



WELCOME TO YEAR 1

Information PowerPoint
Autumn 2022

Meet the Year 1 Team



Mr Warden
Class Teacher



Mrs Champion
HLTA



Miss Connor
Learning Support
Assistant

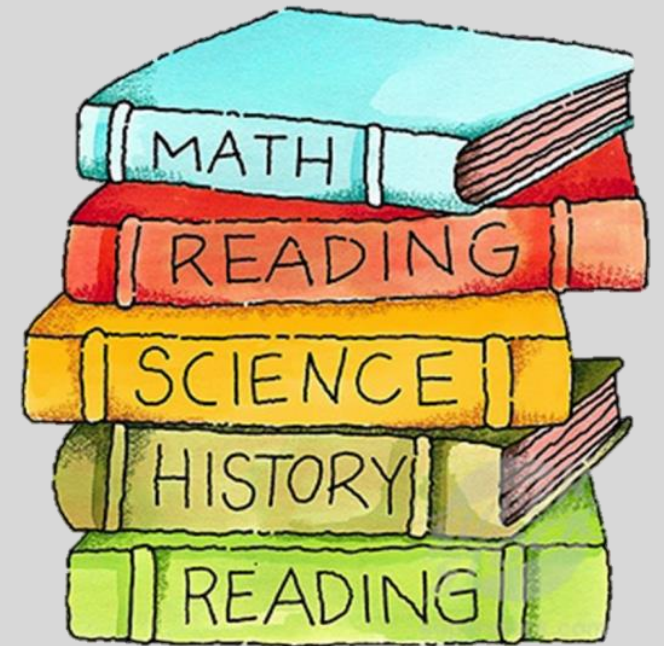
Mrs Champion - Monday & Tuesday
Mrs Connor - Wednesday, Thursday & Friday

Our Classroom



Year 1 Timetable

Time	Activity
8:40-8:50am	Morning Activity
8:50am	Registration
9:00-9:40am	Phonics
9:40-10:30am	English
10.30-10:45am	Breaktime
10:45-11.05am	Guided Reading
11:05-12noon	Maths
12.00-1.00pm	Lunchtime
1:00-2:55pm	Foundation Subjects
2:55-3:15pm	Assembly
3:20pm	Home



