

Welcome to Year One

Staff

Miss. Fraser

Miss. Murphy

Mrs. Shields

Miss. Williams



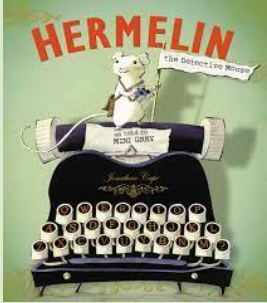
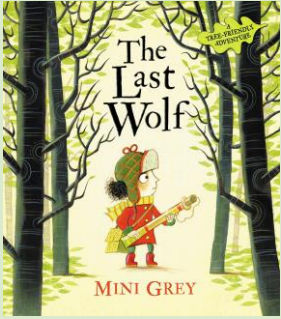
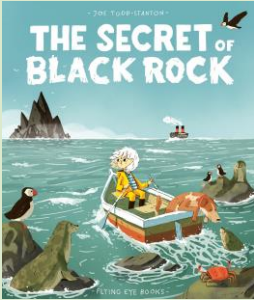
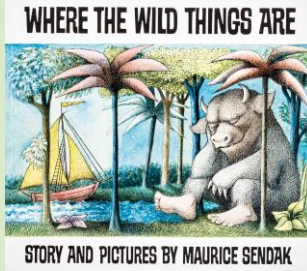
Mrs. Ramsden

Miss. Sullivan

Year 1 – Learning Expeditions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Into the Woods	Dinosaur Roar	Chasing Space	Carnival!	Memory Makers	All Creatures Great and Small

Whole class readers

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Paper Planes</i></p> 	<p><i>Rapunzel</i> By Beth Woolvin</p> 	<p>Hermelin</p> 	<p><i>The Last Wolf</i></p> 	<p><i>The Secret of Black Rock</i></p> 	<p><i>Where the Wild Things Are</i></p> 

Curriculum Overview

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Research Project	Into The Woods	Dinosaur Roar!	Chasing Space	Carnivall	Memory Makers	All Creatures: Great & Small
Curriculum Pass part	Enjoy a Teddy bear's picnic in the park	Create a wildlife documentary		Samba Parade	Create a time capsule	Become a wildlife artist
Visit / Visitor	Visit to the park	Join the T-Rex visit		Samba dance class	Afternoon tea to the community centre	Former Ted's
Driver Subjects	DT / Science / Art	History / Science / Art	DT / History / Geography	Geography	History / DT	Science / Art
Writing for a purpose	entertain	entertain / inform	entertain / inform	entertain / inform	entertain / inform	entertain / inform
Read 2 Write	Paper Planes	Rapunzel	<u>Hercules</u>	The Last Wolf	The Secret of Black Rock	Where the Wild Things Are
Power Maths	Numbers to 10, Part-whole within 10, Addition & Subtraction to 20	Addition & subtraction within 10, 2D & 3D Shapes, Numbers to 20	Addition & subtraction within 20, Numbers to 50	Length & height, weight and volume	Multiplication, division, halves and quarters	Position and direction, Numbers to 100
Science / Love 2 Investigate	Plants/Seasons Are all leaves the same?	Animals including Humans Why do we have teeth?	<u>Seasons</u>	<u>Everyday Materials</u>	<u>Seasons</u>	Animals including Humans What is camouflage for?
History		Significant People: Mary <u>Queen</u>	Significant People: Neil Armstrong		Local History Study & Changes within living memory	
Geography						
Computing	<u>Online Safety</u>	<u>Modern takes / my online life</u>	<u>What is a computer?</u>	<u>Music</u>	<u>Animate with shapes</u>	<u>Drawing Maths</u>
PE	Gymnastics—High and Low					
RE	<u>Christianity</u>		<u>Christianity</u>		<u>Hinduism</u>	
PHSE	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
Music	Pulse and Rhythm	Christmas	Space	Samba		Animals
Art	<u>Painting: Piet Mondrian Geometric Abstract</u>	<u>Sculpture: Charles R Knight Paleolithic art</u>				<u>Texture: Wildlife through a viewfinder</u>
DT	Can I prepare a healthy fruit salad for our teddy bear's picnic, using seasonal produce?		Can I design and make a moon buggy with wheels and axles that can be pushed and pulled?		Can I design and make a pop up card for a member of our community?	

