

Welcome to Year One!



Mrs Holland and Miss Heppell



About Year One

Class Teachers: Miss Heppell Monday/Tuesday/Friday

Mrs Holland Wednesday / Thursday

Teaching Assistants: Mrs Sturgess HLTA

Miss Whittington cover TA

We will also have PE lessons from a Sports Coach through Kitteridge All Sports, and Mrs Wignall will lead our Forest School Lessons (when it's our turn!).

About Year One

- Welcome!
- We are really enjoying getting to know the children- hope today will enable a partnership between home and school.
- House keeping:
- Water bottle in school daily please.
- Drop off at school gate 0840-0850.
- Pick up outside classroom (15:15), continue to let us know of any changes please! If pick up arrangements change please notify the office.
- Please name everything! Children will keep their jumpers / cardigans in their named drawer. Named pegs will be used for coats, book bags and spare clothes

Parent Handbook

There is a comprehensive 'Parent Handbook' prepared each year with information about:

- Home and school communication – please read fortnightly newsletter
- Parent consultations (pupil review)
- School meals
- Uniform
- Dropping off and collection arrangements
- Breakfast club
- After school club
- Punctuality and attendance (including holidays in term time)
- It can be found at - [Welcome to All Saints C of E Primary School and Nursery](#)

Transition from Reception

- Morning finger gym activity to strengthen fine motor skills and to help settling.
- Choosing dinner options using our class Ipad.
- Learning partners to support language development and creativity.
- Delivering the Year One curriculum during transition through play based activities alongside whole class teaching and adult led groups.
- Tiredness.
- We will adapt the timetable to support the children as they become more independent.
- Rainbow challenges and challenge books.
- Whole school assemblies

Year One curriculum

- Please find attached a curriculum plan for the year.
- A curriculum newsletter for the Autumn term.
- All about me and toys from the past. Please get in touch if you can help.
- These can w=be found on our website: Allsaints.herts.sch.uk - Curriculum



All Saints CE Primary School and Nursery

Nurturing, Resilience and Achievement for all!

"I have come that you might have life - life in all its fullness", John 10.10

Love Kindness Resilience Understanding

Year 1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Rainbow fish (Narrative - character flaw) 3w Focus: applying phonics, sentence structure, capital letters and full stops.</p> <p>Meerkat mail (Non-fiction - letters and postcards) 2w Focus: text format, key features.</p> <p>Poetry writing project (whole school unit) 2w: Focus: vocabulary and performance</p>	<p>Kippers toy box (Narrative - suspenseful losing tale) 3w Focus: sentence structure and simple story language</p> <p>Toys of the past (Non-fiction - information text) 2/3w Focus: sentence structure, layout</p> <p>Winter (acrostic poem) 1w Focus: senses and personal experience.</p>	<p>Three little pigs (Narrative - traditional tale) 3w Focus: sentence structure and simple story language. <u>? and!</u></p> <p>How to make a magic potion (Non-fiction - instructions) 2w Focus: text format, time adverbs.</p>	<p>Superato, (Narrative - in a familiar setting) 4w Focus: characterisation, punctuation, compound sentences.</p> <p>Katie in London (Non-fiction - information text) (2w) Focus: sentence structure, layout. Collecting information.</p>	<p>The queen's handbag (Narrative- adventure/losing tale) 4w Focus: sequencing, time adverbials, capital letters for names and places.</p> <p>Our trip to the woods (Non-fiction -Recount from experience) 2w Focus: writing from experience, sequencing, time adverbs.</p>	<p>Grandad's Island (Narrative- journey/adventure) 4w Focus: consolidation.</p> <p>Safari Travel Journal (Non-fiction - diary) 2w Focus: structure, layout.</p>
<p>By the end of the year children should be able to write in full sentences with capital letters, full stops and finger spaces. They should be writing sequences of sentences that make sense and be experimenting with different sentence starters and additional vocabulary.</p>						
Maths	<p>Place Value (within 10) Addition and Subtraction (within 10)</p>	<p>Shape-sorting and naming 2D and 3 D shapes Place Value (within 20) 1 more, 1 less</p>	<p>Addition and Subtraction (within 20) Place Value (within 50) Counting in 2s and 5s</p>	<p>Length and Height Measuring with non-standard measures Introduce a ruler Measuring mass Measuring capacity</p>	<p>Making equal groups Sharing Doubling Fractions-half and quarter</p>	<p>Position and Direction Place Value (within 100) Money-recognising coins and notes Time-hour and half past</p>
Science	<p>Animals including humans (ourselves)</p>	<p>Weather (seasonal changes)</p>	<p>Everyday materials</p>	<p>Everyday materials Weather (seasonal changes)</p>	<p>Plants</p>	<p>Animals including humans (ourselves) Weather (seasonal changes)</p>

