

# Welcome to Year 1



Miss Travers, Miss Robertson and Miss  
Rosellini

# Transition to Year 1

- Smooth transition from Reception to Year 1. Learning through play.
- Activities to choose from and small group work led by myself and Miss Robertson.
- Routines will be embedded – lining up, finding their peg, moving from carpet to tables, washing hands.
- Grown up uniform!
- Scheduled play times on the roof!
- Lots of stories in Year 1. Children learn to retell stories and make up their own.
- Read lots at home!
- More formal learning in Year 1 but play is incorporated into their activities.

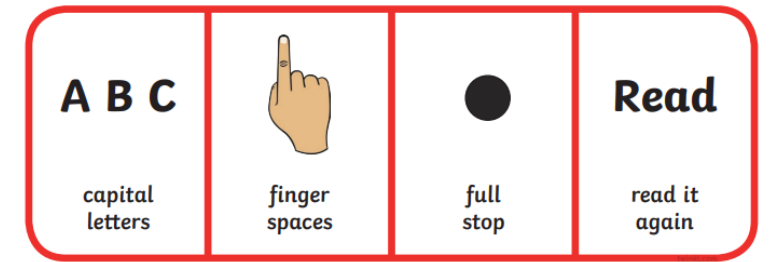
# Wellbeing

- The children's wellbeing is our first priority.
- We want to make sure they are happy so they learn.
- We will have wellbeing sessions every day.
- Children will learn how to label their feelings and use strategies to help them feel calmer.
- If you have any concerns at all please let the office know and we can arrange a meeting.

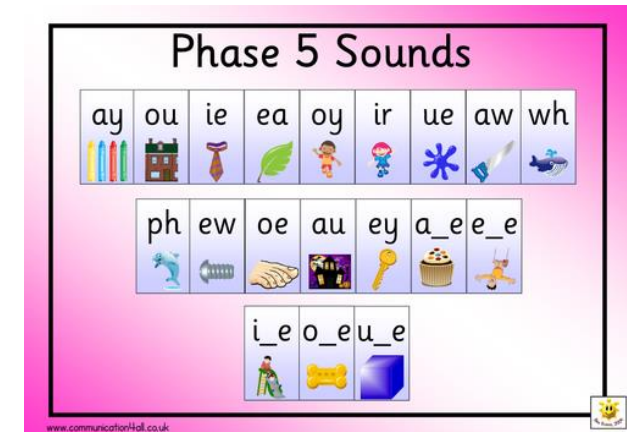
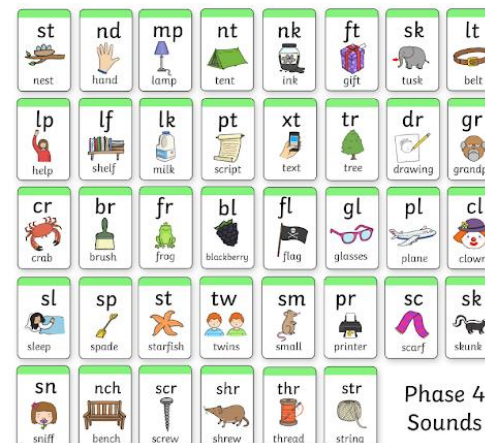
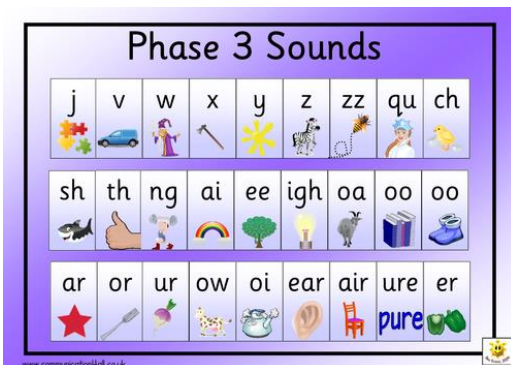
# National Curriculum

- Phonics - 15 minute daily sessions
- English 5 x a week
- Maths 5 x a week
- Handwriting is taught separately
- Computing
- Science
- PE – Indoor and Outdoor
- Creative Curriculum – 3 lessons a week (D&T, Geography, History, PSHE, Art).
- Religious Education – 2 hours 15 a week
- Music and Singing with Mr Rees
- We will address any gaps in learning by revisiting concepts or particular topics i.e. number/doubling/English – learning to construct a sentence. We will assess reading in forthcoming weeks.

