



# Welcome to Year 1

Teacher: Miss Mayes

Teaching Assistant: Mrs Harrop

Cover Teacher: Mrs Harding



# Catholic Life and Our School Mission Statement

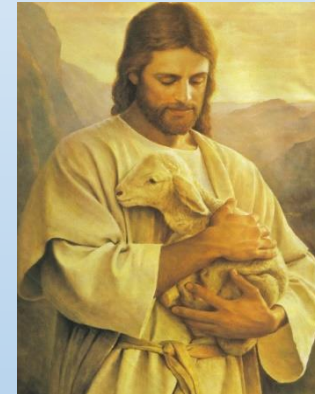


The Catholic Life of our school is at the heart of everything we do.

Our school mission statement is our prayer.



‘Lead us Lord,  
To Act Justly,  
To Love Tenderly,  
To walk humbly.  
Amen.’



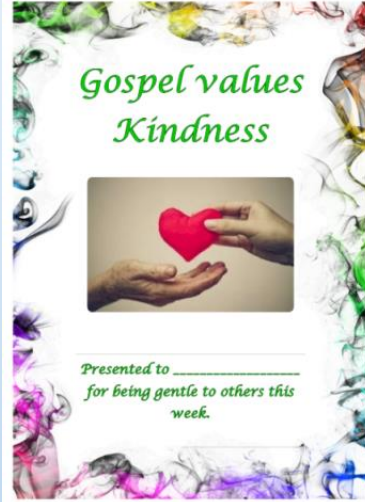
We ask the Lord to lead us in our relationships with one another and in all our work at school.

We are proud to form part of Our Lady Star of the Sea Parish and work closely with Father Anthony and Deacon Geoffrey .

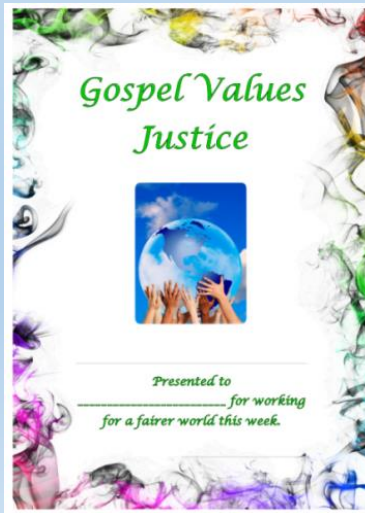
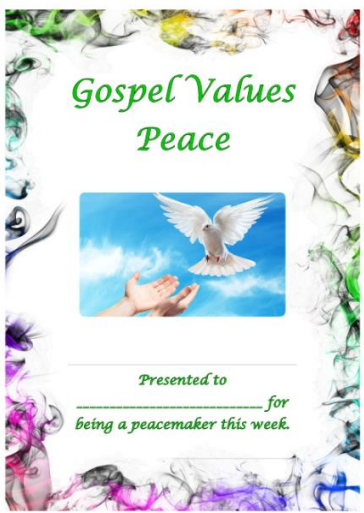
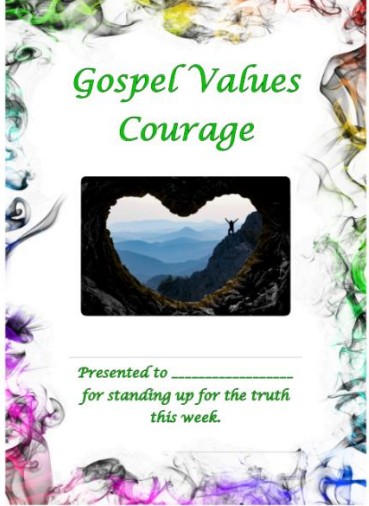
Our Catholic Life encompasses our work in RE and also the Worship Life of our school.



