

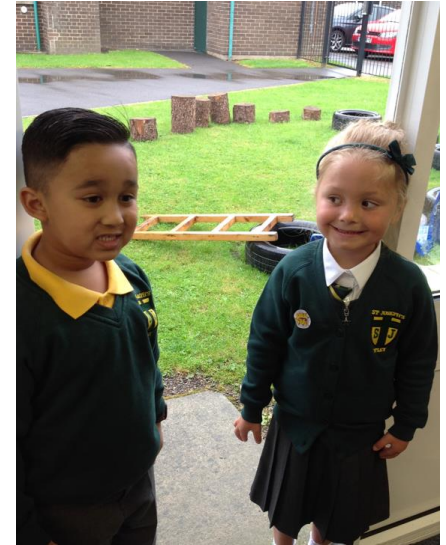
St Joseph's Catholic Primary School



Welcome to Year 1!

Statement

We recognise that Key Stage 1 (Year 1/2) is very different from the Foundation Stage, due to the more structured nature. Therefore we aim to manage the transition from Reception to Year 1 in a staged approach, which allows the children to adapt during the first half of the Autumn Term.



Educational Goals

The Year 1 goals are:

- To support pupils adapting to the Year One routine.
- To develop children's level of independence and maturity.
- To provide an environment suitable to more formal learning yet still providing children with engaging, practical activities.
- To provide a balanced and stimulating curriculum based upon the National Curriculum, differentiated to suit the needs of each child.
- To develop a love of learning!



Autumn 1: Gods Great Plan - The story of creation, Looking after God's world, Noah's Ark.

Autumn 2: Mary Mother of God - The Visitation, Advent.

Spring 1: Families & Celebration - Thinking about our own family, Jesus' Family, belonging to our Church family and learning about the Sacrament of Baptism.

Spring 2: Following Jesus - Jesus' Disciples, The Good Samaritan, Easter.

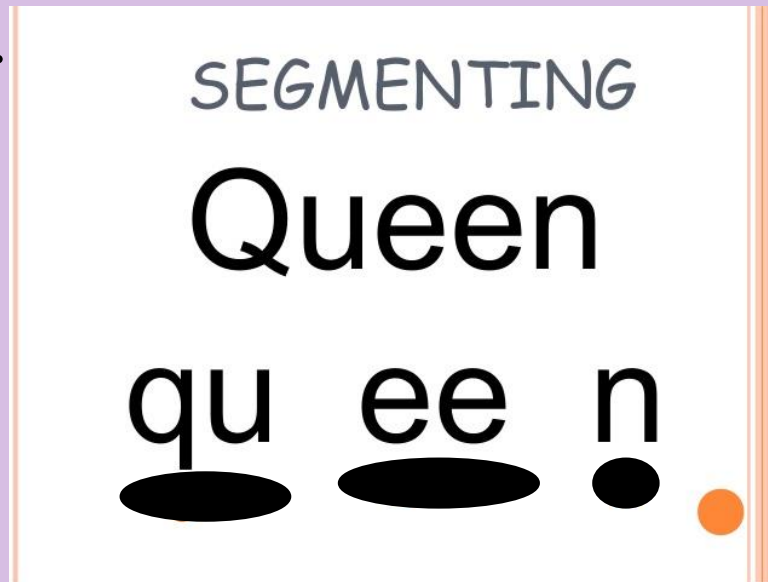
Summer 1: The Resurrection - Easter, Doubting Thomas.

Summer 2: Miracles - Jesus' powers.

