Reading	FFT Handwriting
12.05	LUNCH PPA	LUNCH	LUNCH	LUNCH	LUNCH
13:05	Mastering Number Lesson 1	Mastering Number Lesson 2	Mastering Number Lesson 3	Mastering Number Lesson 4	1.05-1.55 RE
13.25	Oak – PE Cherry – ICT/Music	Geography/History	Science	Cherry - PE Oak - PSHE	1.55-2.55 DT/Art
14:10	Oak – ICT/Music Cherry – PE			Cherry – PSHE Oak - PE	
15:00	Tidy up and Story	Tidy up and Story	Tidy up and Story	Tidy up and Story	Tidy up and Story
15:15	Home	Home	Home	Home	Home

I can count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number.

I can read numbers to 100 in numerals.

I can write numbers to 100 in numerals.

I can identify one more than a given number.

I can count in multiples of two.

I can identify and represent numbers using: objects and pictorial representations (including the number line)

To describe the above, I can use the language: equal to, more than, less than (fewer), most, least

I can identify one less than a given number.

I can count in multiples of five.

I can solve missing number problems.
(7 - ___ = 5)

I can count in multiples of ten.

I can read, write and interpret mathematical statements involving:
addition (+) subtraction (-) equals sign (=)

I can represent and use number bonds and related subtraction facts within 20.

I can recognise, find and name a half as one of two equal parts.

an object a shape a quantity

I can read numbers from 1 - 20 in numerals and words.

I can write numbers from 1 - 20 in numerals and words.

I can add one-digit and two-digit numbers to 20, including zero.

I can subtract one-digit and two-digit numbers to 20, including zero.

I can recognise, find and name a quarter as one of four equal parts.

an object a shape a quantity

I can solve one-step problems that involve addition and subtraction:
- using concrete objects - using pictorial representations

Year One Maths Objectives

I can recognise and name common 2D shapes.
rectangles (including squares) circles triangles
pentagon hexagon octagon oval

I can describe position, directions and movements.

-half turns
-quarter turns
-three-quarter turns

I can compare, describe and solve practical problems for:

- mass or weight (heavy/light, heavier than, lighter than)
- lengths and heights (long/short, longer/shorter, tall/short, double/half)
- capacity and volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)

I can sequence events in chronological order, using language such as:

before after next first today
tomorrow yesterday morning
afternoon evening

I can recognise and name common 3D shapes.
cuboids (including cubes) pyramids spheres
cylinders cones prisms

I can recognise and know the value of different coins and notes.

1p 2p 5p 10p 20p 50p £1 £2
£5 note £10 notes £20 note

With the support of the teacher, I can solve one step problems involving:

multiplication and division

I can calculate the answer using:

- concrete objects
- pictorial representations
- arrays

I can measure and begin to record:

- mass/weight
- lengths and heights
- capacity and volume
- time (hours, minutes, seconds)

I can recognise and use language relating to dates:

- days of the week
- weeks
- months
- years

I can tell the time to the hour and draw the hands on a clock face.

I can tell the time to the half hour and draw the hands on a clock face.

I can apply my phonics knowledge and skills as the route to decode words.

I can read words of more than one syllable that contain taught GPCs.

I can read words containing taught GPCs.

I can develop pleasure in reading, my motivation to read, my vocabulary and understanding...

I can read accurately by blending sounds in unfamiliar words containing GPCs I have been taught.

c-a-t - cat sh-ee-p - sheep b-r-igh-t - bright

I can read words with contractions.

I'm I'll we'll It's didn't hadn't what's

I can explain that the apostrophe represents omitted letter(s).

I can listen to and discuss a wide range of:

poems stories non-fiction books

that are at a level beyond that at which I can read independently.

With encouragement, I can link what I read or hear to my own experiences.

I can respond speedily with the correct sound to grapheme for all 40+ phonemes, including alternative sounds for graphemes.

s a t p i n m d g o c k c k e u r h b f f f l l s s j v w x y z z z o u
sh ch th ng ai ay a-e oi oy e-e ee ea i-e ie igh o-e oa oe u-e
oo ew u ear er ir ur ou ow or aw au ure ore air ear ph wh

Year One Reading Objectives

I am becoming familiar with:

key stories fairy stories traditional tales

I can retell them and consider their characteristics.

