

Welcome to the Year 1 Parent Workshop.

Please grab a chair and take a seat.



Agenda

- Meet the Team!
- Routines & Timetables
- Class Charter
- Enquiry questions
- What will your child learn this year?
- How you can support your child at home
- Housekeeping



Meet the team



Beth Baker
Class Teacher



Helen Hesketh
Learning Support Assistants



What is a day like for your child?

| 8:40-9:00 | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--|--|--|--|--|
| | Morning activities – Fine Motor Skills + Handwriting | Morning activities – Fine Motor Skills + Handwriting | Morning activities – Fine Motor Skills + Handwriting | Morning activities – Fine Motor Skills + Handwriting | Morning activities – Fine Motor Skills + Handwriting |
| 9:00-9:30 | Guided Reading | Guided Reading | Guided Reading | Library Slot Show and Tell | Interventions |
| 9:30-9:50 | Phonics | Phonics | Phonics | Phonics | Phonics |
| 9:50-10:00 | Maths Input | | | | |
| 10-10:30 | Maths Groups (2x groups each – 15 mins) | | | | |
| 10:30-10:45 | Breaktime | | | | |
| 10:45-11:00 | Snack and Story | | | | |
| 11:00-11:15 | English Input | English Input | English Input | English Input | English Input |
| 11:15-11:45 | English Groups x2 | English Groups x2 | English Groups x2 | English Groups x2 | English Groups x2 |
| 11:45-11:55 | Tidy up and getting ready for lunch | | | | |
| 11:55-12:55 | Lunch time | | | | |
| 12:55-1:00 | Register and Relaxation Time | Register and Relaxation Time | Register and Relaxation Time | Register and Relaxation Time | Register and Relaxation Time |
| 1:00-1:10 | Number Sense | Number Sense | Number Sense | Number Sense | Number Sense |
| 1:10-1:55 | History | PE | Science | DT | PE |
| 1:55-2:35 | Learn Together | Discovery | Discovery | Discovery/Computing | Discovery |
| | Discovery | | | | Music |
| 2:35-2:45 | Tidy up and get ready for home time | | | | |
| 2:45-3:10 | Assembly | | | | |
| 3:10-3:20 | Home time and Story | | | | |

Class Charter

Article 28

We have the right
to learn.

As Rights Holders we will...

Listen.

Persevere.

Help each other.

As Duty Bearers adults will...

Help us to learn.

Teach us new things.

Listen to everybody.

Article 31

We have the right
to play.

As Rights Holders we will...

Share our toys together.

Look after our school and
classroom.

Use our words to solve problems.

As Duty Bearers adults will...

Help us look after our school.

Find us things to play with.

Article 19

We have the right
to be safe.

As Rights Holders we will...

Use kind hands and feet.

Listen to instructions.

Help each other.

Be respectful.

As Duty Bearers adults will...

Help us to stay safe- remind us if
we are not being safe.

Help us if we are hurt.

Be respectful.

Our Enquiry Questions (Working titles)

Term 1 – How is now different to when our parents or grandparents were little? (*History/DT focus*)

I wonder how my favourite animal is different to other animals? (Science focus)

I wonder where my food comes from? (PSHE and Learn Together focus)

Term 2 – What is our school environment like? (*Geography focus*)

I wonder what I can find in our school environment? (Science/Art focus)

Term 3 – How did Frys Chocolate change Keynsham? (*History focus*)

I wonder where animals get their food from? (Science focus)

I wonder what love means to me? (Learn Together)

Working titles – the actual question will be decided by the children in a discussion.



Term 4 – Who are we and where are we? (Geography focus)

I wonder what makes me and my family unique? (Science and Learn Together focus)

Term 5 – Why do people remember Florence Nightingale, Mary Seacole and Edith Cavell? (History focus)

I wonder which plants I can find in our local area? (Science focus)

Term 6– How do animals survive? (Science & Geography focus)

I wonder how plants grow and change? (Science and Art focus)

Working titles – the actual question will be decided by the children in a discussion.