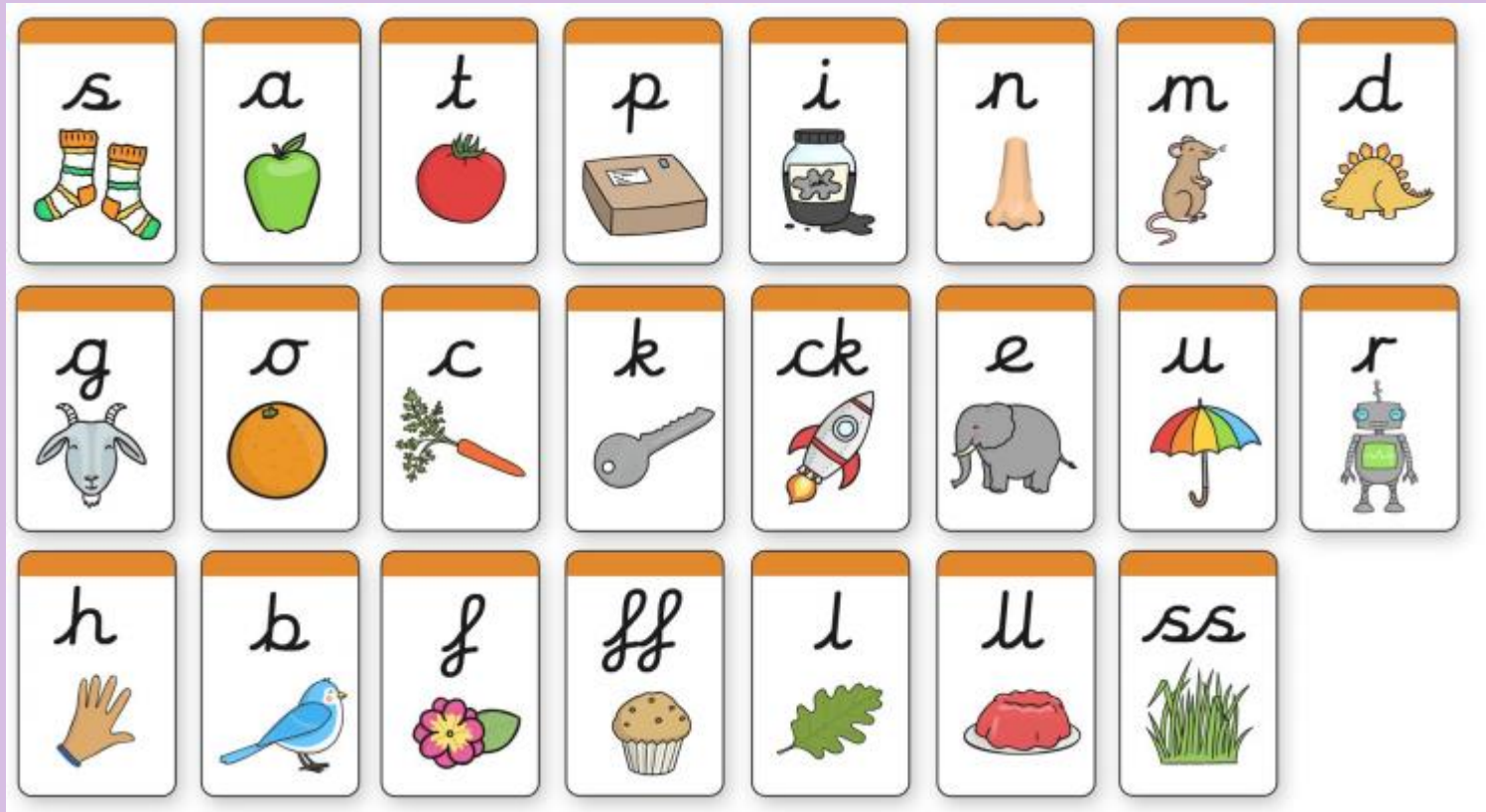
Phonics

Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.

Children have two daily phonics lessons and are encouraged to use these strategies to read and write in other lessons.



Phase 2






















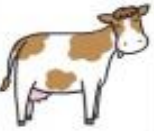







They will use these phonemes to read and spell simple "consonant-vowel-consonant" (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes.

