

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 Sturges HLTA

Mrs Evans LSA

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!).

Children

30 children: 10 girls and 20 boys.

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

8:40-8.50	Fine motor carousel scissors
8.50- 9	Carpet
9-9.10	English input AD
9:10 – 9:25	Rainbow challenge time
9.20-9.55	Discover and do. Snack time?
9.55-10.20	Class Phonics Phase 4 DS- phase 3 group
10.20-10.35	Break Down duty
10.35-10.50	Whole class reading
10.50-11.10	English input AD Rainbow challenge time
11.10-11.45	Discover and do
11.45-12	Voted story time
12-1.00	Lunch
1.00-1.10	Mindfulness
1.10-1.30	Science AD rotation / short group work
1.30 – 2.10	Provision Adult- readers
2.20-2.40	NCETM
2.45- 3	Assembly
3-3.10	Story time Home Time

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. ? and !</p> <p>How to make a magic potion (Non-fiction - instructions) 2w Focus: text format, time adverbs.</p>	<p>Superhero (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>
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.						
Maths	<p>Place Value (within 10) Addition and Subtraction (within 10)</p>	<p>Shape-sorting and naming 2D and 3D 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
- Shining stars from home



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
- New Year One actions linked to sounds taught.
- Rhino readers reading scheme linked to phonics taught that week.
- 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



Reading

- Reading every day at school – either for pleasure, as a whole class or one-to one.
- Developing a love of reading. Reading pets.
- 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.



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: Rabbits

Tuesday: Hedgehogs

Wednesday: Fox

Thursday: Owls

Friday: Squirrels



Home learning

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

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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Free parent packs at [twinkl.co.uk/parents](https://www.twinkl.co.uk/parents)











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

CVCC Words



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lk mp st nd xt lb lt lf



la _____



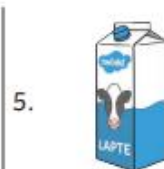
be _____



toa _____



bu _____



mi _____



wi _____



te _____



go _____

PE

Tuesday - school uniform

Wednesday - outdoor / outdoors 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.
- 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?