# Phonics



- We will be building on the children's learning from Reception.
- We will review Phase 3 then progress onto Phase 4 and 5 when they are ready.
- The lessons are fun and interactive.
- The learning of sounds helps with their reading and spelling.
- Capital letters, full stops, finger spaces
- Sound mat and tricky words.



# Topics!

- Autumn 1 – Marylebone
  - Autumn 2 – Toys
  - Spring 1 and 2 – Explorers
  - Summer 1 and 2 – Wish you were here (Seaside)
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- Autumn 1 Trip – Local visit - Marylebone  
(details to follow)



# A typical week in Year 1

ST VINCENT'S CATHOLIC PRIMARY SCHOOL TIMETABLE – Year 1 2021-22				
YEAR: 1		TERM: Autumn		TEACHER: Miss Travers
MONDAY Reading books out	TUESDAY PPA am	WEDNESDAY	THURSDAY	FRIDAY Reading books in
8:30-9:00 Soft Start			Thursday: Information Meeting	
9:00-9:10 Spelling Test	9:00-10:00 <b>Maths</b>	9:00-10:00 <b>Maths</b>	9:00-10:00 <b>Maths</b>	9:00-9:15 Times table challenge
9:10-9:30 WHOLE SCHOOL ASSEMBLY				9:15-9:30 Phonics
9:30-10:00 <b>Maths</b>				9:30-10:00 WHOLE SCHOOL CLASS ASSEMBLY
10:00-10:20 Morning play on roof				
10:20-11:10 <b>English</b>	10:25-10:45 Handwriting	10:25-10:45 Y1, 2 & 3 ASSEMBLY	10:20-10:45 Years 1 & 2 Singing together	10:20-11:10 <b>English</b>
	10:45-11:00 Phonics	10:45-11:00 Phonics	10:45-11:00 Phonics	
11:10-12:00 <b>Curriculum</b>	11:10-12:00 <b>English</b>	11:10-12:00 <b>English</b>	11:10-12:00 <b>English</b>	11:10-12:00 <b>Maths</b>
12:00-12:30 Lunch in hall				
12:30-1:00 Lunch play in courtyard (Y1) and on roof (Y2&3)				
1:00-1:15 Wellbeing activity	1:00-1:15 Wellbeing activity – Class Assembly	1:00-1:15 Wellbeing activity	1:00-1:15 Wellbeing activity	1:00-1:15 Wellbeing activity
1:15-1:30 Phonics	1:15-2:45 <b>Science</b>	1:30-2:15 Outdoor PE	1:15-1:45 <b>Music</b>	1:15-2:15 <b>Curriculum</b>
1:30-2:45 Religious Education		2:15-2:45 <b>Curriculum</b>	1:45-2:45 Religious Education	2:15-3:00 Indoor PE
2:45-3:05 Catch up session		2:45-3:05 Catch up session	2:45-3:05 Catch up session	
3:05 (Y1&2) 3:15 (Y3) End of Day				

# Homework

- Homework will be posted on Google Classroom every **Monday** starting from 13<sup>th</sup> September.
- Children to receive a yellow homework book and Phonics workbook. Children to complete homework in yellow book.
- Return yellow book and Phonics book on **Friday**



- We will have a spelling test every Monday – this is done in a fun, play based way!
- Books- 1 Oxford Reading Tree Stage book, 1 Phonics book and reading diary are given out on Monday. Please return on **Friday**.
- PE is on **Wednesday** and **Friday**. The children will need to come to school in their PE kits on their PE days.

# Labelling uniform, PE kit and Spare clothes

- Please can all uniform, PE kit and shoes be labelled with their name please! (sharpie pen is fine)!
- Children will also need a spare set of clothes to leave at school.