1LM Phase 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:05	Mastering Number: Rekenreks	Mastering Number: Rekenreks	Mastering Number: Rekenreks	Mastering Number: Rekenreks	Mastering Number: Rekenreks
9:05-9:25	Assembly / Interventions	Assembly / Interventions	Jotter	Assembly / Interventions	Spelling Test & Teach new spelling rule
10:00-10:30	RWI	RWI	RWI	RWI	RWI
10:30-10:45	PLAYTIME	PLAYTIME	PLAYTIME	PLAYTIME SUPPORT	PLAYTIME
10:45-11:45	Power Maths	Power Maths	Power Maths	Power Maths	Power Maths
11:45-12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45-2:00	PRA Computing	PE	WC English	WC English	Expeditionary Learning
2:00-2:15	PLAYTIME	PLAYTIME	PLAYTIME	PLAYTIME SUPPORT	PLAYTIME
2:15-3:30	PRA Music	WC English	Expeditionary Learning	PHSE	Expeditionary Learning & Assembly

1CF Phase 2	Monday	Tuesday	Wednesday	Thursday	Friday
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10:00-10:30	RWI	RWI	RWI	RWI	RWI
10:30-10:45	PLAYTIME	PLAYTIME SUPPORT	PLAYTIME	PLAYTIME	PLAYTIME
10:45-11:45	Power Maths	Power Maths	Power Maths	Power Maths	Power Maths
11:45-12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45-2:00	PPA Computing	WC English	WC English	WC English	Expeditionary Learning
2:00-2:15	PLAYTIME	PLAYTIME SUPPORT	PLAYTIME	PLAYTIME	PLAYTIME
2:15-3:30	PPA Music	PE	Expeditionary Learning	PHSE	Expeditionary Learning & Assembly

Homework

- ▶ Learning Expedition Homework – half termly
- ▶ Spellings – weekly (spelling frame)
- ▶ Reading Books – RWI x2,
- ▶ Numbots



The poster features a decorative border at the top and bottom with various woodland animal emojis including a rabbit, deer, bear, fox, and owl. The title "Into the Woods" is written in a large, green, playful font, with "Home Learning Ideas" in a smaller, black font below it. The text is set against a background of a soft-focus forest scene with a large tree in the center.

Make sure to share any home learning tasks with us on Twitter [@malvernprimary](https://twitter.com/malvernprimary) - we love to see what you have been getting up to!

- Plant some flowers and draw/write a flower diary to show the changes you see each week.
- Go on a woodland walk with your family near your home.
- Complete a tree hunt and take photographs of various evergreen and deciduous trees.
- Create tree bark rubbings of evergreen and deciduous trees.
- Build a 'Bug Hotel' and check to see what animals have moved in.
- Make a piece of art work with natural materials found in your garden or local park.
- Read books with a dinosaur theme and share your favourites in school.
- Use recycle materials to make a model of a flower and label the different parts.
- Make and pack a healthy picnic for when you go on a walk through the park.
- Create a fact file of an animal you would find in the woods.

Year group expectations

To meet age related expectations children need to meet the requirements set out in the National Curriculum – building on work done in the early years foundation stage.

Reading- Word Reading

Year 1 programme of study

Reading – word reading

Statutory requirements

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 aloud accurately 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.

Reading – Comprehension

Reading – comprehension

Statutory requirements

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 read 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

Writing – transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

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 and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing - Handwriting

Statutory requirements

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' (i.e. letters that are formed in similar ways) and to practise these.

Writing - Composition

Writing – composition

Statutory requirements

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 aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – Vocabulary, grammar and punctuation

Writing – vocabulary, grammar and punctuation

Statutory requirements

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 Appendix 2 in discussing their writing.

Maths

Number – number and place value

Statutory requirements

Pupils should be taught to:

- 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.

Maths

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- 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 $7 = \square - 9$.

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- 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.

Number – fractions

Statutory requirements

Pupils should be taught to:

- 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.