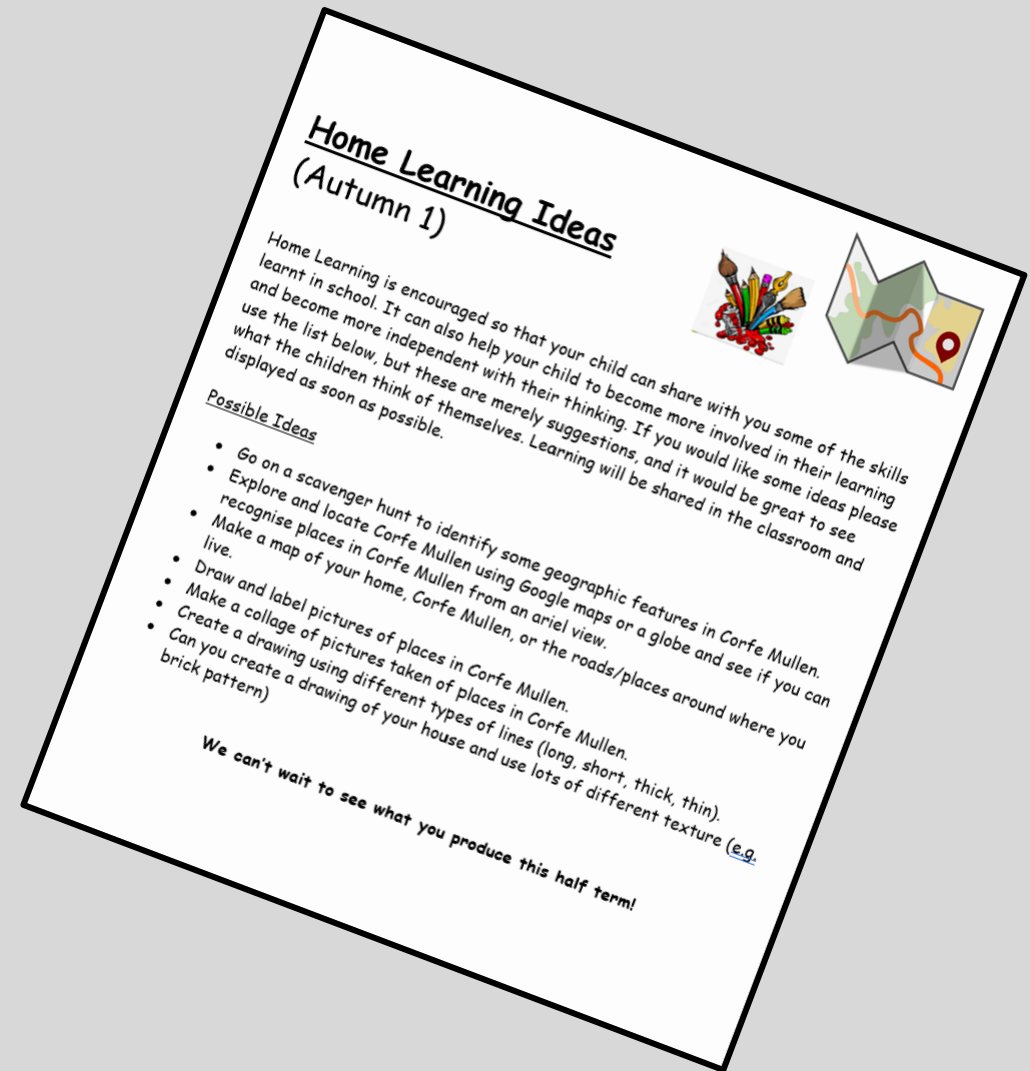
Our Learning Journeys

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science		Animals, <u>including humans</u>	Seasonal Changes	Everyday Materials	<u>Animals</u> , including humans	Plants
History		Gunpowder Plot- Guy Fawkes		Queen Elizabeth II		Explorers- Armstrong and Columbus
Geography	Our School and Surrounding Environment		Living and working in Corfe Mullen		Urban or Rural: Corfe Mullen or London?	
Art and Design	Drawing- Buildings	Painting- Kandinsky			Printing- Kente Cloth	
Design and Technology			Structures	Textiles		Mechanisms- Sliders
PE	Fundamentals Gymnastics	Dance Ball Skills	Invasion Sending and <u>Receiving</u>	Net and Wall Fitness	Target Games Team Building	Athletics Striking and Fielding
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Safety	Fire Safety Stranger Danger	Fire Safety Body Safety	Stranger Danger	Road Safety Rail Safety	Sun Safety Body Safety	Water/Beach Safety
RE	Shabbat- Judaism	Incarnation- Christianity	God- Christianity	Salvation- Christianity	Gospel- Christianity	Rosh Hashanah and Yom Kippur- Judaism
Computing		Computer Systems and Networks	Programming 1	Programming 2		Data Handling
Music	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, <u>Rhythm</u> and Pitch	Having Fun and Improvisation	Explore Sound and Create a Story

Home Learning

You will soon receive a curriculum leaflet and home learning sheet with ideas of learning the children could do at home. Please only use this as a guide as I know the children will have lots of other imaginative ideas!

We love seeing all of the home learning the children get up to and the children really enjoy sharing their experiences with their peers. If you would prefer not to send learning into school, please email me a picture of the learning or places you have been and we can continue to share what the children have been up to.



Phonics

Read Write Inc.
Phonics

We teach phonics and reading for 40 minutes a day. This year, the class will be split into further groups to enable us to provide learning more tailored and responsive to each individual.

As a rule of thumb, children in Year 1 review Set 2 sounds from Reception and secure all Set 2 sounds for reading and spelling. They are then taught to read and spell words using Set 3 sounds with fluency and accuracy, including additional uncommon digraphs that are statutory but do not appear in the Read Write Inc Set 1, 2 and 3 sounds lists. (e.g ie, au, ear, ue)



Reading

In addition to reading in their Phonics' groups, the children will also participate in whole class guided reading lessons.

NC Objective to be taught in comprehension lessons:

- To recognise and join in with predictable phrases (**Predict**)
- To discuss word meanings (**Vocabulary**)
- To discuss the significance of titles and events (**Explain**)
- Make **inferences** on the basis of what is being said and done
- Predict** what may happen on the basis of what has been read so far
- Explain** clearly their understanding of what is read to them