Reading

- 3x Guided Reading Sessions per week – Fluency, Prosody and Comprehension.
- Individual reading: one reading book to read at home at least four times a week. Please keep reading book in your child's bag. These are based on children's phonics.
- Reading Record: you or your child can fill this in, but it must be initialled by an adult. Date, pages read, optional comments
- Weekly library visits: The class will visit the library once a week and take out a Reading for Pleasure book to share at home.

English

- Each term we focus on a core text of high quality to engage the children and base our learning on writing fiction and nonfiction texts.
- Spelling, punctuation and grammar lessons are taught in English

Handwriting: Daily sessions. Letterjoin home access.

Spelling: Word lists on our class page & in Spelling Journal book which should be brought into school each day. These will start from Term 3. We may also send home some tricky words which can be used to play games with.



Maths

Year 1 (v3)

Everyone can do maths: everyone can!



Schools & teachers ✓ Parents & pupils ✓

Scheme of learning

Supporting materials

| | 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</div> <div>(within 10)</div> <div>VIEW</div> | | | | | <div>Number</div> <div>Addition and subtraction</div> <div>(within 10)</div> <div>VIEW</div> | | | | | <div>Geometry</div> <div>Shape</div> <div>VIEW</div> | Consolidation |
| Spring term | <div>Number</div> <div>Place value</div> <div>(within 20)</div> <div>VIEW</div> | | <div>Number</div> <div>Addition and subtraction</div> <div>(within 20)</div> <div>VIEW</div> | | <div>Number</div> <div>Place value</div> <div>(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</div> <div>Position and direction</div> <div>VIEW</div> | <div>Number</div> <div>Place value</div> <div>(within 100)</div> <div>VIEW</div> | | <div>Measurement</div> <div>Money</div> <div>VIEW</div> | <div>Measurement</div> <div>Time</div> <div>VIEW</div> | | Consolidation | |

Parents resources

View all our resources

Advice & guidance

Maths with Michael

Parent resources

FAQs

www.whiterosemaths.com



Learn Together

Family Y1

The pupils will be enabled to:

- Explore the concept of family and family stories through the affirmation of their own and other family structures including
 - families with foster children
 - blended families: families with children from previous relationships who now live together
 - families with female and male parents
 - families with a single parent
 - families with same-sex-parents
 - families headed by grandparent(s) or other relative(s)
 - families with adopted children
- Identify times when families come together to talk, eat, or exercise.
- Demonstrate an appreciation of the diversity of family types within the class and school.
- Engage in discussion around the joy and wonder of new life e.g. siblings, animals, pets, plants.

Feelings Year 1

The pupils will be enabled to:

- Demonstrate an understanding of feelings such as sadness, happiness, anger, excitement and disappointment.
- Identify and recognise these feelings in stories and scenarios.
- Demonstrate an understanding that all feelings are a normal part of the human experience.
- Articulate how they might respond appropriately when feelings become overwhelming.
- Demonstrate an understanding that feelings are not permanent but transient.

Links to: Geography - locational knowledge, Human/Physical Geography Science, DT

Our Environment

Year 1

The pupils will be enabled to:

- Participate in nature walks to explore their school's immediate environment.
- Differentiate between natural and human-made materials.
- Engage in research and discussion around environmental issues in their locality such as plastic pollution or litter.
- Identify and communicate strategies to address the environmental issues in their locality such as eliminating single-use plastic in the classroom.
- Demonstrate an understanding of the importance of composting and recycling.

Links to: History when discussing significant individuals

Introducing Democracy and Democratic Practices

Y1

The pupils will be enabled to:

- Discuss the importance of voicing opinions and views.
- Role play the implications of one or two voices dominating the conversation.
- Articulate the difference between hearing and listening.
- Discuss the benefits of group members listening to one another.
- Experience talks, presentations, speeches from members / prospective members of the Student Council
- Use and experience the language of dialogue e.g. I agree / I disagree, Why is this so / Maybe / I wonder if?
- Experience regular opportunities to engage in class votes.
- Demonstrate an understanding that it's possible to disagree with an opinion while still respecting the individual expressing that opinion.