# Reading

- We have daily story time in Year 1
- Children also participate in Shared Reading
- ORT books (at least level 6) by the end of Year 1.
- Children will follow the Oxford Reading Tree scheme until ORT stage 16.
- Support your child to sound out the words and ask them to read to you. Talk about the title, the main events in the book and what is happening in the pictures.
- Comprehension – understanding is very important and crucial for progress in reading.
- Regular reading at home!

# Learning Journeys

St Vincent's Catholic Primary School







Together Through Christ We Grow And Learn

<b>My Year 1 Learning Journey for Reading</b>			
	I am working at the expected standard for Year 1 (EXS)	Evidence (date)	
Word reading	*I can read all common graphemes for all 40+ phonemes accurately.		
	*I can read accurately by blending sounds in unfamiliar words.		
	*I can read common exception words.		
	I can talk about and explain or try to guess the meanings of words.		
	*I can independently read aloud books (at least ORT 6)		
Understanding and Comprehension	*I can name some books that I have enjoyed and explain why.		
	*I can retell some familiar stories that I have read or have been read to me.		
	*I can notice and correct any mistakes I make in my reading.		
	*I can discuss the importance of the title and key events in a story.		
	I can make simple inferences about characters from what has been said and done.		
	*I can predict what might happen based on what I have already read and am starting to give reasons for my prediction.		
	*I can identify and understand how texts are structured differently (e.g. features of non-fiction and building suspense in stories).		

<b>My Year 1 Learning Journey for Writing</b>			
	I am working at the expected standard for Year 1 (EXS)	Evidence (date)	
Handwriting	*I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place.		
	I can use clear spaces between my words.		
	I can present my work neatly.		
Spelling	*I can use my phonics to spell words that are phonetically plausible.		
	*I can name the letters of the alphabet in order.		
	*I can write from memory simple sentences dictated by the teacher that include common exception words and GPCs taught so far.		
Punctuation and Grammar	*I can start using capital letters at the beginning of my sentences.		
	I can use capital letters for names and the personal pronoun I.		
	*I can start using full stops, question marks and exclamation marks at the end of my sentences.		
	I can add suffixes to words (e.g. -s, -es, -ing, -ed, -er).		
Content	I can join clauses using and.		
	*I can write sentences to form a short narratives.		
	I can sequence sentences correctly showing a simple structure to my writing		
	*I can re-read my work to check that it makes sense.		

**SPaG Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation**

 <b>My Year 1 Learning Journey for Maths</b> 			
	I am working at the expected standard for Year 1 (EXS)	Evidence (date)	
Number: Place Value	*I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.		
	*I can read and write numbers to 100 in numerals.		
	*I can count in multiples of twos, fives and tens.		
Number: Calculation	*I can identify one more and one less than a given number.		
	*I can represent and use number bonds and related subtraction facts within 20.		
	*I can add using concrete objects and/or pictorial representations.		
	*I can subtract using concrete objects and/or pictorial representations.		
	I can use concrete objects, pictorial representation and arrays to solve multiplication and division questions in the 2, 5 and 10 times tables.		
Number: Fractions	*I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.		
Measurement	*I can describe and compare different quantities (e.g. length, mass and capacity/volume)		
	I can recognise and know the value of different denominations of coins and notes.		
	*I can tell the time to the hour and half past the hour.		
	*I can draw the hands on a clock face to show o'clock and half past.		
Geometry	*I can recognise and name common 2D shapes (e.g. rectangles, squares, circles and triangles)		
	*I can recognise and name common 3D shapes (e.g. cuboids, cubes, pyramids and spheres)		

 <b>My Key Stage 1 Learning Journey for Religious Education</b> 				
I am working at the expected standard for Key Stage 1 (5-7 yo)			Evidence (date)	
			Year 1	Year 2
Knowledge and Understanding	Developing Knowledge and Understanding	I can recognise religious stories.		
		I can retell, in any form, a narrative that corresponds to the scripture source used.		
		I can recognise religious beliefs.		
		I can recognise that people act in a particular way because of their beliefs.		
		I can describe some of the actions and choices of believers that arise because of their belief.		
		I can recognise key people in the local, national and universal Church.		
		I can describe different roles of some people in the local, national and universal Church.		
		I can recognise key figures in the history of the People of God.		
		I can describe the life and work of some key figures in the history of the People of God.		
		I can recognise religious signs and symbols used in worship.		
		I can describe some religious symbols and the steps involved in religious actions and worship.		
	Specialist Vocabulary	I can use religious words and phrases.		