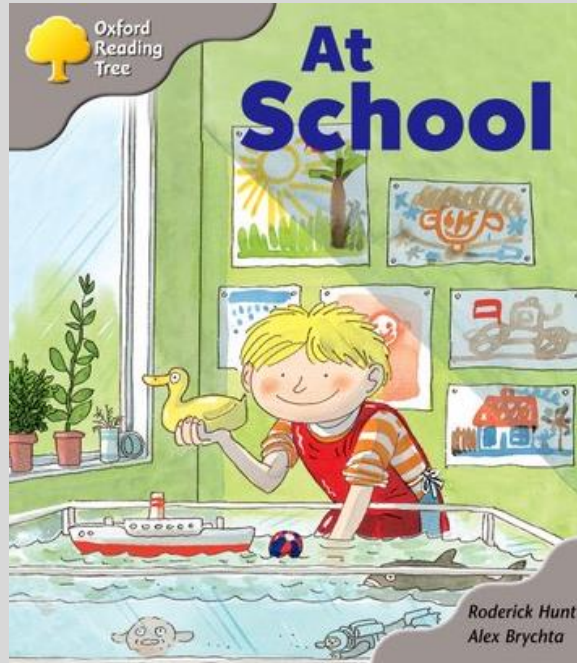


Books Going Home



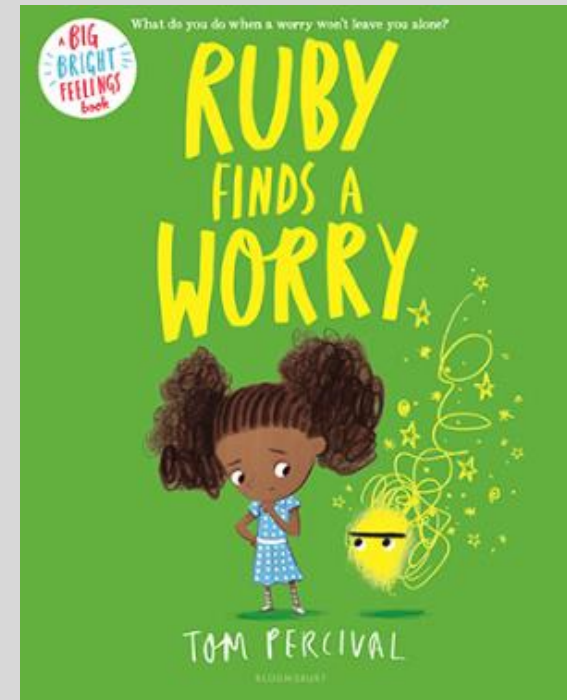
Learn to Read Book

Your child will read this confidently and it matches the phonics they have been learning in school that week



Shared Reader Book

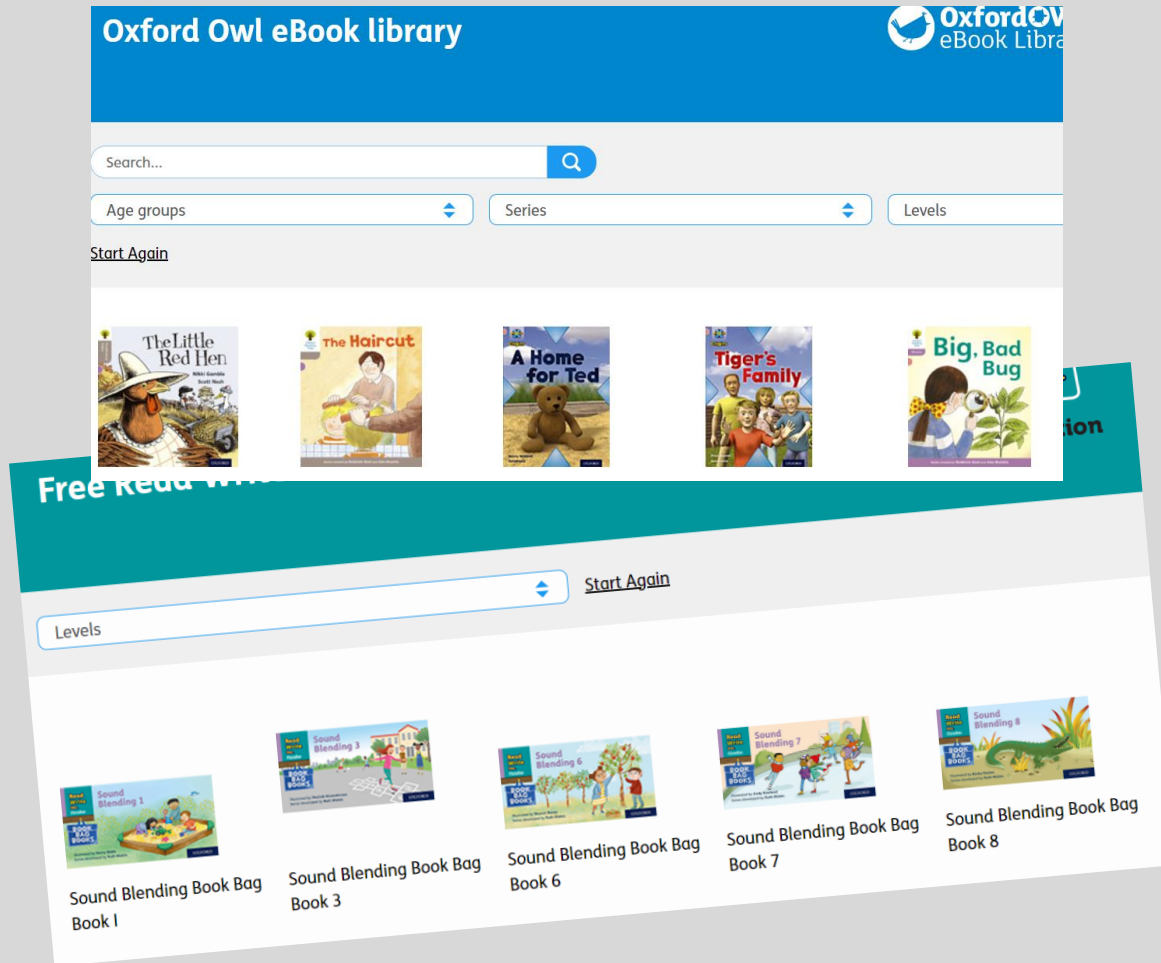
Closely matches your child's current phonics learning but they will need some support with sounds they may not have learnt yet – to be read together and with support from you.



