

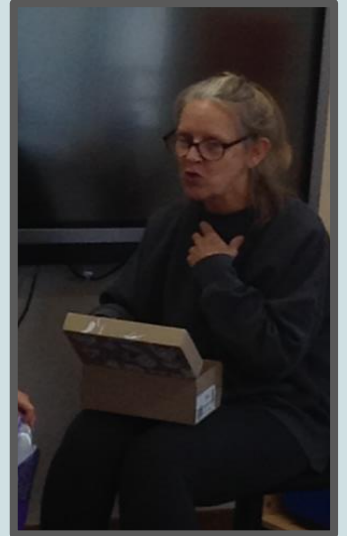
Welcome





Yr1 Meet the Teacher

Mrs Diane Small



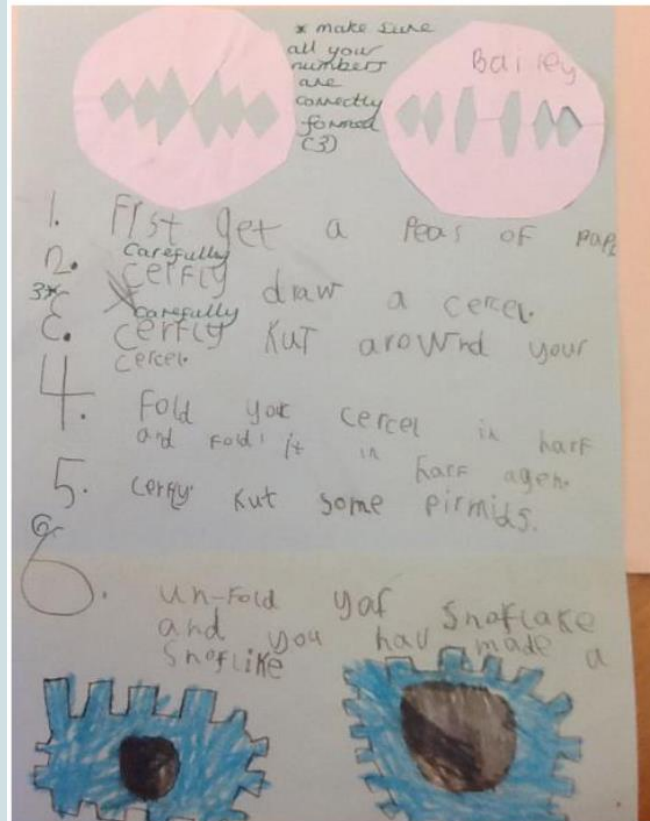
Timetable- Specific class timetables will be posted on the website

	8 - 4 0	8.55	9.40	10. 00	10.20	10.45	11.45	12.45	2	2.15	2.45
Monday	R e g i s t r a t i o n	Phonics	English - Spelling / Grammar	Break	English	Maths	Lunch (in dining hall)	Science	B R E A K	ART	C o l l e c t i v e W o r s h i p
Tuesday								PSEd/RSE		Geography	
Wednesday								RE		PE	
Thursday								Science		Forest school	
Friday			PE					MUSIC		PROJECT/computing	

End of Year Expectations



This is an example of a child working at the expected standard for writing at the end of year 1.



1. First get a Peas of papa.
2. cerfly draw a cercel.
3. cerfly kuT arouWnd your cercel.
4. Fold your cercel in harf and fold it in harf agen.
5. un-fold yor snowflake and you hav made a snoflike

This is an example of a child working at the expected standard for writing at the end of year 1.

Once upon a time there
was a boy. He met
his friend and got on the boat.
Unfortunately the boat was
filling up. Fortunately they
found the plug and
emptied the boat with
a bucket. They sailed to the
Amazon rain forest and cut the
big green trees.
The boat blew up and
they found a helicopter
on the shore. Unfortunately
the helicopter ran out of
petrol. They fell in the water.
They survived by an underwater pirate.

Once upon a time
there was a
hegog. He met his
Freind and got on
the boat.
Unfortunately the
boat was filng
up. Fortunately
they fownd the
Plug and emptied
the boat with a
bucket. They saild
to the amazon
rainforest and cut
the big gree trees.

the boat bloo up
and they fand a
heleicopter on
the shore.
unfortunately the
heleicopter ran
out of petrol.

