

Welcome to Year 1!

The Year 1 Team

1NG – Mrs Geobey/ Mrs Henson-Bailey

1RG – Mr Greenway/ Mrs Henson-Bailey

Leadership/PPA Cover:

Miss Broome

Mrs Beddow (Forest school)

Year 1 Timetable

Year 1 Timetable – Autumn Term 2023

	8:40 – 9:00am	9:00 – 10:00am	10:00 – 10:15am	Break at 10:15am – 10:30am	10:30 – 11:00am	11:00– 12:00pm		Lunch at 12:00pm – 1:10pm	1:10-1:30pm	1:30– 2:20pm	2:20 – 3:10pm
Mon	Handwriting (IPads)	RWI & Get Writing	Storytime		Creative Writing	Maths			W.School Worship	Outdoor PE	PSHE
Tues	Timestables (IPads)	RWI & Get Writing	Storytime		Creative Writing	Maths			Class Worship	RE	History/Geography
Wed	Handwriting (IPads)	RWI & Get Writing	Storytime		Creative Writing	Maths			Class Worship	Science	Computing
Thurs	Spellings (IPads)	RWI & Get Writing	Storytime		Reading Lesson 1	Music	Maths		Class Worship	Forest school	D&T/Indoor PE
Fri	Handwriting (IPads)	RWI & Get Writing	Storytime		Reading Lesson 2	Maths			Special Mentions	Art	

Core Skills - Reading



Year 1 Reading Core Skills

Early Learning Goal		
I can read and understand simple sentences. I can use my phonic knowledge to decode regular words and read them aloud accurately. I can read some common irregular words. I can demonstrate understanding when talking with others about what they have read.		
ELG – Greater Depth		
I can read phonically regular words of more than one syllable as well as many irregular but high frequency words. I can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. I can describe the main events in the simple stories I have read.		
Secure	Evidenced	
Decoding /Phonics	I am secure at phase 5 and I am reading orange/turquoise books	
	I can read accurately by blending sounds in words that contain common graphemes.	
	I can read other words of more than one syllable that contain taught grapheme-phoneme correspondence.	
	I can read many common exception words.	
Comprehension and Understanding	I can relate reading to own experiences.	
	I can check text makes sense as I read and correct inaccurate reading.	
	I can explain clearly my understanding of what is read	
	I can discuss the significance of the title and events.	
Prediction, Inference and Deduction	I can make predictions on basis of what has been read so far.	
	I can make basic inferences on the basis of what has been said and done.	
Vocabulary	I can discuss the meanings of words, linking new meanings to known vocabulary.	
Greater Depth	Evidenced	
I am secure at phase 5 and I am reading purple/gold books		
In age appropriate books:		
<ul style="list-style-type: none">I can read words accurately and fluently without overt sounding and blending.I can sound out most unfamiliar words accurately without undue hesitation.		
In a book that I can already read fluently:		
<ul style="list-style-type: none">I can answer questions and make some inferences.		

Core Skills - Writing



Year 1 Writing Core Skills

Early Learning Goal		
I can use my phonic knowledge to write words in ways which match my spoken sounds. I can write some irregular common words. I can write simple sentences which I can read by myself and others. I can spell some words correctly and others are phonetically plausible.		
ELG Greater Depth		
I can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. I can use the key features of narrative in my own writing.		
Secure		Evidenced
Composition and Effect	I can sequence sentences to form a short narrative.	
Sentence and Text Structure	I can use 'and' to join sentences	
Punctuation	I am beginning to write sentences using a capital letter.	
	I am beginning to write sentences using full stops.	
	I am beginning to write sentences using a question mark.	
	I can use capital letters for names, days of week and personal pronoun I.	
Handwriting	I can form lower case letters in the correct direction, starting and finishing in right place.	
	I can form capital letters correctly.	
	I can form digits correctly.	
	I can leave finger spaces between words.	
Spelling	I can spell many common exception words.	
	I can spell the days of the week.	
Greater Depth		Evidenced
I can use but/so to join sentences.		
I can write most sentences with correct use of capital letters and full stops and question marks.		
I am beginning to write sentences using exclamation marks.		
I can use standard forms of verbs (go/went).		
I can use ing, ed, er and est where no change is needed in the spelling of root words (e.g. helping, helped, helper).		
I can spell most common exception words from the Year 1 list.		