Love to Read Book

A book chosen by your child from the library to share together at home.

Ebook Library



Access a wide
range of ebooks
on the Oxford Owl
website too!

Yr1Hen
frog



Reading Records

You don't need to write too much!

Examples:

*A signature and tick three times stating you have simply read the book is great!

- “X read most green words independently but struggled with sh sound so we worked on this together.”
- “X read all of the speedy green words in under 1 minute. We played games to beat her time.”
- “After the third read, X was confident on all sounds apart from nk.”

Learn to Read Book

This is the book we would love to see recorded in your reading record **at least x3 per week**.

You can of course log other reads from the shared book and library books or maybe even your own books at home.

Reading with your child is one of the most important things you can do to help at home. We will keep a weekly check of who is reading at least x3 times per week, please do let us know if you want any further support. We are always happy to help!



Henbury View First School Spelling Logbook



Dear Parents,

Each week your child will receive a sheet that details the focus sound/s or spelling rule that has been focused on that week in school. Please use the variety of games and activities below to help your child practise these important spellings.

- **Review** – begin spelling sessions reviewing words or rules from previous weeks. Mark together, highlighting parts that may be incorrect. Can you come up with your own rule or rhyme to help you remember the tricky part together?
- **Say** the focus words in funny voices changing the parts that are tricky to remember
- **Look, say, cover, write and check** – mark together
- **Dictation** – Say the focus word within a sentence your child writes down, focus marking on the target word
- **Four in a row game** – a mini spelling quiz of 4 words targeting the focus sound or rule. Mark together and see if they can get four in a row!
- **Mark it** – You write down the spelling correctly or incorrectly then ask your child to mark it for you. Did they spot your mistakes?

We love to see your work, please use this book to record any spelling home learning.

Log Books

Red Words

Red Ditty Level									
put	the	I	no	of	my	for	he		
Green Level									
your	said	you	be	are					
Purple Level									
to	me	go	baby	put(s)	your				
Pink Level									
I've	like	all	we	want	her	call	she	I'm	
something	into	so							
Orange Level									
what	do	today	they	old	I'll	was			
Yellow Level									
some	saw	watch	school	small	their	who	tall	one	
I've	baby	fall	any	where	were	wall	there		
Blue Level									
does	other	two	could	ball	would	water	wash	anyone	
over	wasn't	through	once	brother	whole	people			
Grey Level									
should	were	there	call	want	come	one	through	many	
could	are	other	was	two	who	you	said	your	
what	school	mother	to	the					
water	great	brother	above	who					
what	small	any	here	so					



Henbury View First School Spelling Logbook



Another important element to our spelling work is learning to read and spell common exception or red words. These words may not follow the focus sound and spelling rules we have been working on and we need to work hard to remember them. You can use all of the same strategies on the previous sheet to help you rehearse these words.

Top tip: Circle the part of the word that doesn't sound right, discuss how and why it is different and come up with strategies together to remember it. Mnemonics is a great strategy for words like these.

e.g. Said – silly ants in dresses

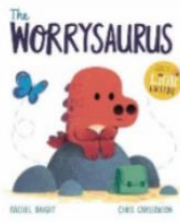
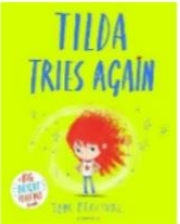


Please remember to bring book bags into school everyday with these key items in



There are routines and systems in place that ensures your child will receive all of the books they need as well as new log book slips for the week.

