

Welcome to Year 1!



Who is who?

Miss Renfree: Class Teacher

Teaching Assistants:

Mrs Thomas (Monday)

Mrs Wheller (Tuesday, Wednesday and Thursday)

Friday TBC

Mrs Mundy (1:1 support, Monday-Friday)

PPA Time:

Tuesday PM (Covered by Mrs Wheller)

Autumn Term 1

'Once Upon a Time'



Core Learning:

- Transition to Year 1
- Play based exploration of Traditional Tales
- PSHE focus on the core value of kindness, exploring what is a growth mind-set and back to school expectations
- Geography- London: Why is London a Special Place?

Key Texts:

- Hansel and Gretel
- Goldilocks and the Three Bears
- Enormous Turnip
- A selection of Traditional Tales

Cross Curricular Learning

Art/DT: Georgia O'Keeffe and David Hockney

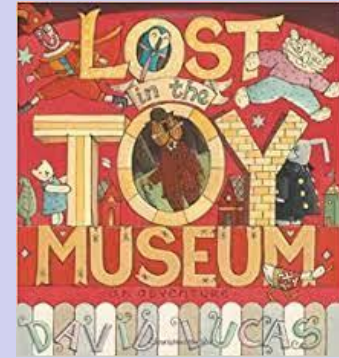
Science: An introduction to materials

Autumn Term 2

'A History of Toys'

Core Learning

- To learn about toys past and present
- Story writing
- Writing in past tense, using past tense verbs



Key Texts:

- *Lost in the toy museum*
- *Dogger*
- *Traction Man*
- *Paddington in London*

Cross Curricular Learning

Art/DT: Designing and making toys from the past, toys in the future.

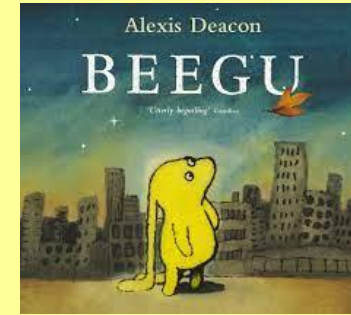
Science: Describing properties, testing properties and toy materials.

Spring 1

'To Infinity and beyond'

Core Learning

- To name and locate the four countries and their capital cities.
- Space poetry
- STEM Week: introduce Spring 2 topic (transport) by creating Viking longboats to sail



Key Texts:

- *Beegu*
- *Bob the Man on the Moon*
- *Space Poetry*

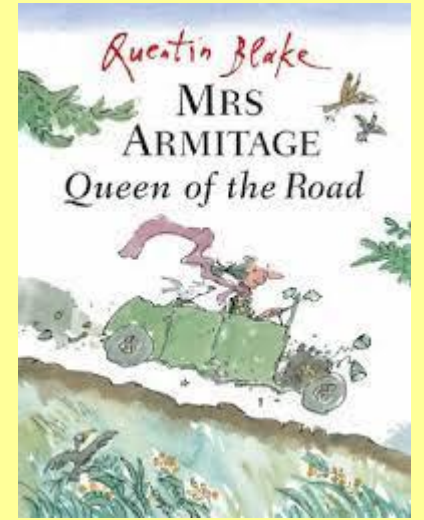
Cross Curricular Learning:

Art/DT: Introduction to Paul Klee. Exploring line, colour, shape and mark making

Science: Seasonal Changes

Spring 2

'Travel and Transport'



Core Learning:

- Mrs Armitage on Wheels- I can retell the story.
- Mrs Armitage on Wheels- I can design Mrs Armitage a new bike!
- Mrs Armitage Queen on the Road- I can write a thank you letter to Uncle Cosmo.
- Changes to Transport.
- Comparing and predicting future travel.

Key Texts:

- Mrs Armitage Queen on the Road
- Mrs Armitage on Wheels

Cross Curricular Learning:

Art/DT: Designing Mrs Armitage's new bike!

Science: Seasonal Changes

Summer 1 and 2

'Stories in Secret Places'

Inventors: Year 1

Stories in Secret Places



Core Learning:

- Design and make own secret Gardens.
- Make and draw maps from stories.
- Planting and growing flowers.

Key texts:

The Secret Garden
The Wind in the Willows

Visits and experiences:

Borde Hill Gardens
The Wind in the Willows river walk

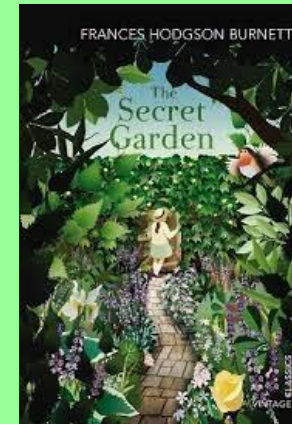


Summer 1

'Stories in Secret Places: The Secret Garden'

Core Learning:

- Retelling a familiar story (The Secret Garden)
- Lots of room for role-play
- Phonics Focus in preparation for Phonics Screening Check in June 2023



Key Texts:

- *The Secret Garden*

Cross Curricular Learning:

Art/DT: An introduction to Henri Matisse. Designing and creating our own secret gardens!