These are the writing targets we work on throughout year 1.

Year 1 Writing Checklist

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		
To use adjectives to describe.		
To use simple sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Has an awareness of and is beginning to use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
To spell most words containing previously taught phonemes and GPCs accurately.		
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		
To use -s and -es to form regular plurals correctly.		
To use the prefix 'un'.		
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		

In Geography this term to revisit the weather. We will then be looking at the children's local area.

GEOGRAPHY INTRODUCE Local area Year ____ Term ____
Physical and human features

human features
Human features are built.
Sch school PW place of worship building house shop road bridge

physical features
Physical features are natural.
broad-leaved woodland Folly Hill hill (higher ground)
coniferous woodland water (such as a river, pond or lake)
rural location in the countryside

Compass points

N North
W West
E East
S South

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1. What are human features?
FIELDWORK

human feature
something that has been **built or put there** by a person
settlement
a place where people live

factory shop office apartment or flat house road farm port harbour

2. What are physical features?
FIELDWORK

physical feature
something that is formed by nature

cliff beach coast sea river ocean (a massive sea) forest soil vegetation (plants) hill valley (low part between hills or mountains)

3. What features does our local area have?
FIELDWORK
local area
places you can walk to around school and home

human features physical features built or put there natural not put there by a person
Take photos, draw and write down what you notice.
school grounds
surrounding area
houses roads offices shops factories hills rivers ocean or sea woodland valley

locations
rural areas villages or towns in the countryside
urban areas towns or cities
coastal areas villages, towns or cities near or by the sea
views out
in the distance

Science this term is focusing on Uses of everyday materials.

Curriculum navigation



Share the big ideas that you will be studying.

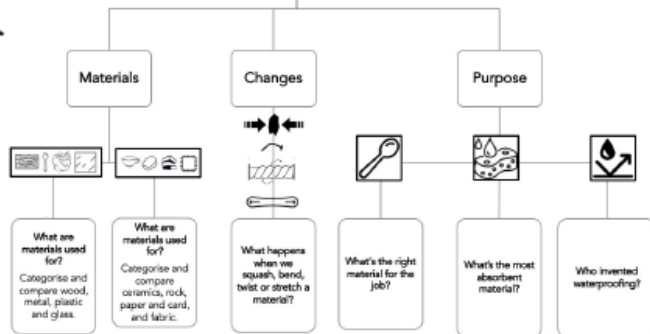
Find a large version of this in the resource section at the end of this Learning Module.

ZOOM



OUT

Uses of everyday materials



ZOOM



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

Phonics

We follow the Read Write Inc (RWI) programme for Phonics. These lessons are every day and the children will be in ability groups according to their ability.

Once the children have been put into groups they will receive spelling words for each book that they cover which we would like them to learn. As the children start a new book a new set of words will come home.

Year 1 phonics screening

We work on Phonics screening style words throughout the year so children will be used to sounding out and blending as part of their ordinary routine.

sib



gom



hud



jal



fuzz

am

mum

pink

Year 1 phonics screening

Year 1 will have their screening in June 2022. This will be 1 to 1 with the teacher in a quiet familiar area.

More information will follow about Phonics later on this term.

Our Values

STRIVE

S – Safe

T- Together

R – Respect

I – Integrity

V – Valued

E - Excellence

We follow the 3 Bs and each lesson the children will be reminded of these.

Be Ready
Be Respectful
Be Safe

Rewarding the Positive

We will be rewarding the children with praise focusing on positive behaviours.

House points will be awarded to children later on in the term, more information on this will follow.

Draft Behaviour Policy

In order to reinforce behaviour expectations, Sutton Primary School use the following staged approach from our draft policy

- Redirection – gentle encouragement to do the right thing.
- Reminder – after giving the child time to process the redirection they will be reminded of what is expected.
- Caution – calmly tell the child privately your expectations
- Time in – in peaceful place in classroom or the reflection garden
- Educational consequence – time spent during playtime to discuss the desired behaviour in class.
- Internal referral – time in – 10 minutes in a partner class with work provided by the class teacher.
- Reparation – for an educational consequence or internal referral. Chance to set positive goals for the future.