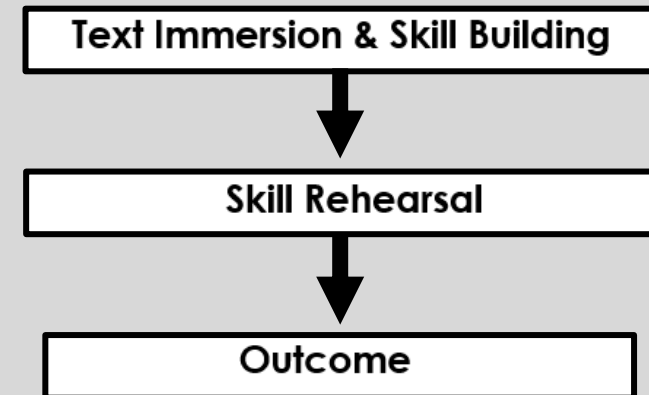
It is difficult for us to manage this if book bags are not in school every day with all of these items.

English- Writing

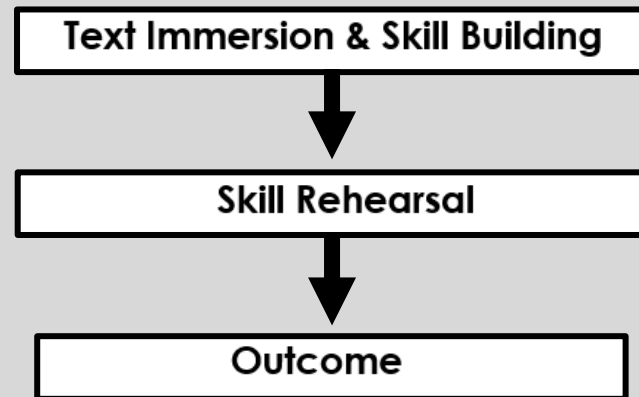
Autumn 1		
Carousel English introduction – SpaG focus Core Texts for Guided Reading		
		
		Through exploring the story "Knuffle Bunny", we will create our own story in a similar style. We will focus on capital letters, full stops and what makes a sentence.

Over the year, we will ensure that the children can experience and write both fiction and non-fiction, and different writing styles within these (e.g. letter writing, instructions, recounts, etc.). Our work during our reading sessions will support the writing, both through looking at structure and vocabulary. The children will have a clear purpose and audience for each piece of writing.

For writing, we follow the Reading into Writing process. Within the Reading into Writing Journey there are 4 phases. Text Immersion, Skill Building, Skill Rehearsal, and a Final Outcome.



English- Reading into Writing



Text Immersion

Each text is carefully chosen to ensure it includes the skills that will be focused on during the learning journey.

Skill Building

*The skills from the year 1 NC objectives and Appendix 2 are explicitly taught and **built** through practical activities, games, sentence manipulation, vocabulary building activities, speaking and listening etc.*

Skill Rehearsal

*Children given the opportunity to **rehearse** these skills in short pieces of writing before their final application piece. (Focused mini writes / apprentice writes with support and modelling)*

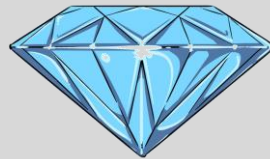
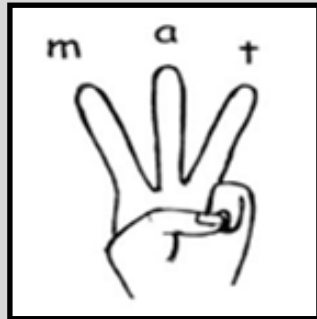
Final Outcome

*Modelled & shared writes include all the skills we have taught, whilst making sure it is in a **different context** to the children's final pieces.*

*Children given the opportunity to **apply** the skills they have built up independently with their **own** ideas.*

English- Writing

We would encourage the children to write at home if they would like, but even picking out these features (e.g. finger spaces, capital letters and full stops) when reading at home would be a good reminder for them..



Appendix 2

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

YEAR 1 ENGLISH CURRICULUM OBJECTIVES

En1/1 **SPOKEN LANGUAGE (common across KS1 & KS2)**

- En1/1a** listen and respond appropriately to adults and their peers.
- En1/1b** ask relevant questions to extend their understanding and knowledge.
- En1/1c** use relevant strategies to build their vocabulary.
- En1/1d** articulate and justify answers, arguments and opinions.
- En1/1e** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En1/1f** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- En1/1g** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- En1/1h** speak audibly and fluently with an increasing command of Standard English.
- En1/1i** participate in discussions, presentations, performances, roleplay/improvisations and debates.
- En1/1j** gain, maintain and monitor the interest of the listener(s).
- En1/1k** consider and evaluate different viewpoints, attending to and building on the contributions of others.
- En1/1l** select and use appropriate registers for effective communication.