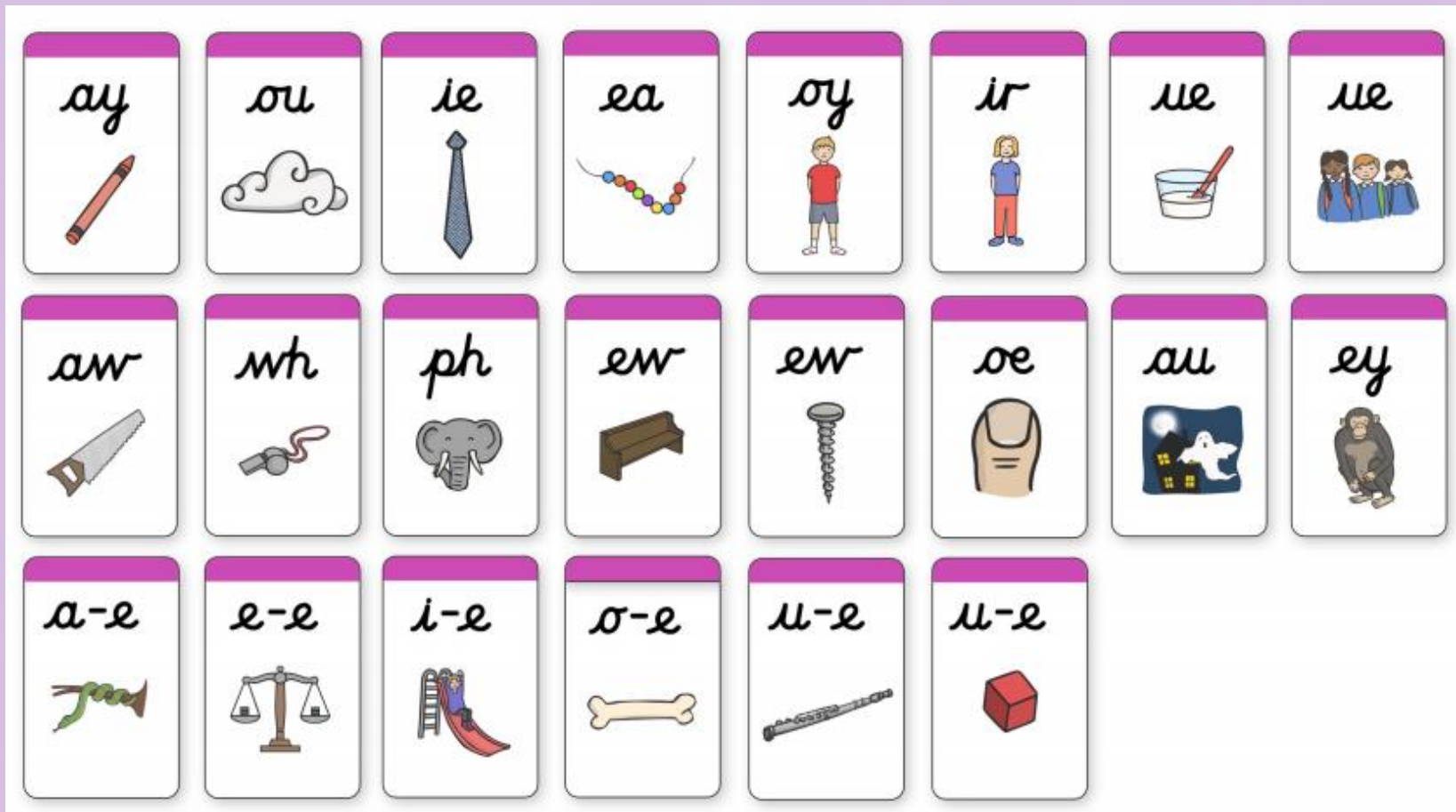
Phase 3

j 	n 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

Phase 4 Introducing consonant clusters: reading and spelling words with four or more phonemes

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
 - Phase 4 doesn't introduce any new phonemes.
 - It focuses on reading and spelling longer words with the phonemes they already know.
 - These words have **consonant clusters** at the beginning:
spot, trip, clap, green, clown
- ...or at the end: **tent, mend, damp, burnt**
- ...or at the beginning and end! **trust, spend,**
twist

Phase 5

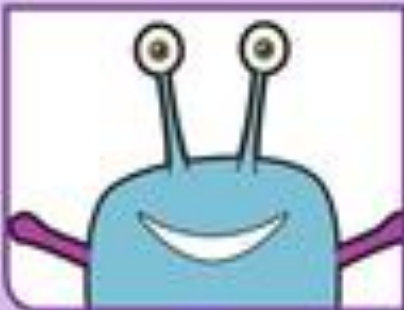


Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):
Fin/find, hot/cold, cat/cent, got/giant,

Alternative graphemes eg: ai, a-e, ay

Phonics Screening Check

June 2021



in

ot



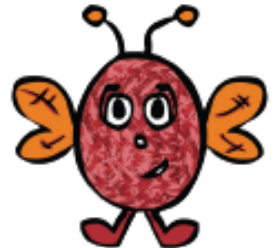
at

vap



beg

osk



sum

ect



How can you help?

Encourage your child to 'sound out' when reading or writing. Focusing particularly on spotting more unusual sound patterns.

Eg

Digraph- 2 letters making one sound

cow

Trigraphs- 3 letters making one sound

night



























Split digraphs- 2 vowels with a consonant inbetween.

spine - i_e



Handwriting

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curly around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Reading

REMEMBER: Phonics is not the only thing needed to become a fluent reader.

Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.



And most importantly **ENJOY READING!**

In school daily guided reading includes: hearing your child read their reading books, reading a book in groups and answering questions, paired reading and using Bug Club. This year we hope to use the library and read with our Year 5 buddies.