I can recognise and join in with predictable phrases.

I can read common exception words, noting unusual correspondents between spelling and sound where these occur in the word.

I no go to into the be we me she he you are her was all they
my said have like so do come some little one were there
what when out today says your by here where love come
some one once ask friend school pull full house our oh their
people Mr Mrs looked called asked could water who again
thought through work mouse many laughed because
different any eyes friends please

I can read words containing:

-s (cats)
-es (witches)
-ing (jumping)
-ed (jumped)
-er (faster)
-est (fastest)

I am learning to appreciate rhymes and poems.

I can recite some by heart.

I can discuss the significance of the title and events.

I can discuss the meaning of words, linking new meanings to those I already know.

I understand both the books I can read and those I listen to...

I can draw on what I already know, background information and vocabulary provided by the teacher to understand books.

I can check that the text makes sense as I read and correct inaccurate reading.

I can predict what might happen on the basis of what has been read so far.

I can accurately read aloud books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.

I can re-read books to build up my fluency and confidence in word reading.

I can make inferences on the basis of what is being said and done.

I can explain clearly my understanding of what I hear.

I can participate in discussions about what I hear, taking turns and listening to what others say.

I can spell the days of the week.

Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday, Sunday

I can spell words containing the
40+ phonemes already taught.

au sh ch th ng ai ay a-e oi oy e-e ee ea i-e ie
igh o-e oa oe u-e oo ew u ear er ic ur ou ow
or aw au ure ore air ear ph wh

I can write from
memory simple
sentences dictated by
the teacher, including
GPCs and common
exception words.

I can add -s or -es

cats dogs thanks catches

I can name the
letters of the
alphabet in order.

I can use letter
names to
distinguish between
alternative
spellings.

I can use -ing, -ed, -er and -
est where no change is
needed to the root word.

helping helper helped quicker quickest

I can use the prefix un- and
know how it changes a word.

unhappy unkind unlock untie unpack

I can spell compound
words.

football farmyard bedroom

I can spell words
ending in -y.

happy very funny party family

I can spell words using
the /k/ sound.

kit sketch skin Kent kite

I can spell common exception words.

I no go to into the be we me she he you are her
was all they my said have like so do come some
little one were there what when out today says
your by here where love come some one once ask
friend school pull full house our

Year One Writing Objectives

I am beginning to use some adjectives.

pretty huge gigantic tall beautiful grumpy annoying

I can use different openers.

then after suddenly luckily quickly later next soon

I can use a capital
letter for:

- names of people
- places
- days of the week
- personal pronoun 'I'

I can write sentences by saying out
loud what I want to write.

I can write sentences by composing
a sentence orally before writing it.

I can write sentences by sequencing
sentences to form short narratives.

I can write sentences by re-reading
what I have written to check it
makes sense.

I can discuss what I
have written with my
teacher and friends.

I can read aloud my work so that
it can be heard by my friends and
teacher.

I can hold a pencil
comfortably and
correctly.



I am **beginning** to
form lower case
letters correctly.

a b c d e f g h i j k l m n o p
q r s t u v w x y z

I can form capital
letters.

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

I can form digits 0-9.

0 1 2 3 4 5 6 7 8 9

I understand which
letters belong to
which handwriting
family.

c o a g q d s e f x w v z
r n m h p b k l t i j u y

I can always use finger
spaces.

I am
beginning to
punctuate
sentences
using capital
letters and
full stops.

I can join
words and
clauses using
'and'.

I am **beginning** to punctuate
sentences using questions marks
and exclamation marks.

I can use and understand the
following words when discussing
my writing:

- | | |
|------------------|-----------------|
| - letter | - sentence |
| - capital letter | - punctuation |
| - word | - full stop |
| - singular | - question mark |
| - plural | - exclamation |
| mark | |



Gentle Reminders:

Punctuality is key- children arriving into class late has an impact on them as well as impacting the rest of the class.

Phonics starts at 9 so really important to be on time so children can settle and register.

Home time- please be on time at 3.15. Children get very anxious if a parent arrives late.

Please feel free to catch up with your class teacher if you have any concerns, want to know how your child is progressing etc. at the end of the day.

Thank you for listening.
We hope that this year is a happy one
for all of us!



Any questions ?