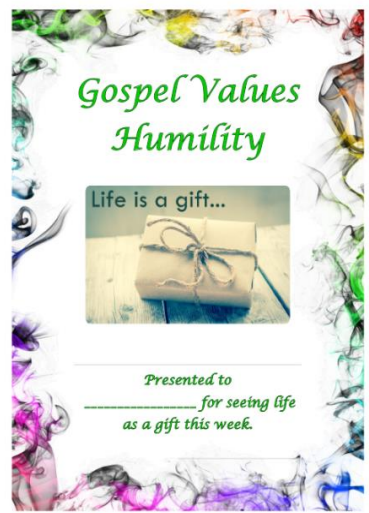
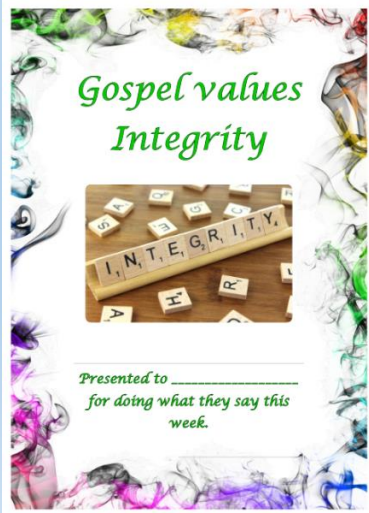
# Our Gospel Values



Our Gospel Values are important to the Catholic Life of our school. They are the qualities that underpin the way we approach our life at school. Here are our Gospel Values displayed on our school certificates.



We start each week with a whole school Liturgy and during this worship time, focus on a gospel value to incorporate into our learning during that week. The children who demonstrate the gospel values are awarded Gospel Value certificates and their achievements in relation to the values are rewarded in Celebration assembly.





# Laudato Si' – On Care for our Common Home



## LAUDATO SI'

ON CARE FOR  
OUR COMMON HOME



## POPE FRANCIS



ENCYCLICAL LETTER

*Laudato Si-On Care for the Common Home –  
An Encyclical Letter from Pope Francis on Care for our World*

We find opportunities through our topic teaching and through explicit RE lessons, to learn about, explore and discuss ways to care for one another and how we as caretakers of our world can learn to care for the environment. The children are encouraged to be mindful of the way they use resources responsibly and are careful in the way they consider energy use both at school and in their own homes.

Our curriculum is designed to allow children from Reception to Year 6 to consider how we all have a responsibility to care for our home, our planet, our common home.





# Year 1 timetable



The school day starts between 8.40 and 8.55.

	8.40-9	9.00-9.30	9.30-10.10	10.10-10.30	10.30 - 10.45	10.45-11.45	11:45 - 12:45	12:45pm-1.15	1.15-2.15pm	2.15 - 2.30 pm	2.30-3	3.00-3.15
Mon	Early Bird	Liturgy 9-9.20	English <u>SPaG</u>	Guided Reading	Snack Playtime	Maths	LUNCH TIME	Class prayer RE	History	Snack	PSHE	Story
Tues		Phonics	English	Guided Reading		PE with IM		Class prayer RE	<u>Maths</u>		2.30 sing and praise	Story
Wed		Phonics	English	Guided Reading		Maths		Class prayer RE	Science		Computing	Collective Worship
Thu		Phonics	English	Guided Reading		Maths		Class prayer RE	PE with Julian 1-2	Art		Collective Worship
Fri		Phonics	English	Guided Reading		Maths consolidation/n ext steps		Class prayer RE	1.15-1.30- Chapel Time 1.45-2.15 Music	Snack 1.30-1.45	2.15 Story & Meditation 2.30 - Celebration Assembly	Show and Tell

PE days – Tuesday and Thursday

The school day finishes at 3.15pm.



# Year 1 Topics



Term	Topic
Autumn	Turrets and Tales
Spring	Brilliant Britain <ul style="list-style-type: none"><li>• Weymouth</li><li>• London</li></ul>
Summer	What a Wonderful World <ul style="list-style-type: none"><li>• Gardens – plants, trees and minibeasts</li><li>• Africa</li></ul>

Having a royal ball and a trip to Portland Castle!

Trip to the beach!

Trip to Lorton Meadows Conservation Centre and Nature Reserve!



# Parents in Partnership and Home learning



- Google Classroom
- Set on Friday
- Phonics homework
- Reading expectations – we aim for all children to be reading with an adult at least 5 times a week.
- Home Learning Grid
- Home Learning English and Maths tasks will be set using an online platform which are optional.



How can I help?



# **KNOWLEDGE ORGANISER**

## **Year 1**





# Turrets and Tales

This half term, Year 1 are learning about the Queen of England and the Royal Family. We have lots of exciting things planned, including:

- A royal banquet
- Royal self-portraits
- A dress up royal ball
- Having a Coronation celebration
- Testing materials for building a castle

## How can I help my child with this topic:

- Take part in some of the topic grid tasks – this can be found on Google Classroom.
- The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to consolidate and build upon prior knowledge.