READING

En1/2.1 **Word Reading**

- En1/2.1a** apply phonic knowledge and skills as the route to decode words.
- En1/2.1b** respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- En1/2.1c** read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- En1/2.1d** read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- En1/2.1e** read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- En1/2.1f** read other words of more than one syllable that contain taught GPCs.
- En1/2.1g** read words with contractions (e.g. I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
- En1/2.1h** read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- En1/2.1i** reread these books to build up their fluency and confidence in word reading.



En1/2.2 **Comprehension**

- En1/2.2a** 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 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.
- En1/2.2b** 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.
- En1/2.2c** participate in discussion about what is read to them, taking turns and listening to what others say.
- En1/2.2d** explain clearly their understanding of what is read to them.

WRITING

En1/3.1 **Spelling**

- En1/3.1a** spell:
- words containing each of the 40+ phonemes already taught.
 - common exception words.
 - the days of the week.
- En1/3.1b** 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.
- En1/3.1c** 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.
- En1/3.1d** apply simple spelling rules and guidance, as listed in Appendix 1.
- En1/3.1e** write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



En1/3.2 **Handwriting and Presentation**

- En1/3.2a** sit correctly at a table, holding a pencil comfortably and correctly.
- En1/3.2b** begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- En1/3.2c** form capital letters.
- En1/3.2d** form digits 0-9.
- En1/3.2e** understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

En1/3.3 **Composition**

- En1/3.3a** 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.
- En1/3.3b** discuss what they have written with the teacher or other pupils.
- En1/3.3c** read their writing aloud clearly enough to be heard by their peers and the teacher.

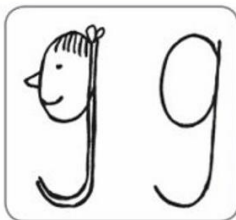
En1/3.4 **Vocabulary, grammar & punctuation**

- En1/3.4a** develop their understanding of the concepts set out in 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 Appendix 2.
- En1/3.4b** use the grammatical terminology in Appendix 2 discussing their writing and reading.

Handwriting

Handwriting Stage 1a: Letter formation

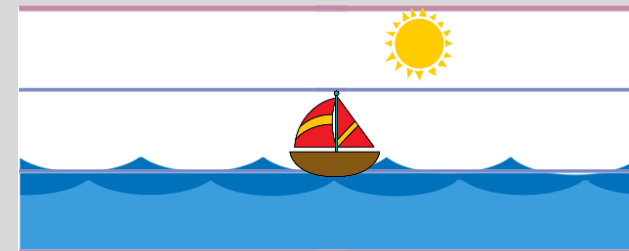
- 'Around' letters: **c a o d g q**
- 'Down' letters: **l t b p k h i j m n r u y**
- 'Curly' letters: **e f s**
- 'Zigzag' letters: **v w z x**.



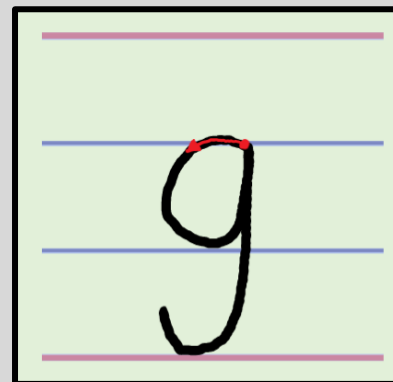
Checklist: girl

- ✓ start at her hair bobble on top of her head
- ✓ draw a nice round face
- ✓ go back up to her bobble
- ✓ down her very straight hair
- ✓ draw a round curl to finish

Handwriting Stage 1b: Relative size of letters



- 'Sun letters': **b d h k l** (**f** and **t** are just a little bit smaller)
- 'Boat letters': **a c e i m n o r s u v w x z**
- 'Water letters': **g j p q y**.



<https://www.henburyview.dorset.sch.uk/page/?title=Writing&pid=93&action=saved>

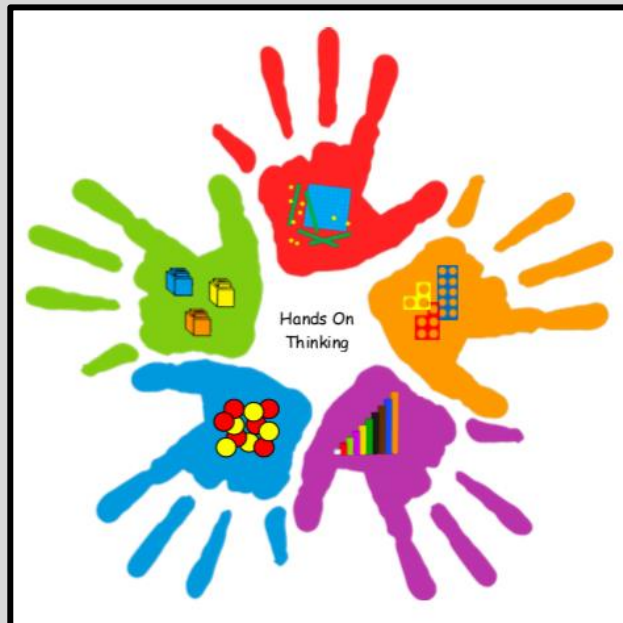
Maths



Our maths lessons will follow the Year 1 National curriculum objectives.