Core Skills - Maths



Year 1 Maths Core Skills

Early Learning Goal

I can count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number.
I can add and subtract two single digit numbers and count on or back to find the answer (using quantities and objects).
I can solve problems including doubling, halving and sharing.
I can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
I can recognise, create and describe patterns.
I can explore characteristics of everyday objects and shapes and use mathematical language to describe them.

ELG Greater Depth

I can estimate a number of objects and check quantities by counting up to 20.
I can solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups.
I can measure, weigh, compare and order objects.
I can talk about properties of shapes, position and time.

Secure		Evidenced
Counting and Ordering	I can count to and across 100, forwards and backwards from any given number.	
Numbers	I can read & write numbers to 20 in numerals and words.	
Tables, Multiples, Bonds and Facts	I can read and write numbers to 100 in numerals.	
	I can say 1 more/less to 100.	
	I can count in multiples of 1,2,5, & 10.	
	I know number bonds to 10 by heart.	
Place Value and Rounding Calculations Addition and Subtraction Calculations Multiplication and Division	I can use number bonds to 10 to help find number bonds to 20.	
	I can identify and represent numbers using objects and pictorial representations.	
	I can add & subtract 1 digit and 2 digit numbers to 20, including zero.	
	I can solve simple multiplication and division with apparatus and arrays.	
Fractions Measures	I can recognise half and quarter of an object, shape or quantity.	
	I can sequence events in order.	
	I can use the language of day, week, month and year.	
	I can tell the time to the hour and half past.	
	I can recognise common 2D and 3D shapes.	

Evidence to show a **Greater Depth** of understanding throughout the Year 1 maths curriculum:

- I can access and solve maths problems with increasing independence
- I can explain and prove my learning with varied fluency and reasoning
- I can apply my mathematical knowledge to a range of problems

Number: place value, addition and subtraction, multiplication and division, fractions.	
Measurement: length and height, weight and volume, money, time.	
Geometry: shape, position and direction.	

Curriculum coverage

- Science
 - Autumn Term: Animals including humans and Seasonal Changes (Trip to Packington Farm)
 - Spring Term: Everyday materials
 - Summer Term: Plants

Curriculum coverage

- History
 - Autumn Term: What was life like for my grandparents when they were my age? (Toys of the past and the future) 20th November trip to Cannock Chase Museum- details to follow.
 - Spring Term: Lichfield in the past including Bower Trips to Cathedral, Darwin House and Dr. Johnson Museum- awaiting conformation.
 - Summer Term: Seasides in the past and present Trip to Weston-Super-Mayer

Curriculum coverage

- Geography
 - Autumn Term: Countries and capitals of the UK
 - Spring Term: Weather changes
 - Summer Term: Local area Lichfield

Reading

We have outlined below our reading expectations and really value your support with these.

- We would expect children in Year 1 to read /share a book at least 3 times a week with an adult or older sibling at home. Children will receive a house point if they have done this each week.
- Children will change their reading for pleasure books at least once a week in Key Stage One. They may change these on any day.
- Teachers and TAs will aim to read on a one to one basis as regularly as possible.
- Please use 'VIPERS' materials (see next page) at home to support reading - this is something we will use when teaching reading in school.

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?

Iⁿfer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



Here at St Michael's we follow the Read, Write, Inc. Phonics program.

What is Read Write Inc?

Read Write Inc (RWI) is a complete phonics literacy programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, here at St Michael's we will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

Read, Write, Inc was developed by Ruth Miskin.