## Websites your child might enjoy:

- <https://www.theschoolrun.com/homework-help/queen-elizabeth-ii>
- <https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm>
- <https://www.bbc.co.uk/bitesize/topics/zrsgsk7/articles/z9pgcdm>

The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to meet the National Curriculum objectives within Year 1.



## English - KEY VOCABULARY

### Phonics/Spelling Key Vocabulary

**Phoneme** - A single unit of sound

**Diagraph** - A type of grapheme where two letters represent one phoneme (sound) e.g. each

**Consonants** - Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u represent vowels

**Vowels** - The letters a, e, i, o, u

**Grapheme** - A letter, or combination of letters, that corresponds to a single phoneme within a word e.g. ten **Segment** - Break a word into phonemes

**Blend** - Put the phonemes back together

**Compound Word** - A word that contains two or more root words e.g. news+paper, ice+cream

**Key Word/Common Exception Word** - A word which can't be phonetically decoded

**Prefix** - A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear

**Suffix** - Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher

**Pseudo Word** - Words use to check phonic decoding skills which are not real word eg meap

**Alternative spellings** – a different way of spelling a phoneme.

**Alternative pronunciation** – a different way of pronouncing a grapheme.

### Reading Key Vocabulary

**Decoding** - Breaking down a word into different phonemes to help read it

**Retrieval** - Finding information from a text

**Prediction** - Saying what will happen next or as a result of something

**Comprehension** - Understanding what has been read

**Inference** - Making assumptions about what is happening in a text

**Deduction** - Using evidence in a text to support an idea

### Grammar Key Vocabulary

**Adjective** - Used before a noun to make the noun's meaning more specific e.g. tall, blue

**Noun** - Nouns are sometimes called 'naming words' because they name people, places and 'things' e.g. table, hotel

**Verb** - Verbs are sometimes called 'doing words' because many verbs name an action that someone does e.g. run, cook

**Adverb** - These modifying the verb e.g. quickly, happily

**Statement** - States a fact or something that has happened. **E.g. You are my friend.**

**Command** - Something you have to do. **E.g. Be my friend!**

**Exclamation** - When something is exclaimed- start with 'what' or 'how'. **E.g. What a good friend you are!**

## English – Writing Knowledge

### WRITING CHECKLIST

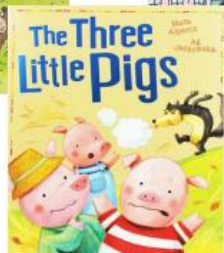
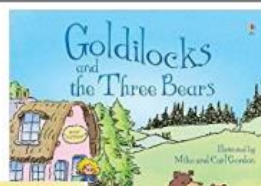
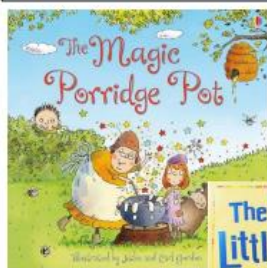
- Sentences begin with a **capital letter**?
- Sentences end with either a **full stop** or appropriate punctuation e.g. **question mark**?
- **Finger spaces** between words?
- Used phonics knowledge to **sound out** words?
- Have you **reread** your work to check it makes sense?
- Have you corrected any mistakes or added anything that you have missed?
- **A title** is included if appropriate?

### HOW TO HELP

- Correct letter formation
- Provide a range of writing opportunities at home
- Support child-led writing during play e.g. making a shopping list
- Let your child see you writing
- Don't over correct independent writing - aim for enthusiasm
- Where possible, write for a purpose, e.g. Letters, Postcards etc
- Allow children to tell stories verbally and act them out before encouraging them to write them.

### This term, we will be

- Listening to different stories.
- Retelling and acting out tales that we have read.
- Sequencing familiar stories.
- Writing our own versions of familiar stories.
- Writing a non-chronological report about Queen Elizabeth II.
- Writing instructions for conducting a science experiment.



