




Year 1 @ SML

Our vision is for all children to:



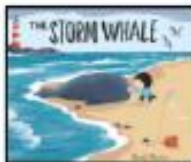






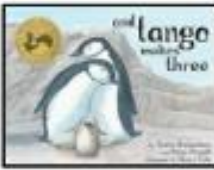



	be knowledgeable, confident communicators;		grow in kindness and empathy;		be inspired, creative learners.
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Our core values are:

	Resilience		Kindness and empathy		Creativity
In year 1, this means not giving up when things are tough. Mistakes are OK and show that you are learning!		In year 1, we focus on being kind: Sharing; taking turns; helping someone when they are hurt or sad; having good manners; saying sorry when you upset someone.		In year 1, this means sharing your ideas and trying new things; solving problems both with learning and relationships.	

Our curriculum:

English

Phonics c-a-t	<p>We use a phonics programme called Read Write Inc. Children are assessed every 6 weeks and are given books to read that provide the appropriate challenge. In class, they are grouped in a way that helps to ensure they are learning well. The books they take home are read in class and it really helps if they also read them at home regularly.</p> <p>A few things to note:</p> <ul style="list-style-type: none"> • Lessons are taught by teachers and teaching assistants; • The adults change groups throughout the year; • Children may also change groups, depending on their progress. • Saying the sounds using 'precise pronunciation' is important e.g. 'ssss' not 'suh' for s
Reading	<p>Alongside reading phonics books, we also have a class literature spine. We use these for what we call 'structured storytime', where we read the story, non-fiction text or poem and think more deeply about the themes.</p> <p>Our Literature Reading Spine:</p> <div>       </div> <div>        </div>

Handwriting

Handwriting

We use a programme called **Letterjoin** for our handwriting. It's really useful for parents and carers to see how children learn letter formation using the app or desktop website. Children can also practise using a tablet at home.

Desktop log-in

Username: dw8700

Password: home

Tablet log-in

Username: dw8700

Swipe code:

Letter-join

Handwriting

at home for parents and pupils

You can have a parent user manual as well. Just ask your teacher and we can give you a copy.

We encourage children to take care with their handwriting and use a simple motivation chart, which is stuck in the front of the writing books and teachers stamp each half-term. We have a special assembly each half-term to celebrate progress!

Letters formed correctly and words spaced.

i l t u w e c o a d n m h

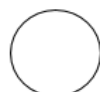
j y g q b p k v s r f z x

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z



Some -
BRONZE



Most -
SILVER



All -
GOLD



Maintained -
PLATINUM



Maintained -
DIAMOND

Spelling

We teach spelling in Y1 primarily through the Read Write Inc. phonics programme.

During this time, children learn two key things in relation to spelling:

1. To spell new or unfamiliar words using their phonic knowledge;

This can mean children spell words incorrectly but phonetically plausible e.g. peepl (people), majick (magic). This is ok and part of the learning process for most children! Most children tend to rely less on phonics to spell as they get older and read more.

2. To correctly spell high frequency words that don't necessarily follow a simple phonic pattern e.g. **the**, some, of 'off by heart'

In the Read Write Inc. books, these are the red words in the opening few pages.

Red Words Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

to	my	washing*	the
all	me	he	we
she	want	said	I've
are	go	no	her

*Read Word in this book only

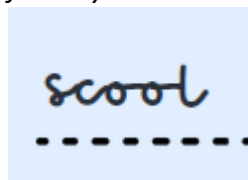
Read Write Inc. Phonics © Oxford University Press 2018. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl.

12

We also make regular use of an app called **Squeebles Spelling** to help children practice the **Y1&2 common exception words**, **Y3&4 statutory words** and **Y5&6 statutory words**. We strongly recommend it for use at home, though it costs £4.99!



Throughout school, we want children to apply their spelling knowledge in their independent writing. However, we also don't want worry about spelling to prevent them from writing fluently. We teach them to 'dotty underline' a word if they are unsure of the spelling and an adult can help them when they are free.



If you do any writing at home, try the same approach. If your child says, "How do you spell ...?", encourage them to say the sounds as they write, then dotty underline. Praise a good phonetic attempt and then

correct them!

Writing



In the autumn term, the children use the **Get Writing!** books for most of their writing. These include opportunities for sentence writing, proofreading, spelling practise, using new vocabulary, grammar and punctuation practise and independent writing tasks.

We also use little blue books for spelling and phonic practise.

From the spring term onwards, we start to use our A4 writing books (like the older children in Y2)!