More information about Read, Write, Inc can be found on our school website page at:

<https://st-michaels-lichfield.staffs.sch.uk/curriculum/read-write-inc-phonics/>



RWI Get Writing!

As part of the hour long Read, Write, Inc session for pupils in Year 1 and 2, children will also be developing their writing skills by completing tasks from the Read Write Inc. Phonics Get Writing! Books. These contain a range of writing activities for each of the Core Storybooks and selected Non-fiction books which are connected to what children have been reading.

They include step-by-step guidance to help children move from writing simple sentences to extended texts such as invitations, letters, descriptive texts and non-fiction texts. The books also contain some composition, grammar and spelling activities.



Homework

Reading (at least 3 times a week)

Spelling/phonics - Spelling Shed

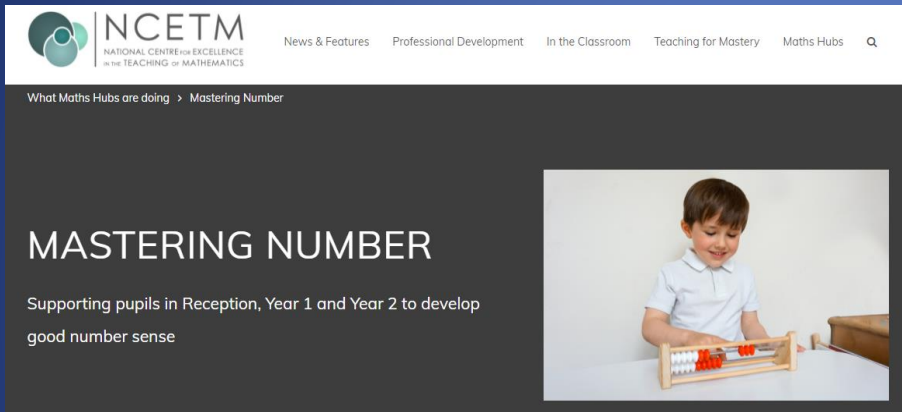
Maths - Numbots/TTRockStars

English and Maths (Online CGP books)

Please do not complete any tasks on Showbie unless it is in the Home learning folder.

Mastering Number

Mastering number helps relieve 'overload', freeing mind for problem solving. We're looking to move away from counting and build number fact knowledge.



In school

This programme is open to all state-funded primary schools in England beginning Autumn Term 2021. Focus on building automaticity and visualisation. Looking to build skills in EYFS/KS1 to impact on KS2/KS3 and beyond. The idea is 'slowing down to go fast' so content won't be rushed through.

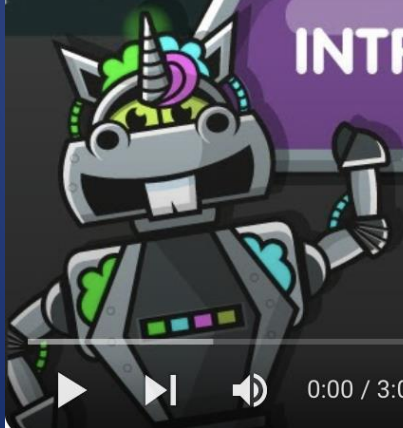
At home and in school

<https://play.numbots.com/#/intro>



NUMBOTS

INTRODUCTION FOR PARENTS/CARERS



0:00 / 3:09

P.E

Monday (pm) - outdoor (ball skills/archery/athletics/tennis)

Thursday* (pm) - Forest School

* Thursday (am) slot will be used for gymnastics/dance in Spring/Summer Term alternating with Forest School.