## English – Reading Knowledge

### Reading Challenge!

At St Augustine's, we believe that reading is an essential skill for all children and we hope that they enjoy reading for pleasure. After half term, we are launching our new 'Reading Challenge'. The aim, is to encourage children of all ages to read aloud at home to an adult, develop their fluency and their love of reading! When a child achieves 30 'reads' this success will be shared in our Celebration Assembly on a Friday and children awarded with a special reading star badge. These badges can be worn proudly on their school jumpers! Additional badges can be won at 60 'reads', 100 'reads' and 150 'reads'.

We would like a 'read' to mean around 15-20 minutes of sharing a book with an adult.

1 'read' = 1 day.

#### Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



#### Questions to ask when your child reads to you...

##### Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



##### Prediction Questions with Pip

- Where do you think... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might... say about that?



##### Inference Questions with Iggy

- What do you think... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



#### Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



#### HOW TO HELP - Reading -

- Let children read what interests them
- Read to your child (lots)
- Try not to over correct your child
- Visit the school's Library (at least weekly)
- Visit local libraries
- Read comics/magazines
- Let your child see you read
- Make reading enjoyable - not a battle

# Phonics

This half term, we are focusing on recapping phase three and four. We will look at blending words with adjacent consonants and two-syllable words.

## My Phase 4 Initial Blends Sound Mat



## My Phase 4 Final Blends Sound Mat



### How to help:

- Practice reading and spelling tricky words (see below).
- Use Storytime Phonics sheets sent home to continue recognizing the graphemes already learnt.
- Encourage your child to sound out and apply their phonics when reading and writing.
- Help your child to spot graphemes that they have already learned when they are out and about e.g. on posters, adverts, signs etc.

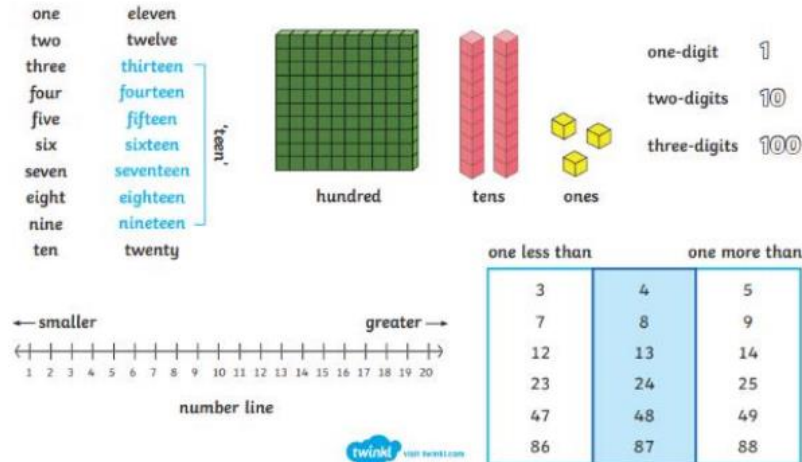
Your child's phonics homework will be sent home each week based on what they have been focusing on in phonics lessons that week.

Learning to read through phonics document:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/194057/phonics\\_check\\_leaflet\\_2013\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/194057/phonics_check_leaflet_2013_.pdf)

## Maths – KNOWLEDGE – Place Value

### Year 1 Number and Place Value



### Combining objects

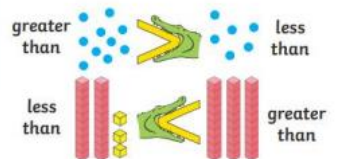
$$\begin{array}{c} \bigcirc \\ 3 \end{array} + \begin{array}{c} \bigcirc \\ 3 \end{array} = 6$$

### Tens frames to Add Within 10 (and above)

$$\begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|c|c|c|} \hline \bullet & \bullet & \bullet & \bullet & \bullet \\ \hline \end{array} = 10$$

### Part part whole diagrams

$$\begin{array}{c} 7 \\ \swarrow \quad \searrow \\ 6 \quad 1 \end{array} \quad 6 + 1 = 7 \quad (\text{Year 1})$$



# Domestic Church -Family

God loves and cares for every family.



Can you see a family?

I love my family.

- Who loves me?
- Who are my family?
- How do families show love and care?

## History

### Year 1 History:

- know where people and events studied fit in a chronological framework
- identify similarities and differences between ways of life in different periods
- ask and answer questions
- understand some of the ways in which we find out about the past

21 April 1926

Birth of Princess Elizabeth

1936

Death of George V, Coronation and Abdication of Edward VIII, Coronation of George VI. Princess Elizabeth becomes heir presumptive.