Links to: D&T: Cooking and Nutrition Geography: Human

Food

Y1

The pupils will be enabled to:

- Demonstrate an appreciation of the benefits of sharing food while interacting with others.
- Demonstrate an appreciation of how the anticipation of a meal can enhance the overall experience.
- Discuss the benefits of eating slowly and mindfully for positive mental and physical health.
- Articulate why it is important not to waste food and how to minimise food waste.
- Investigate how different cultures and traditions have their own culinary styles and approaches to food e.g. use of spices, use of chopsticks etc.
- Explore how food can be used to mark special occasions including occasions associated with beliefs.

Making a Difference

Y1

The pupils will be enabled to:

- Recall the contribution an individual or group in the school community made in relation to a specific issue.
- Identify the circumstances which necessitated this contribution.
- Identify the practical benefits of this contribution.
- Engage in discussion with this individual or group about their motivations for instigating change and the process involved in bringing those changes about.

Examples of small, practical and visual initiatives could include:

- an addition to playground activities
- Student Council charitable fundraisers
- spring clean around the school
- planting flowers

Learn Together

Follow individual school-based progression for
Religion/s taught dependent on local demographic.
Learning Outcomes

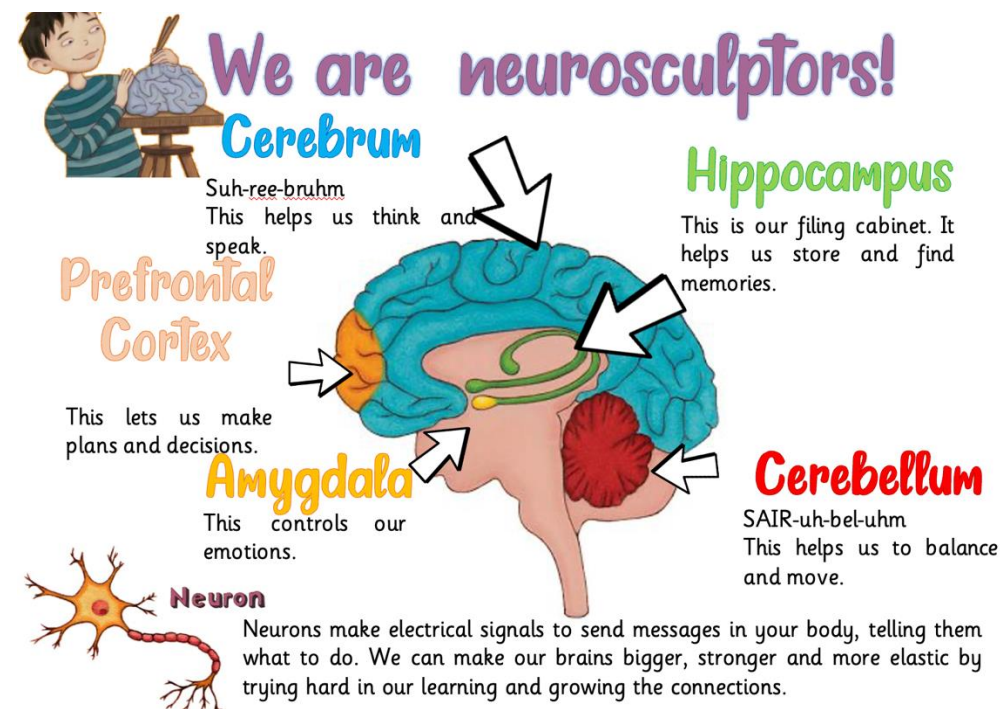
| Links to: Geography: Human/Physical Science | Seasons | Year 1 |
|---|---------|--------|
| The pupils will be enabled to: | | |
| <u>Communicate (children reflect on own experiences of concept).</u> | | |
| <ul style="list-style-type: none"> Identify seasons and months of the year. Name their favourite season and give reasons for their answer. Name the month / season when significant (personal) events occur in their lives. | | |
| <u>Apply (children reflect on how concept affects them and others – impact on feelings and behaviours).</u> | | |
| <ul style="list-style-type: none"> Identify special events and occasions during the year. Discuss how some celebrations are fixed and remain the same every year and others are not. Identify feelings and actions these events and occasions bring about. | | |
| <u>Enquire (children speculate and ask questions about concept).</u> | | |
| <ul style="list-style-type: none"> Articulate the role seasons play in the year and calendar (marking the passing of time). | | |
| <u>Contextualise (children create connections between concept and belief system).</u> | | |
| <ul style="list-style-type: none"> Discover two historic markers of seasonal change (solstice and equinox) and identify when they take place during the year. Recall the identifying features of solstices and equinoxes. Explore how solstices and equinoxes are related to light and dark. | | |
| <u>Reflect (children reflect on value and importance of concept).</u> | | |
| Within (belief system / from viewpoint of member of belief system) | | |
| <ul style="list-style-type: none"> Identify examples of solstices and equinoxes. | | |
| Without (from children's perspective) | | |
| <ul style="list-style-type: none"> Engage in debate and discussion on the advantages and disadvantages of having 7 days in a week, 2 days in a weekend, 12 months in a year, summer holidays during July and August. | | |