English- Spellings

Spellings sent as home learning will be a mixture of common exception words and words with a certain spelling rule or phoneme.

They will be sent home each Monday (after our spelling lesson) and tested the following Monday.

Spelling Practise: **Look**, **Say**, **Cover**, **Write**, **Check**, and **Repeat**.



look	Say	Cover	Write	Check	Write	Check	Write	Check
<u>e.g. look</u>	✓	✓	<u>luk</u>	x	look	✓	look	✓
we								
you								
are								
me								

English- Spellings

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

twinkl

English

- ✓ What is a sentence?
- ✓ Orally formulate a sentence
- ✓ Hold the sentence your head.
- ✓ Count how many words are in my sentence.
- ✓ Segment words for writing (robot arms)
- ✓ Use finger spaces.
- ✓ Use a capital letter and full stop.
- ✓ Read my sentence back to make sure it makes sense.
- ✓ Count the words. (check the number)
- ✓ Correct mistakes.
- ✓ **Quality** not quantity.



What we write in Year 1

- ✓ Orally dictated sentences
- ✓ Independently generated sentences
- ✓ Recounting stories and events in our own words
- ✓ Writing for different purposes e.g. lists, letters, information texts.
- ✓ Cross curricular writing.
- ✓ Re-drafting/ correcting mistakes.

Spelling is
~~diffecolt~~
~~challageng~~
hard.

Maths



We follow the White Rose Maths planning, allowing children to show their maths understanding at a greater depth through reasoning and problem solving questions.

In year 1 we follow a concrete - pictorial - abstract approach. This gives children a chance to play and manipulate and understand what a number/shape is. As in all areas of year 1 learning, this aims to use children's love for playing and exploring to stretch them towards more formal methods.

Maths

Number

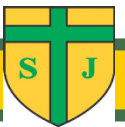
- ✓ Being confident with numbers up to 100 - counting forwards, backwards, 1 more/ 1 less.
- ✓ Multiples of 2's, 5's and 10's.
- ✓ Addition and subtraction within 50.
- ✓ Recognising and naming half of an object, shape or quantity.

Geometry

- ✓ 2D and 3D shapes and their properties.

Measurement

- ✓ Solving practical problems for lengths, heights, weight, capacity and time.
- ✓ Telling the time to the hour and half past.
- ✓ Days of the week and months of the year.
- ✓ Money - coins recognition.



Number Formation Rhymes

Number Formation 0 to 10 with Rhymes



Around to my left to find my hero, back to the top, I've made a zero.



A downward stroke, my that's fun. Now I've made the number one.



Half a heart says "I love you." Add a line. Now I've made the number two.



Around the tree, around the tree, now I've made the number three.



Down and across and down once more, now I've made the number four.



Draw the hat, the back and the belly. It's a five. Watch out, it might come alive!



Bend down low to pick up sticks. Now I've made the number six.



Across the sky and down from heaven. Now I've made the number seven.



Make an "S" and close the gate. Now you've made the number eight.



Make an oval and a line. Now I've made the number nine.



A downward stroke, that's my one. Add a zero, that's my number ten done!

Foundation Subjects

History and Geography

Autumn 1

Toys within living memory/

Toys from the past

Autumn 2

Hot and cold places and the weather

Spring 1

The UK near and far
(Otley and London)

Spring 2

Significant People

Summer 1

How can I improve the local area?

Summer 2

Skills

Science

Autumn 1 Seasonal Changes (all year)

Autumn 2 Materials

Spring 1 Plants

Spring 2 Seasonal Changes (all year)

Summer 1 Animals

Summer 2 Humans

Art

We now use Kapow

Formal elements

Investigating materials

Landscapes

DT

Moving story/card

Fruit and vegetables

What is a sculpture?