# Handwriting Guidelines and Expectations

## Year 1

***St Vincent's follow the Nelson Handwriting Scheme which starts in Reception and continues to Year 6. Teachers have high expectations of pupil's handwriting and presentation across all subject areas.***

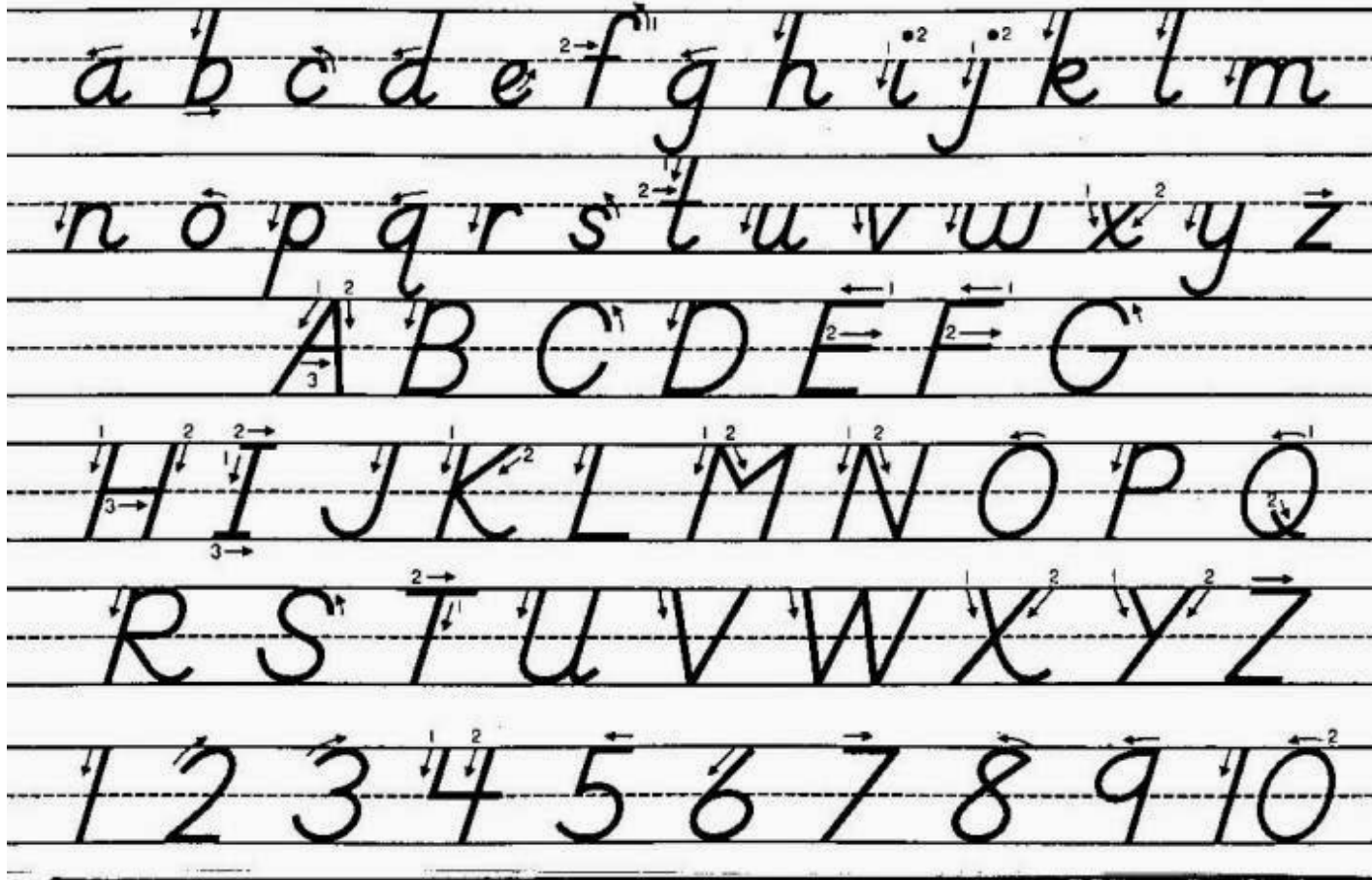
- Teacher's will create conditions for good writing: atmosphere, seating and posture, and pencil and pen grip.
- A clear focus in sitting letters correctly on the line with the ascenders and descenders in the correct place.
- Once lower case letters are formed correctly pupils will start capital letter formations.
- The digits 0-9 are covered too.
- Children will understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and will practise these.