| Love | Y1 |
|---|----|
| The pupils will be enabled to: | |
| <u>Communicate (children reflect on own experiences of concept).</u> | |
| <ul style="list-style-type: none"> Identify when and how they feel loved. | |
| <u>Apply (children reflect on how concept affects them and others – impact on feelings and behaviours).</u> | |
| <ul style="list-style-type: none"> Identify when and how they express love to others. Identify different types of love such as love for people, food, sport, pets or toys. (Note: some children may name love for god). Articulate the feelings and actions evoked by love from and for others. | |
| <u>Enquire (children speculate and ask questions about concept).</u> | |
| <ul style="list-style-type: none"> Identify that some religious and secular celebrations and rites of passage are associated with love, such as the naming of a child or marriage. | |
| <u>Contextualise (children create connections between concept and belief system).</u> | |
| <ul style="list-style-type: none"> Identify a celebration in one belief system which features expressions of love, such as Wesak (love for memory of Buddha when celebrating his birthday), Christmas (love of parents for child; love of God for world) or Diwali (love between Rama and Sita). Recall a story of celebration. | |
| <u>Reflect (children reflect on value and importance of concept).</u> | |
| Within (belief system / from viewpoint of member of belief system) | |
| <ul style="list-style-type: none"> Engage in debate and discussion on why it is important for members of the belief system to acknowledge love in the chosen celebration. | |
| Without (from children's perspective) | |
| <ul style="list-style-type: none"> Engage in debate and discussion about whether celebrations or rites of passage would change if love was not a key feature. | |

How to Support at Home

- Reading daily with your child and encouraging book talk and enjoyment of reading.
- Spelling and tricky word practice (from Term 3)
- Talk to them about their day. Create link with school + home.
- Model and encourage growth mindset.

Encourage a growth mindset.
I can't do this YET.
I am going to keep trying.
Good learners don't always 'get' things straight away. Good learners are those that don't give up.



Medium Term Planners & Newsletter updates

Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning across the year. This may be edited through the year as teachers respond to children's needs. The [medium term](#) overview provides a more detailed view of objectives for the term ahead. There are some links below for further information.