Maths learning is incredible responsive and we will move on as and when the children are ready.

We aim to adopt a very exploratory and discovery-based approach to Maths, where the children build their understanding of mathematical concepts through experience.

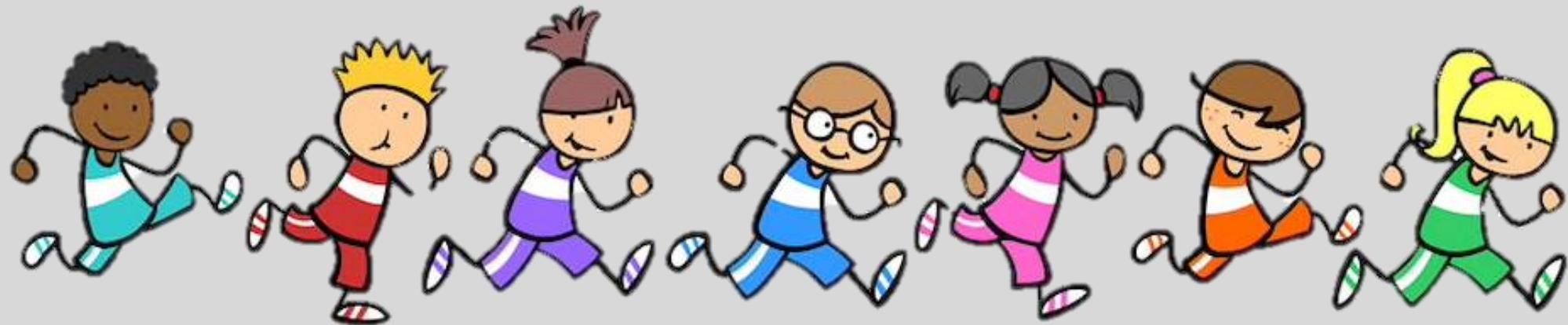


We use **concrete** resources and **pictorial** representations to help our learning journey, ensuring the children develop conceptual understanding of the concepts that we look at. The children will be given time to ‘experience’ the maths by using hands on thinking before moving through the learning journey. At all stages the children will be given opportunities to problem solve and make connections between different areas of maths.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Place Value Addition & Subtraction	Shape Place Value	Addition & Subtraction Place Value	Length & Height Weight & Volume	Multiplication & Division Fractions Position & Direction	Place Value Money Time

PE

- Our PE sessions are scheduled for **Tuesday** and **Thursday**. Tuesday's session will be an indoor lesson and on Thursday we will be outside (weather dependent!)
- Please ensure that PE kits come into school on a Monday and we will send them home on a Friday to be washed. Please also check that all PE kit is clearly named and that the children have some warmer clothes (e.g. joggers, PE jumper) for when the weather starts to get colder



Things to Remember

Bookbags and Reading Records

Please ensure bookbags come into school **everyday**. This is so we can record any reading we do or give out any letters.

The children will be able to change their shared reading book on **Monday and Thursday**. We will be checking reading records during this time to acknowledge any comments you have made.



Home Learning

We love sharing home learning at school so please bring this in whenever you wish