### How to support your child at home

- ❖ Practise the correct formations of letters
- ❖ Encourage your child to sit each letter on the line correctly with the ascenders and descenders in the correct place
- ❖ Develop fine motor skills to build strength in hand muscles



# Letter formations Year 1





# Letter families

## Letter families

For teaching letter formation

### Letter family 1

Down and off in another direction

l i t j u y

### Letter family 2

Down and retrace upwards

m n r b p h k

### Letter family 3

Anticlockwise round

c a d o q g e f s

### Letter family 4

Zig-zag letters

v w x z

c c

a a

o o

q q

g g

d d

e e

s s

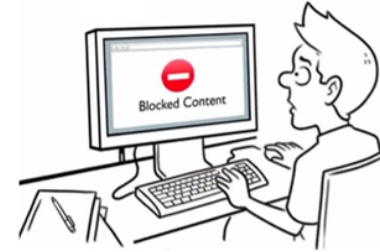
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# Year 1 Online Safety



## Year 1 Online Safety



- Objectives

- Knows about the Internet and beginning to understand some key, age appropriate, safety 'rules'.
- Can share some information with others, (such as via school network, in school MLE, via a 'closed' blog).
- Can find some straight-forward information from a 'safe', selected online resource.

**More information can always be found on the school website, which is updated regularly.**

<https://www.stvincentsprimary.org.uk/school-info/online-safety/>

- Websites with information on the games your children are playing
- Child friendly search engines
- Guides on how to set up parental controls for devices at home
- Games for children to play to help them learn more about staying safe online

LGfL

DigiSafe



St. Vincent's Catholic Primary School  
Acceptable Use Policy (AUP)



Google Classroom

# Remote Learning

- If a child has to self isolate (Reception – Year 6):
  - Work can be accessed via their class Google Classroom page. This work will be lessons using Oak Academy that we have mapped to our school curriculum.
  - Every week, 'Self Isolation Work' will be shared so that if someone needs to isolate then they can immediately access the work. Work can be done in their Homework Books and marked when they return to school
  - Times of registration will also be shared and children have the option of video calling (using Google Meet) their class at school to keep in touch with their friends and teachers
- If a whole class has to isolate (Nursery – Year 6):
  - In the event of a whole class isolating, you will be contacted by the school to inform you of this
  - There will be a set timetable that children can follow with a mixture of live sessions with their class and pre-recorded lessons from their teacher
  - All of the classwork and timetables will be shared via Google Classroom
- For more information, please see the Remote Learning page on the school website

# What we do

- Make sure all the children are happy and safe.
- Make sure they love learning.
- Give them a broad curriculum but also teach and model core values.
- Encourage, reassure and nurture.
- Foster independence.

# What can you do to help

- Attendance and punctuality (8.55am)
- Label everything **please!**
- Spellings, reading and handwriting
- Support for behaviour – rainbow
- Early nights
- Daily reading and discussion
- Reassurance and praise
- Please make an appointment with the office to see me if you have any questions or concerns.

## In summary...

- Homework will be posted on Google Classroom on **Monday**. Complete in yellow book. Return Phonics workbook and yellow book on **Friday**.
- Reading books – given out on **Monday**. Return on **Friday**.
- PE days – **Wednesday** and **Friday**. Children to come to school in PE kit.
- Please label all clothing.
- Children to have a spare set of clothes.

Thank you for listening!  
I hope that was helpful!

- Please stay behind at the end if you would like to ask any questions.