Maths

Measurement

Statutory requirements

Pupils should be taught to:

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

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry – position and direction

Statutory requirements

Pupils should be taught to:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Common Exception Words

Year 1 Common Exception words

the

a

do

to

today

of

said

says

are

were

was

is

his

has

I

you

your

they

be

he

me

she

we

no

go

so

by

my

here

there

where

love

come

some

one

once

ask

friend

school

put

push

pull

full

house

our

High Frequency Words

100 High Frequency Words

a
about
all
an
and
are
as
asked
at
back
be
big
but
by
called
came
can

children
come
could
dad
day
do
don't
down
for
from
get
go
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had
have
he
help

her
here
him
his
house
I
I'm
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just
like
little

twinkl
visit [twinkl.com](https://www.twinkl.com)

look
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people
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saw
said
same
see
she
so
some
that
the
their
them
then

there
they
this
time
to
too
up
very
was
we
went
were
what
when
will
with
you

Read Write Inc.

- ▶ Children will continue to use the Read Write Inc scheme for phonics.
- ▶ Children were assessed at the end of reception and will be reassessed each half term. Some children may move group part way through a term however, this is not usual practise.
- ▶ Children may have moved colour or may be on a colour they have been on previously
- ▶ Assessments will be on going to ensure that children are making rapid progress and are able to reach their full potential.
- ▶ RWI information, sounds and words can be found in the back of your child's planner it will be beneficial to practise these regularly, in short bursts at home.



Phonics Screening

- ▶ In June, children will take part in a phonics screening assessment. This will take place in school and will be administered on a 1:1 basis with a teacher with whom they are familiar.
- ▶ Children will read 40 words, 20 real words and 20 pseudo (alien) words
- ▶ To pass the assessment children will need to read 32 words correctly.
- ▶ Children receive lots of support and practise with this prior to the screening and most children will achieve the pass mark. If children do not achieve 32 they will complete the assessment again in year 2.
- ▶ We hold a separate meeting about this nearer the time.

Reading books

- ▶ Children will receive two books each week. One which they have not read before and a second which they have been reading in school and should be familiar with.
- ▶ Please encourage you child to comment in their planner about what they have read and record this daily. If appropriate you can scribe your child's response. Although towards the end of year one they should begin to do this independently.
- ▶ Unfortunately planners are delayed and are expected to arrive wb:19th September

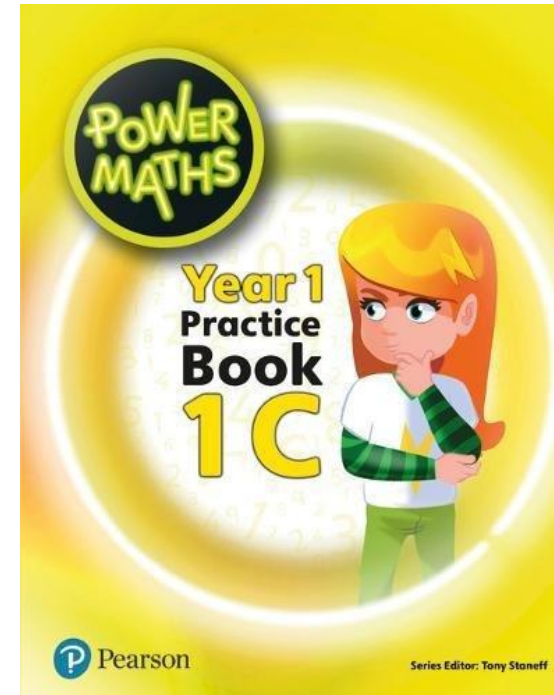
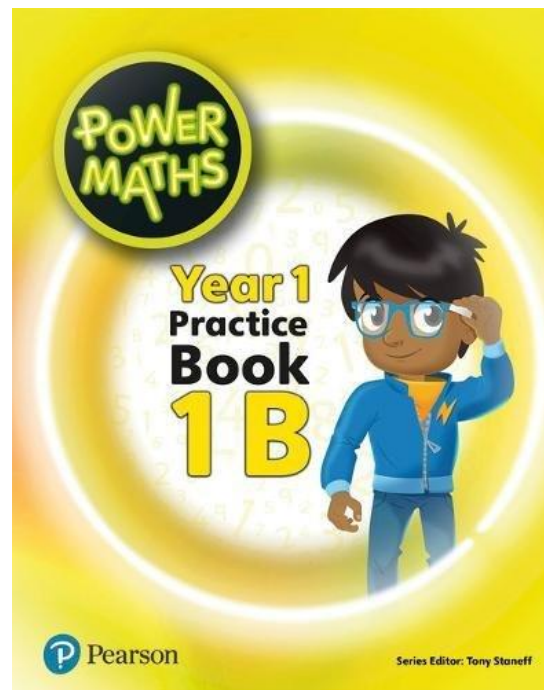
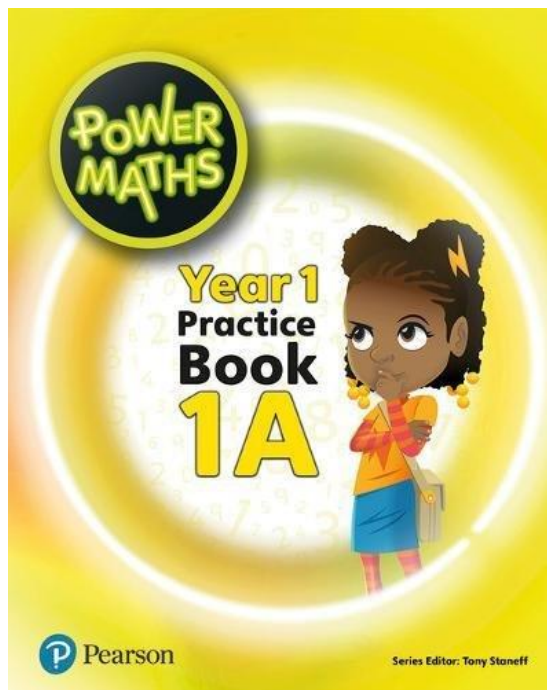
Planners