Learning Futures



Learning Futures

- All children in Y1 to Y6 will be issued with their very own iPad on **Wednesday 20th September** to enhance our existing curriculum and help to support children with their learning. These iPads will be used both in school and at home. Children will also be provided with their own stylus which will remain in school.
- Children in Reception will have access to an iPad one between two. These devices will remain in school.
- It is really important that your child brings their iPad to school everyday and that it is charged and ready to use. If an iPad is forgotten, a spare device will not be provided.
- Staff will be able to monitor what students are doing on their iPads using an app called Apple Classroom.
- Parents will be able to manage their child's device outside school hours using the JAMF Parent app (More information about this app can be found on the Learning Futures school website page).
- The ATLP IT team will monitor the use of the Learning Futures iPad to protect all users from access to harmful and inappropriate material. A programme called Smoothwall helps with this.
- Limitations to device functionality have also been applied between the hours of 20:00 and 7:00 to help keep children safe at home whilst using technology.
- More information on Learning Futures can be found on our school website page - <https://st-michaels-lichfield.staffs.sch.uk/about/learning-futures/>

Behaviour and Expectations

This Is based around our School Values and our RESPECT code.

Focuses on the positive with children being rewarded with House Points and Respect Tokens.

Children are awarded house points for learning completed in class. These will be awarded by the adults working with children in class. Children have their individual house point cards and work towards their Merit Badge (30 house points), then Bronze (50 house points), Silver (100 house points) and Gold Award (150 house points). Any children who reach their Gold Award will have the opportunity to work towards their Platinum Award (250 house points).

In Reception, children are not awarded house points but instead, children are able to move up the rocket. A child may move up the rocket for things such as completing some excellent learning in class, demonstrating the school RESPECT code, etc.

Children are awarded RESPECT tokens for demonstrating our RESPECT code around school (See next slide), such as at breaktimes and lunchtimes, etc. When children are awarded a RESPECT token they add them into their house team's Perspex tube which is kept outside the school office. At the end of each half term, these tokens are then added up and the house team with the most points will receive an end of term treat such as an extra break times, etc. Children may also receive a RESPECT sticker for demonstrating our RESPECT code around school.

Each week, Special Mentions Worship takes place on a Friday with class teachers nominating two pupils for going above and beyond in their learning or contributions to wider school life.

At St Michael's we have 6 school values, with each one having a special focus during each half term. You can see these below:

Belonging

Respect

Friendship

Forgiveness

Perseverance

Courage

Our School values

Forgiveness

Friendship

Courage

Perseverance

Belonging



Our RESPECT code

Respect our school - everyone and everything



Everyone listens to instructions



Silence when asked



Please and thank you; be polite and kind



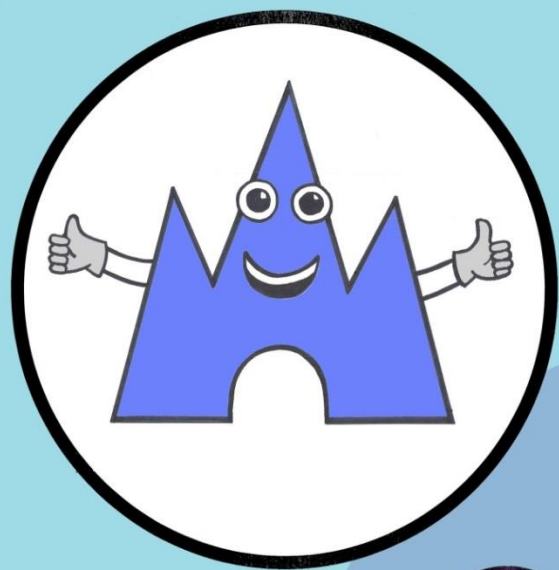
Enter and exit school calmly and sensibly - no running



Corridors - walk silently in single file to the left



Talking - one voice at a time







Questions/ Concerns?



Below are some other important contacts:

Mr Greenway/ Mrs Geobey - class teachers.

Mrs Henson-Bailey - Teaching Assistant

Mrs Beddow - Forest school

Mr Jones - Head of Key Stage

Mrs Spires - SENCO

Mrs Robertson - Head Teacher

All other information, including the curriculum overviews, can be found on the St. Michael's School website
<https://www.st-michaels-lichfield.staffs.sch.uk/>

You will also find updates from school shared on our Twitter account:
@st_michaels_lic