Homework











Reading Records

- Write each time your child is heard read
- Can just be initials
- Useful to inform us about reading trends at home if possible
- Please read 5 times a week.

READING LOG		
Date	Name of book and page number	Comments and signature
17.9.18	The Big carrot	Read all. Bit stuck on were / where FM
18.9.18	A dog's day	p1-7 Read well. Talked about the pictures FM
19.9.18	A dog's day	P 7 - end Re-told the story FM.
20.9.18	Diggers	Read the word 'equipment'! FM.
21.9.18	Diggers	Tried really hard to use some expression. F.M.

Vipers

- We have attached the reading vipers skills which show the different types of questions that you can use to support your child with reading.

<p>What are Reading Vipers? These are the key reading skills for children to be able read and comprehend a wide range of literary texts.</p>	<p>How can I support my child with their reading comprehension at home? You could try one or more of these questions at home with your child when you hear them read at home.</p>
<p>VOCABULARY  Looking at the choice of words that an author uses in a text.</p>	<p>VOCABULARY  <ul style="list-style-type: none"> • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... </p>
<p>INFERENCE  Information that is suggested but not said in the text. The 'hidden' meaning.</p>	<p>INFERENCE  <ul style="list-style-type: none"> • How do these words make the reader feel? • How can you tell that...? • What was ... thinking when...? • Find and copy a group of words which show that... </p>
<p>PREDICT  Explaining what might happen next based on what has happened in the text.</p>	<p>PREDICT  <ul style="list-style-type: none"> • From the cover what do you think this text is about? • What is happening now? What happened before? • What does this paragraph suggest will happen next? What makes you think this? </p>
<p>EXPLAIN  Explain an aspect of the text. This may include why the author includes it or how the meaning is enhanced through choice of language.</p>	<p>EXPLAIN  <ul style="list-style-type: none"> • What effect does have on the audience? • How does the author engage the reader here? • Which section was the most interesting/exciting part? • How are these sections linked? </p>
<p>RETRIEVE  Locate and retrieve information from the text to answer questions.</p>	<p>RETRIEVE  <ul style="list-style-type: none"> • How would you describe this story/text? • How did...? • How often...? • Who had...? </p>
<p>SUMMARISE  Sum up key points in the text or sequence events as a summary.. make sure you keep it brief</p>	<p>SUMMARISE  <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after ...? • Can you summarise in a sentence the opening/middle/end of the story? </p>

Spelling

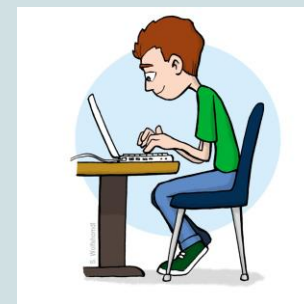
- Each week your child will be given spellings to learn focused around a spelling pattern which will be tested at the end of the week.
- For each new RWI book spellings will be sent home via dojo for your child to learn as well.
- In y

Times tables

- Please practice timetables with your child at home.
 - Y1 2s, 5s and 10s
- We are in the process of setting up the children to access times table rock stars. More information on this will follow shortly.



Communication



- School newsletters
- Dojo
- MCAS
- Website
- Arrange a teacher meeting through the office (virtual or at a distance)



Birthdays



This year we will continue to strictly observing the school policy of birthday donations.

When it is your child's birthday, we politely request that you donate a book that your child's loves to the school. The book will be read aloud in class and will subsequently be labelled with a special birthday sticker and placed in our lovely library.

Alternatively, your child can bring in their favourite book for a read aloud and then take it home at the end of the day. Any students who bring in sweets for birthdays, will kindly be asked to take the sweets back home as we need to be mindful of healthy eating and dietary restrictions for various students.

What can you do to support your child at home?



Read to your child

Read with your child

Have your child read to you

Read a book alongside your child

Spellings – weekly spelling and spellings linked to RWI

Times tables



Thank you!

We welcome any questions.