| Subject/Area/Focus | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|--|---|--|--|---|---|
| Assessment Cycle | Learning Plan Meetings Parent Evenings | Autumn Assessment | Learning Plan Meetings Parent Evenings | Spring Assessment | Learning Plan Meetings Phonics Screening | End of Year Assessments (NFER) |
| Key Learning Experiences, Events & Trips | National Poetry Day (Week 5) Black History Month World Food Day Blaise Castle Toy Workshop? | Christmas Performances Anti-bullying week World Children's Day Road Safety Week | Safer Internet Day Children Mental Health Week Walk Around Somerdale Estate | World Book Day Science Week Neurodiversity Week | Sports Day | Water Safety Week Diversity Week/Pride Month Key Stage 2 Performance |
| School Values | Responsibility, Respect | Friendship, Peace | Perseverance, Kindness | Kindness, Justice | Dignity, Courage | Empathy, Thankfulness |
| Unicef Rights Respecting Schools – Main Focus | Article 24: All children have the right to safe water to drink and nutritious food. | Article 13: All children have the right to find out things and share what you think and feel. | Article 2: All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason. | Article 8: Children have the right to their own identity. | Article 14: Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. | Article 29: All children have the right to an education that helps you to learn to live peacefully, protect the environment and respect other people. |
| Main Enquiry Questions | I wonder where my food comes from? (Learn Together and DT) <i>How is now different to when our parents or grandparents were little? (history)</i> | I wonder what I can find in our school environment? (Science and Art) | I wonder what love means to me? (Learn Together) I wonder where animals get their food from? (Science) | I wonder what makes me and my family unique? (Learn Together and Science) | I wonder what living things I can find in our local area? (Science) | I wonder how plants grow and change? (Science and Art) |
| Learn Together, including RE | Food (Link to Harvest?) and Health (RSHE Link) Seasons: Autumn | Feelings Introducing Democracy and Democratic Practices | Love Seasons: Winter | Family and Relationships (RSHE Link) | Making a Difference Seasons: Spring | Our Environment Seasons: Summer |
| PSHE | <ul style="list-style-type: none"> what it means to be healthy and why it is important | <ul style="list-style-type: none"> about different kinds of feelings how to recognise feelings in themselves and others | <ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at | <ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers | <ul style="list-style-type: none"> about what it means to keep something private, including parts of the body that are private | <ul style="list-style-type: none"> how to keep safe in the sun Begin to understand that we have a responsibility in |

Term 1 Newsletter (Otters)

Dear Families,

Welcome to Year 1! I hope you have all had a wonderful summer and are ready to start a new school year. I am so excited to be your teacher this year. We are going to have lots of fun learning and exploring and I can't wait to see you all shine!

We will have show and tell each week on a Thursday morning and this will be organised in groups, with each getting a go throughout the term. I will send out an email with a rota for this soon. Our Year 1 welcome meeting will be on 12th September at 9am and hope to see you there.

The Year One team:

Beth Baker Helen Hesketh
Class Teacher Learning Support Assistant
 Mon-Fri Mornings

Enquiry Questions this term: I wonder where my food comes from? (Learn Together), 'How is now different to when our parents and grandparents were little?' (History).

This term our main enquiry question is 'I wonder where my food comes from?'. We will use this to help us think about events such as harvest and also explore healthy eating. In History, our enquiry question is 'How is now different to when our parents and grandparents were little?'. We will be exploring the differences between homes, transport and toys and will also have a go at making our own toys in using a lever or slider in DT! For science, our enquiry question is 'I wonder how my favourite animal is different to other animals?'. We will look at the different features and classifications of animals and learn how they are adapted to their environments.

Rights Respecting Schools

This term we will focus in particular at these rights:

- Article 24: All children have the right to safe water to drink and nutritious food

Teaching and Learning This Term

Our medium term overview is now available on the class page of our website.

[Please click here to view the overview for this term. \(Y1\)](#)

Home Learning

Reading

It is our recommendation that children should be reading daily where possible. The expectation is that children read a **minimum of 4 times a week**.

Spelling

We will start spellings from **Term 2**. We may send home tricky words each week and teach children some games they can play with them to support their phonics. A new spelling list and set of assignments will be set each Friday after followed by a spelling quiz the following Friday in school.

There will be a log in to LetterJoin in the children's reading records from Week 2. The children can use this to practice their letter formation from home.

[Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.](#)

Housekeeping

- Bring books, reading records & bookbags in every day.
- PE days (Tuesday and Friday)- suitable clothing!
- Change to pick-ups let us know by calling or emailing info@somerdaleet.org.uk before 2pm if possible.
- **Family Helpers warmly welcomed!**
- Chat to me at the door, or email info@somerdaleet.org.uk
- Any questions?