ICT

Technology around us

Digital painting and writing

Grouping Data

Moving a robot

Introduction to animation

Long Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value 10 + and – within 10 Shape	+ and – within 10 Place <u>Value 20</u> Length and Height	+ and – 20 Weight and Volume	Place Value 50 Position and Direction	Multiplication Division Fractions	Place Value 100 Money Time
English	Jake's First Day Send for a superhero Trad tales/ Nursery Rhymes	Meerkat Mail Jolly Postman Christmas Present	The Naughty Bus Iggly Peck Architect	Persuasive Writing Poetry	Dinosaurs and all that Rubbish Stanley's stick	Folk stories Fantastic Mr Fox
Phonics	Phase 3 and 4	Phase 3 4 and 5	Phase 4 and 5	<u>Phase 5</u>	Phase 5	Revision
History	Toys Within Living Memory / Toys from the Past			Significant People		
Geography		Hot and Cold Places	The UK Near and Far		How can I improve the local area?	
Art	Art – Formal Elements DT - Moving story	DT – Mechanisms - Moving Christmas card Textiles - Puppets	ART – Skills / Investigating Materials	DT – Fruit and Veg Windmill	Art - Landscapes	DT What is a Sculpture?
PE	Athletics	Dance	Fun and Games Dodgeball	Gymnastics	Multi-skills KFG	Tennis Cricket Rounders
RE	God's Great Plan	Mary Our Mother	Families & Celebrations	Following Jesus	The Resurrection	Miracles
Science	Seasonal Changes (year-long) Animals	<u>Every day</u> materials	Seasonal Changes	Plants	Seasonal changes Plants	Humans
MFL	Introductions/ Greetings		Seasons		Colours	
ICT	Technology Around Us	Digital Painting	Digital Writing	Grouping Data	Moving a <u>Robot</u>	Introduction to Animation
PHSE	<u>Relationships</u> Family and Friendships	Safe Relationships Respecting Ourselves <u>ad</u> Others	<u>The Wider World</u> Belonging to a Community	Digital Resilience Money and Work	<u>Health and Wellbeing</u> Physical Health Mental wellbeing	Growing and Changing Keeping Safe

Homework

Reading

Books are changed every day as soon as your child has read them. We expect that your child changes their books at least once a week.

Online Reading - This is incredibly important. 'Bug club' asks targeted comprehension question. Passwords are in reading records.

Year 1 aims to develop a love for reading in your child - the bigger the range of texts your child reads/is read to the better!

Maths/English

In the Summer Term, either a 60 second read or 5 arithmetic questions will be sent home on a Monday. This work will consolidate the learning we have done that week.

You may receive additional homework
If your child needs to practise something at home.

Spellings

Spellings are sent home weekly on a Monday and will be tested the following Monday. Please use the say, cover read and check sheet to help learn the spellings.

Behaviour

ST JOSEPH'S BEHAVIOUR POLICY



"Be Happy..... Have Fun..... Be Good..... Work Hard"



Why?

- Our pupils make better progress when they behave well
- Our pupils make better progress when other pupils behave well
- Our staff can teach more effectively when our pupils behave well
- Everyone feels safe and secure when pupils behave well



SCHOOL RULES:

- We take care of everyone and everything
- We tell the truth and are polite
- We do what adults in school ask us to *
- We walk quietly and sensibly around school
- We do our best work



*e.g. to include

'3-2-1- Stop', this means four things: Be silent. Be still. Empty hands. Eyes on speaker

'Class line/line up', this means four things: Register order (remain that way). Silent. Smart. Walk.

REWARDS: Green → Silver → Gold

REWARDS:



Individual points (certificates - bronze, silver, gold), small individual awards from class reward pots after certain numbers of team points achieved class points, smiles/thumbs up, teacher approval, peer group approval, sticker for those on green all week, end of term draw for those on green all term, Golden Time. Exceptional behaviour to be recorded in the 'Sunshine Book' and announced at the Friday assembly and put in the newsletter.

SANCTIONS: Verbal warning (White) → Amber → Red → Red card (E)

Amber traffic light

(warning)

Red traffic light

(moved to work alone in classroom / time out at the wall)

Red Card

Internal exclusion. (Moved to another class/exclusion from the playground)

1. Loss of playtime / part of lunchtime (to re-do / catch up work / reflect on behaviour)
2. Parents /Carers contacted after a red warning / internal exclusion in one week, or regular on-going sanctions

Weekly whole class records / individual records to be kept and monitored by SMT/SENco and shared with parents/carers if necessary.



Please remember:

If there is a problem please come & speak to me or give me a ring. The easiest time is after school.

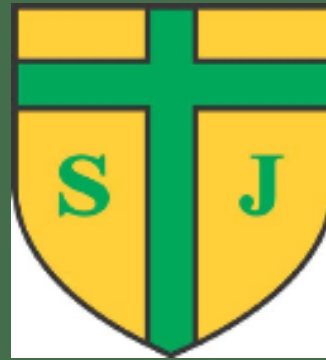
Please support your child's development by allowing them to develop their independence. (dressing themselves etc.)

Please remember to name everything!!

Please remember a hooded coat every day

Please remember a water bottle

St Josephs Catholic Primary School



Thank you for reading.
Any questions please
ask.

More details will be on the curriculum
newsletters.