Capital letter at the start and full stop at the end. ●

Today's learning! ●

Dotty line under unsure spelling



Some -
BRONZE



Most -
SILVER



All -
GOLD



Maintained -
PLATINUM



Maintained -
DIAMOND

We also use a motivation chart stuck in the front of the books, focusing on handwriting and proofreading. Teachers stamp each half-term and we have a special assembly each half-term to celebrate progress!

If your child does any writing at home, get them to proofread for punctuation! It's a really important habit.

Maths

We use a maths scheme called **White Rose Maths**. Learning is blocked by topic and each lesson is broken down into small steps and led by the teacher using the interactive tools.

All children have a **workbook** for the independent phase of the lesson and each lesson usually has 4 or 5 sections, which get progressively more challenging. Not all children complete each section every lesson, which is ok.

We also do something called a **maths review**, where we revise all the key knowledge that has been taught. If you would like a copy of this to work on at home, please ask your class teacher. Fluency in the maths review really helps.

We also do a **maths investigation** each week, which is often open-ended and a good challenge for our more confident mathematicians!

This is the coverage timetable for the year with White Rose:

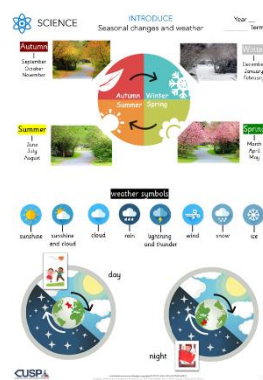
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value (within 10) FREE TRIAL</div> <div>VIEW</div>					<div>Number</div> <div>Addition and subtraction (within 10)</div> <div>VIEW</div>					<div>Geometry Shape</div> <div>VIEW</div>	Consolidation
Spring term	<div>Number</div> <div>Place value (within 20)</div> <div>VIEW</div>	<div>Number</div> <div>Addition and subtraction (within 20)</div> <div>VIEW</div>		<div>Number</div> <div>Place value (within 50)</div> <div>VIEW</div>		<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>	<div>Measurement</div> <div>Mass and volume</div> <div>VIEW</div>					
Summer term	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>		<div>Number</div> <div>Fractions</div> <div>VIEW</div>	<div>Geometry Position and direction</div> <div>VIEW</div>	<div>Number</div> <div>Place value (within 100)</div> <div>VIEW</div>	<div>Measurement Money</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>		Consolidation			



We also start to use an app called Numbots after Autumn half term. It's an online maths journey that provides children with increasingly challenging problems. The teacher can track progress and identify misconceptions using the teacher dashboard.

We strongly recommend using it at home. Your teacher will have provided you with a login/password. Please ask if you need a reminder!

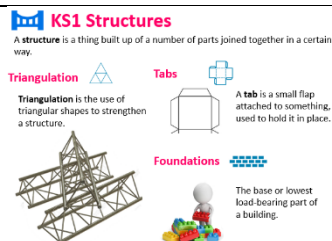
**Science,
Geography,
History &
Art**



*We use the CUSP curriculum for these subjects and a useful resource that we have for parents and carers is what is called a **knowledge organiser** for each subject.*

Essentially they show all the things the children are learning in each subject across the year. It's really useful for a dinner time conversation! You could ask each other questions to test your child's (and your) knowledge! Due to copyright, we can't publish these on our website. However, you can get a pack from your class teacher or from the school office.

**Design
technology**



*We created our own curriculum, which we're proud of! In Year 1, we learn about **mechanisms** (picture book sliders), **structures** (bridges) and **textiles** (bookmarks).*

*We have **knowledge organisers** to share for each topic. It may help if your child wants to do some more designing and making at home!*

<i>Computing</i>	<i>We follow the code.org curriculum for our coding sessions. The teacher sets the coding challenge and the children use their iPads to go through a series of problems to solve. In year 1 we also learn about what technology is, online safety and how to use iPads for learning.</i>
<i>RE</i>	<i>We have Mrs Winther for RE lessons on a Thursday afternoon. As a Church of England school, Religious Education is a core subject that children study each week. Our curriculum is designed to enable pupils to gain an increasingly deep understanding of both Christianity and a range of global religions and worldviews. RE at St. Margaret's allows children to engage with challenging questions of meaning and purpose raised by human experience. Children are encouraged to think critically and nurture an appreciation of and respect for the differences, similarities and changes within all the religions and worldviews studied. Lessons contain a variety of learning activities including debate, group work and drama as well as studying Biblical text. They are planned around a key learning question for each half term.</i>
<i>Music</i>	<i>We have music with Mr Brown on Thursdays and some of us are in Rockband, which is on a Mondays.</i>
<i>PE</i>	<i>We have PE on Wednesdays with Mr Park and Dance on Thursdays with Mrs Burns. However, we are active every day, doing our playground runs every Wednesday and Friday morning, workouts in the hall with Mr Wilson and regular times in our day for quick workouts.</i>