Expectations and Behaviour

- We try our best and work hard to show our school values. This term we will focus on skills of resilience.
- Class rewards:
 - Stickers
 - Lucky dip jar
 - Merits
 - House points
 - Shout outs
 - Meerkat visits
 - Sharing success from home



Bucket filling classroom

Phonics and spelling

- We use the Twinkl Phonics Scheme for our daily lessons in class. Of those we've trialled and used, it provides us with the best range of activities, interest and support for your child.
- Daily phonics session – revisiting level 4 before moving on to level 5
- Keep practising level 3 – Twinkl go!
- Rhino readers reading scheme linked to phonics taught that week. Please read daily
- Please remember to practice phonic sounds daily at home – reading books will be linked to the sounds covered so far.

Level 2 and 3 Actions

Level 2 and 3 Actions

Make a snake's hand with your hands and wiggle your body like a snake!

Pretend to bite into a crunchy apple.

Pretend to stir a teaspoon around a teacup.

Make one hand into a puppy's head and pat it with your other hand.

Flap your hands like an insect's wings.

Make your fist into a rat and tap it.

Yummy! Rub your tummy.

Play your drumkit.

Pretend to wrap your scarf like Gabi.

Pretend to squeeze a juicy orange.

Wiggle your finger like a caterpillar.

Pretend to spread your hand like a bite and fly it in the air.

Make an egg with one hand and tap it with the other.

Make one hand into an umbrella and sprinkle rain on it.

March your arms like a robot.

Pretend to open the door of the house.

Pretend to throw and catch a ball.

Pretend to wave a magic wand.

Pretend to lick an ice lolly.

Sweep your hand up like a jumbo jet taking off.

Draw a v shape on your chest to show the V-neck of the vest.

Make waves with your hand.

Hold one hand like a map and draw an x on it.

Pretend to raise and lower a spoon.

Draw the zigzag path in the air.

Give a rayed wave.

Use your thumb and forefinger to make a chick's beak.

Put a finger to your lips.

Put your forefingers on your head and wiggle your moth's feelers.

Stroke your hand on your cheek like a soft feather.

Tap your ring finger.

Draw a spiral snail's shell.

Make mouse whiskers.

Hold one arm across your body as if holding a shield and pat it with your other hand.

Pretend to row your boat.

Point at the moon.

Pretend to open a book.

Make twinkly star fingers.

Pretend to press a car horn.

Pretend to open a yawn.

Pretend to squeeze the squiggly flower on your coat.

Flick your thumb as if tossing a coin.

Cup your hand around your ear.

Hold a chair, move it in and out from a desk.

Swing your arm like a pirate.

Pretend to sneeze!

a Around the apple, up the stalk and down the leaf.

b Down the bat, up and around the ball.

c Curl around the caterpillar.

d Around the drum, up and down the stick.

e Around the egg and under the cup.

f Over the fairy's head, down her dress and give her a wand.

g Around Gabi's head and wrap her scarf.

h Down the chimney to the floor, up and over the new front door.

i Down the insect's body and tail, dot the head.

j Down the jet, around its trail and dot the sun.

k Down Kit, up and around the kite and down its tail.

l Down the lolly and lick!

m Down the fork, over and over the meatballs.

n Down the leaf, up and over the nut.

o Around the orange.

p Down the puppy's neck and leg, up and around his head.

q Around the queen's head, down and up her arm.

r Down the robot's body, up and over its arm.

s Curl around and around the snake's body.

t Down the teaspoon under the teacup, then across the top.

u Down one umbrella handle, up and down the other.

v Down the neck, up the neck.

w Down the wave, up the wave, down the wave, up the wave.

x Criss, cross.

y Swing the yoyo up, drop it all the way down and underneath.

z Zig, zag, path.

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Reading

- Reading every day at school – either for pleasure, as a whole class or one-to one.
- Developing a love of reading. Reading pets and Book club
- Reading strategies we will use.
- Rhino reader reading books will be changed weekly. Our expectation is children will read these 95% fluently. This will improve fluency and understanding.
- Rhino readers: mini books weekly. E books. Baseline reading assessment.

Reading Strategies

Sharp Eye

Look at the pictures.



Hop, Skip and Jump

Read to the end and come back.



Mouse the Mouth

Say the first sound.



Try on the Fly!

Try a word that makes sense.



Sound Talk It

Say each sound.



Slide the Snake

Blend the sounds together.



Chunky Monkey

Look for chunks.



Tommy Tracker

Point to each word as you read.



Don't Forget

Use your memory.

Where have you seen the word before?



Flippy Dolphin

Flip the vowel from short to long.



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Reading books

- Please ensure reading books are in school every day.
- Flexibility to change books more regularly through the week once we have settled into routines.
- Should be reading at home to an adult **at least three times a week, but daily if possible!** Developing an understanding of what has been read.
- Please note in the Reading Record book when your child has read. Please don't keep water bottles in book bags!