Planners are highly valued as a learning tool at Malvern. Please record your reading at home in these daily.

- ▶ Children will also complete their spellings in here each week. Notes can be left in planners but SeeSaw is our primary means of communication.
- ▶ There are lots of learning tools and key information inside planners so please take some time to read through this.

Power Maths

- ▶ Power Maths is our whole school mathematics scheme.
- ▶ Children have used the scheme in reception and their year 1 books will build on the work they have completed in reception.
- ▶ Lessons focus on a growth mind set and encourage all children to achieve.



See Saw

- ▶ SeeSaw will replace Tapestry
- ▶ SeeSaw is an app designed to share the children's learning and celebrate their achievements.
- ▶ Activities can also be assigned to the children through SeeSaw
- ▶ It is a secure platform and can only be accessed by those who have the QR code.
- ▶ Children can post to their SeeSaw account at home.
- ▶ Adults are able to comment on their child's learning.
- ▶ All letters and permission forms will still be distributed via the school app.

Parent App — Please complete the following:

- ▶ Educational visits
- ▶ Permission forms
- ▶ Social media acceptable use

Uniform standards

We encourage all pupils to wear school uniform as it encourages a sense of belonging and pride in our school. School uniform tends to be hard wearing and helps to prevent comparisons and competition relating to fashion.

- ▶ Green school sweatshirt or cardigan/green jumper
- ▶ Yellow polo shirt
- ▶ Long or short grey school trousers
- ▶ Grey skirt, pinafore or trousers, green gingham dress (Summer)
- ▶ PE Kit-Green school shorts and a white school T-shirt with black pumps
- ▶ Outdoor/Winter PE Kit- Black tracksuit pants, white school T-shirt and black school jumper.
- ▶ Children will come to school in their PE kit on the day of their PE or if they are attending any after school clubs.
- ▶ Please ensure full names and classes are on all items of uniform including coats and pumps.
- ▶ No nail varnish or jewellery should be worn to school.
- ▶ Bobbles and clips should be school colours.

PE

Miss Murphy	Miss Fraser
Tuesday	Tuesday

- ▶ Children to come to school in full PE Kit
- ▶ Children can wear black trainers or pumps with their PE kits as they will be playing outside.
- ▶ If attending afterschool clubs children are able to come into school in their PE kit and trainers / pumps. Afterschool club letters have gone home tonight.

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The overall composition is clean and modern, with the text centered on a white background.

Thank you for attending

We look forward to an exciting year, full of lots of brilliant learning opportunities.