Our long term overview:

Y1	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Beegu Where the wild things are	The Storm Whale The Owl and the pussycat The boy who cried wolf	The tale of Peter Rabbit Look Up!	Here we are Chocolate cake	There's a rang-tan in my bedroom And tango makes three	The lion inside The Hare and the tortoise The proudest Blue
Sci	Seasons (3) Plants – Trees (lessons 4-6)	Animals inc humans	Materials	Revisit animals	Plants (lessons 1-3) Revisit plants 4-6	Flexible revisits
Hist&Geo	Changes in living memory		Continents, Oceans and the UK		Significant People (and more)	Hot and Cold & Mapping
Art	Drawing A		Paint B		Printmaking C	Collage F
DT	Mechanisms - sliders		Structures - towers		Textiles – bookmarks	
RE	Religion: Christianity Was it always easy for Jesus to show friendship?	Religion: Christianity What gift would I have given to Jesus?	Religion: Judaism Is Shabbat important to Jewish children?	Religion: Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Religion: Christianity Does God want Christians to look after the world?	Religion: Christianity P4C Book: The Story of the Little Mole
RSHE	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy me	Relationships	Changing me
Computing	Using tech	Code.org	Online safety	Code.org	Code.org	Green screen

Planned and booked trips that we may ask for help with:

Walk around the local area

Unicorn theatre - Three Billy Goats Gruff – Tues 30th Jan 11am

Greenwich Planetarium – Wed 17th January 2024

Oxleas woods – summer term date tbc

Manor House Gardens – summer term date tbc

Dates for our class performances:

Tuesday 12th December 10am nativity play

Friday 3rd May 3pm

Our weekly timetable:

**this is our normal routine, but sometimes timings may change*

M	Tu	W	Th	Fr
Assembly	Assembly	Fitness	Assembly	Fitness
Phonics	Phonics	Phonics	Phonics	Handwriting
Maths	Maths	PE	Maths	Phonics
Handwriting	Handwriting	Maths	Handwriting	Maths
Storytime	Storytime	Handwriting	Storytime	Storytime
Art or DT	RE	Storytime	Dance	Science
Computing	RSHE	Geography / History	Music	Assembly
		Computing	PE	

Our home learning guide:

Subject	Frequency / time	We recommend
Reading (child reading phonics book to adult and discussing)	Daily 5 mins	Reading the story, along with the word lists. Asking the questions at the back is also a good way to check comprehension.
Spelling	2 times a week / 5 mins	Using the Squeebles Spelling app: Y1 exception words
Handwriting	5 mins a week	Using the Letterjoin app as a guide. Ask the teacher for guidance on what to practise if unsure
Maths	Numbots 5-10 mins	Take an interest and do some together rather than just leaving them on their own. Also, use guided access if your child is likely to stray onto something else!
Science, History or Geography	5 mins a week	Using the knowledge organisers provided by the teacher, which explain clearly what the children are learning, ask some questions at the dinner table (or get your child to use the knowledge organiser to ask you questions!)
Bedtime story (adult reading to child)	Daily 5-10mins	Use the book your child has chosen from the class library or a favourite book from home.
Personalised learning	10-20 mins	Sometimes children receive personalised practice of something they found tricky in class and could do with some extra practice with. This normally goes out on a Friday.

A suggested timetable for you to use or adapt. Remember routine is good!

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
					
					Science/ History/ Geography quiz
Bedtime story	Bedtime story	Bedtime story	Bedtime story	Bedtime story	Bedtime story

Important things to remember in Year 1:

	Book changing – in the autumn term, the reading books last for three days. Once children get onto 'blue' level books, they last for five days.
	Record reading at home in the Reading Record Book.
	Only brief messages at drop-off. We want the teacher in class with the children once the bell has rung! If you need to speak to the teacher for a bit longer, wait until pick-up, send an email via info@stmargaretslee.lewisham.sch.uk or arrange a meeting with the teacher.
	Trainers everyday please, no hoop ear rings and keep long hair tied back
	Come and collect your child at pickup. We don't want children running off because they think they can see their adult.