PE Kits

PE kits need to come in on a **Monday** and will be sent home every **Friday**



Snack

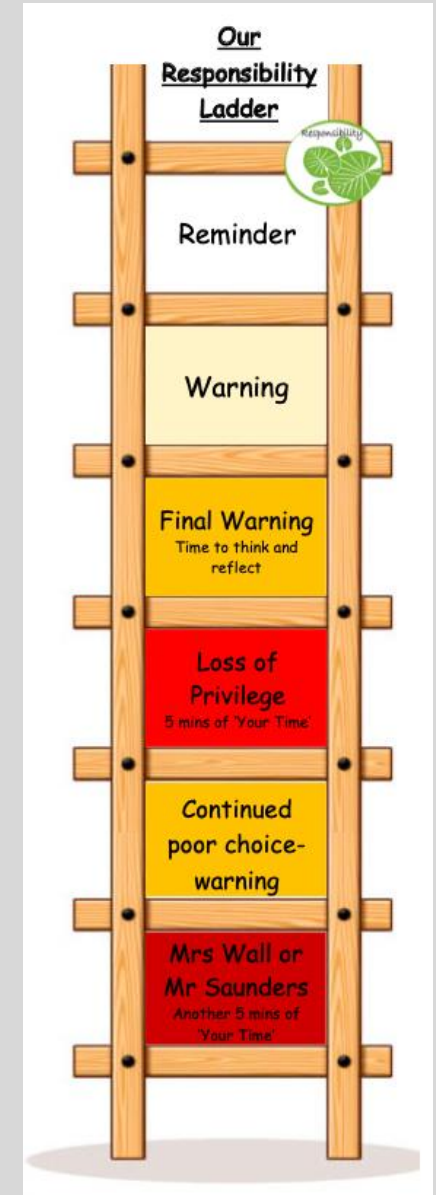
Children are provided fruit at breaktime, however if you prefer to provide your own snack, we ask if this could still be a healthy choice.



Responsibility Ladder and 'Your Time'

We continue to use our responsibility ladder as part of our behaviour policy. This ensures that there is consistency across classrooms and members of staff. Rewards and praise are used across the school to celebrate successes and positive behaviour and learning choices (e.g. team points, stickers, etc.)

'Your Time' is a 30-minute session on a Friday afternoon, where children get to choose an activity that they would like to do. This allows them to be individuals, work with staff and children from across the school and follow areas of interest. Each child starts each week with 30-minutes of 'Your Time', and minutes are deducted for negative behaviour choices (see ladder). This ensures that children that always make the correct choices, whether that be inside or outside of the classroom, are celebrated and rewarded for their behaviour.



Self-Regulation

5-4-3-2-1 GROUNDING TECHNIQUE

- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN TOUCH
- 3 THINGS YOU CAN HEAR
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN TASTE






GROWTH MINDSET

- M** I'm motivated to learn
- I** I can achieve anything
- N** I notice and celebrate small wins
- D** I discover how I can do better
- S** I'll practice self-reflection
- E** I'll put in my best effort
- T** I trust my abilities

STAR BREATHING



SIZE OF THE PROBLEM

-  **Emergency**
I AM IN DANGER OR HURT.
I NEED IMMEDIATE HELP.
-  **Huge Problem**
I AM ANGRY.
I FEEL OVERWHELMED.
-  **Medium Problem**
SOMETHING IS BOTHERING ME.
I FEEL ANXIOUS.
-  **Small Problem**
I CAN SOLVE THE PROBLEM ON MY OWN.
-  **Little Problem**
I CAN SOLVE THE PROBLEM QUICKLY.

BREATHING EXERCISES



BEE BREATHING
Take a deep breath and exhale through your nose while humming like a bee.



CANDLE BREATHING
Take a deep breath and blow out the candle on the cupcake.

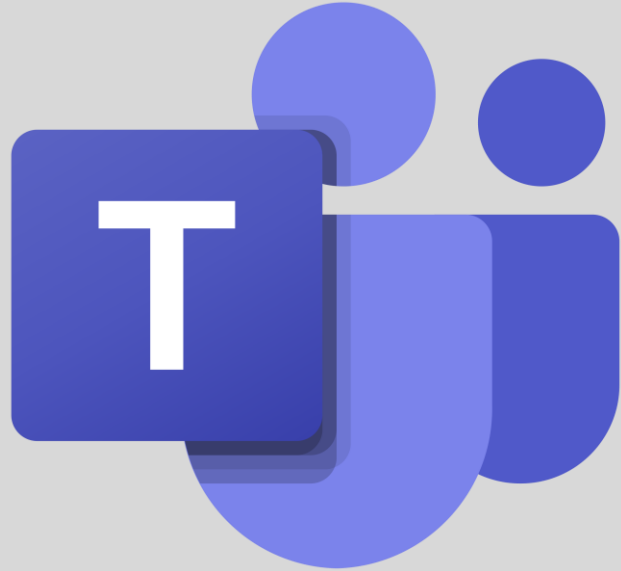


DRAGON BREATHING
Take a deep breath and roar like a dragon to breathe out fire.



BUBBLE BREATHING
Take a deep breath and blow slowly and calmly through the bubble wand to make bubbles.

Teams



Contact us...

We are really looking forward to an exciting year ahead. We hope you have found this information useful. There is also lots of information on the website:

[Henbury View First School - Year 1](#)

If you have any questions about anything in this PowerPoint, or if you have any questions or queries at any point during the year, please don't hesitate to email us or the school office at:

office@henburyview.dorset.sch.uk

year1@henburyview.dorset.sch.uk