Monday: Whales

Tuesday: Turtles

Wednesday: Grasshoppers

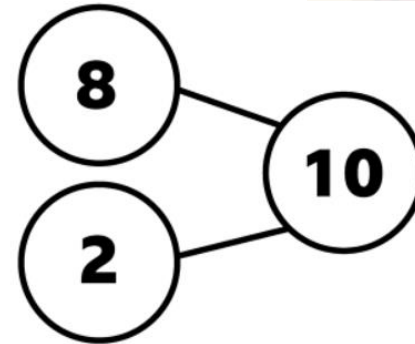
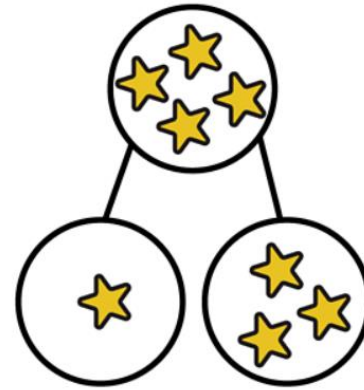
Thursday: Penguins

Friday



Maths

- Maths is everywhere! We use lots of mathematical vocabulary in Year One.
- Number formation – practice.
- Writing numbers and words.
- Counting forwards / backwards from any number.
- Partitioning numbers.
- Addition / subtraction
- 2d / 3d shapes.



Home learning

- Tasks will be set on Google Classroom with instructions. Paper copies of the tasks will be placed in the homework book.
- Weekly phonics task, mini book and practical maths activity.
- Set on a Friday – Hand in books in on Wednesday.

1. Go to google login page - <https://www.google.co.uk/?safe=active&ssui=on>
2. The children use their school username:
 - o The username is a number, followed by first name, then surname initial. This is followed by '@allsaints.herts.sch.uk' It looks like an email address but isn't!
 - o The number depends on the Year Group:

Y1 = 22	Y4 = 19
Y2 = 21	Y5 = 18
Y3 = 20	Y6 = 17

So Egbert Herring in Y5 would have the user name: 18egberth@allsaints.herts.sch.uk

Type in the password: **allsaints**

* **FIRST TIME:** you will be asked to 'Accept' the Terms and Conditions.

* **FIRST TIME:** Please then click 'I'm a Student' to go to your classroom. *It knows you're not a teacher, so you may find your account doesn't work properly if try to pretend to be one!*

See the [handy guide](#) on our website for more help.

This week, we have been learning about words that end with adjacent consonants.



Level 4

Top Tips

When two or more consonants next to each other in a word each make their own sound, we call them 'adjacent consonants', e.g. 'lk' in milk, 'st' in nest and 'mp' in chimp.

Children need practice in hearing, segmenting and blending words containing adjacent consonants so they can learn to read and write them fluently.

(n.b. Digraphs, like the 'ch' in chimp, are not called adjacent consonants in phonics because the 'c' and the 'h' go together to make one sound.)

Word List

Read these words.

milk	nest	damp	toast	soft
belt	bulb	shelf	film	next

Can you add sound buttons to each word?

We have been learning to read the common exception words **said** and **so**. We have been learning to spell the tricky words **he, be, we, she** and **me**.

he we me be she



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CVCC Words



Level 4

Choose the correct adjacent consonants to spell the words.

lk mp st nd xt lb lt lf

- | | |
|--|---|
| 1.  la _____ | 5.  mi _____ |
| 2.  be _____ | 6.  wi _____ |
| 3.  toa _____ | 7.  te _____ |
| 4.  bu _____ | 8.  go _____ |

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he we me be she









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- | | | | |
|---|-----------|---|----------|
| 1.  | la _____ | 5.  | mi _____ |
| 2.  | be _____ | 6.  | wi _____ |
| 3.  | toa _____ | 7.  | te _____ |
| 4.  | bu _____ | 8.  | go _____ |

PE

Tuesday - Yoga school uniform

Thursday- **Gymnastics / games.**



Indoor kit - blue shorts, blue t-shirt (bare feet)
(verruca socks if necessary please)

Outdoor Kit - blue shorts, blue t-shirt, trainers, socks,
+ **tracksuit/vest.**

Attend school in PE Kit. Hair tied back, no earrings.

Please send in to hang on your child's peg a set of spare clothes in case of accidents.

Keeping in touch

- We look forward to working with you in partnership this year.
- To get in touch:
- At the classroom door at the end of the day.
- Google classroom to share celebrations / experiences
- admin@allsaints.herts.sch.uk
- Telephone 01279 836006 - Mrs Hatch/Mrs Perryman or Miss Kimberley will let us know to get in touch or pass on the message

Thank you for coming!
Any questions?