November 1947

Princess Elizabeth marries Prince Philip

1948

Birth of Prince Charles



- Can your child tell you some facts about the lives of Queen Elizabeth I and Queen Elizabeth II?
- Can they use historical language accurately e.g. old, new, a long time ago, before, after
- Can they recognize some similarities and differences between Queen Elizabeth I and Queen Elizabeth II?



# Reading at Home



At St Augustine's we know that the development of early reading and writing skills are of paramount importance and children's progress in reading and writing for the rest of their lives.

In each book bag children will have:

- 3 reading books at their stage of reading, for your child to read to you.
- A library book to read for pleasure with you!
- Their reading record



These books will be kept in your child's book bag for the week and changed on the same day each week. Children can still earn 'reads' for the Reading Challenge as they can read the same book more than once!



# Rewards



**House Points** – Each child is allocated a 'House Team' this maybe red, blue, yellow or green. Children can be rewarded for their attitude to learning, behaviour and how they follow our Gospel Values.

**Class Pasta Jar** – children will work together to earn pasta pieces to gain a class reward at the end of each half term – the children have chosen to have a class party!

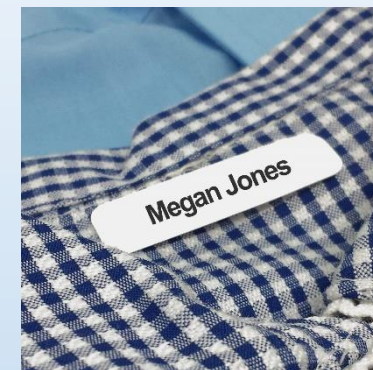
**Celebration Assembly** - During Friday Celebration Assembly your child may be awarded a certificate for effort, achievement or attainment.





# Uniform

You will see clear guidance on the school website on school uniform. We ask that when you send your child to school in Autumn, you have every item of School uniform clearly named, including your child's shoes. As you can appreciate, school uniform is expensive and when we teach the children become warm and need to take off their cardigan or jumper, or when they are dressing for PE, everything needs to be named. It would be really helpful for children to practice dressing themselves at home so that they can be independent when changing for PE.



## Free School Meals, Fruit and Drinks

Children in Year 1 are all entitled to the Universal Free School Meal Scheme. Please ensure you order online at local food links and ensure this is completed with your child, so they are happy with the choices you have made.

If you choose to provide your child with a packed lunch, discuss the contents of the lunch with your child to avoid upset.

We provide your child with a piece of fruit for the afternoon, but we ask that you give them a named piece of fruit for the morning.

We also ask that your child has a clearly named drink bottle that they can drink from throughout the day.





# Phonics Check

Please don't panic!

6<sup>th</sup> – 10<sup>th</sup> June 2022

Completing the children's phonics homework set on Google Classrooms will support them with this. We may give you other resources to use with your child if they need it.



# Communication



As you can appreciate it is extremely important for us to know the arrangements you set up to have your child collected at the end of the day. If you know you will not be collecting your child in person, inform us at the beginning of the day who you have arranged to collect your child. If arrangements change during the day, please ring the school office.



The school phone number is

**01305 782600.**

If your child is absent, please inform us before school, either by Parent Mail or by leaving a telephone message. We need to know the reason for your child's absence every day that they are away. Similarly, it is essential that we know of any medical conditions your child may have as soon as possible please.

Please use our new Year 1 Tab on the school website for Home Learning, letters and any other communication.



## Pupil Premium

If you are in receipt of certain benefits, you may be entitled to extra funding for your child in the form of the Pupil Premium.

To see if you are eligible, please go to The Dorset For You website by following the link below:

<https://www.dorsetcouncil.gov.uk/education-and-training/schools-and-learning/at-school/pupil-premium>



## Medication

If your child needs to receive any form of prescribed medication in school, you must complete a medical administration form which can be obtained from the school office. In the case of inhalers, it is your responsibility to ensure the medication is in date and that when you complete the forms, you are very clear in its administration. Thank you.

## Up to Date Information

In order to safeguard your child, it is critical that we have up to date contact information. Any time that you change your phone number or move house, please ensure that the school is fully informed.



Thank you for listening!



I am excited to get to know you and your child throughout this school year and am sure it will be a fantastic year!