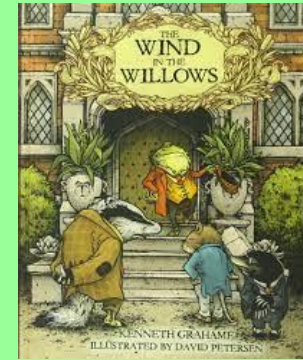
Science: Animals, Plants and Humans

Summer 1

'Stories in Secret Places: The Wind in the Willows'

Core Learning:

- Location, Location, Location Week
- The Wind in the Willows School Trip to the River Ouse
- Writing a recount of our trip
- Phonics Screening Check
- Sports Week
- Transition Week



Key Texts:

- *The Wind in the Willows*

Cross Curricular Learning:

Art/DT: Nature Sculptures

Science: Animals, Plants and Humans

Weekly Timetable

| | 08:45 - 09:20 | 9:20 - 9:50 | 9:50 - 10:30 | 10:30 - 10:45 | 10:45 - 11:40 | 11:40 - 12:00 | 12:05 - 13:15 | 13:20 - 13:30 | 13:30 - 14:20 | 14:30 - 14:40 | 14:40 - 15:00 | 15:00 - 15:05 |
|-----------|---|--|---|------------------|--|-----------------------------------|---------------|---------------------------------|---|----------------------|-----------------------------------|---------------|
| Monday | Morning activities and Whole School Assembly @9am | Phonics: sh 1. Word building | English: Intro to Hansel and Gretel Sequencing and sentences | Playtime | PE: Fundamentals Hall • Base stations • Benches • Hoops • Hurdles | Pre-cursive hand-writing/ Reading | Lunchtime | Maths Mastering Number Activity | Science: Materials Lesson 1 Naming Materials | Afternoon Break Time | Number Bond Challenge / Spellings | Story Time |
| Tuesday | Morning activity: Fine motor activities set | Spanish: taught by Mrs Robinson in the Class @9:15 | Phonics: sh 2. Nonsense word swap | Playtime | Maths: Place Value within 10 Sorting objects | Pre-cursive hand-writing/ Reading | Lunchtime | Maths Mastering Number Activity | PSHE: Zones of Regulation/ Colour Monster | Afternoon Break Time | Church Assembly | Story Time |
| Wednesday | Morning activity: Fine motor activities set | Phonics: sh 3. Word building | English: Intro to Hansel and Gretel Sequencing and sentences | Playtime | Maths: Place Value within 10 Counting objects | Pre-cursive hand-writing/ Reading | Lunchtime | Maths Mastering Number Activity | Art: Georgia O'Keefe The Colour Wheel | Afternoon Break Time | KS1 Assembly: Piper Renfree | Story Time |
| Thursday | Morning activity: Fine motor activities set | Phonics: sh 4. Sentence reading | Music: taught by Mrs Moffatt in the hall @9:40 | Fairy Tale Story | PE: Team Building Outside • Big balls • Beanbags • Cones • Hurdles • Tennis balls | Pre-cursive hand-writing/ Reading | Lunchtime | Maths Mastering Number Activity | Topic: Geography Paddington Bear suitcase activity | Afternoon Break Time | Colour monster mindful colouring | Story Time |
| Friday | Morning activity: Fine motor activities set | Phonics: sh 5. Recap/Silly sentences | English: Hansel and Gretel Phonics Hunt | Playtime | Maths: Place Value within 10 Counting objects from a group | Pre-cursive hand-writing/ Reading | Lunchtime | Maths Mastering Number Activity | Discovery time • Sewing • Funky fingers • Counting • Fairy Tale Role Play | Afternoon Break Time | Whole School Celebration Assembly | Story Time |

- Phonics
- Reading
- English
- Maths
- Science
- Handwriting
- Spellings
- Spanish
- Music
- PE
- Computing
- Topic
- Art
- PSHE
- Religious Education
- Mastering Number Scheme
- Fine Motor Activities
- Story Time
- Assemblies



































This timetable is a general overview and is not always exactly the same each week.

Phonics

Phonics is the decoding, segmenting and blending of words.

In the early years of a child's education, Phonics is one of the most important and influential lessons in school and at home.

- Children should be reading and decoding words **EVERYDAY** in both settings.
- Children will be introduced to new sounds and rhymes which will be highlighted in weekly homework. Please practise these weekly.
- Children have one official assessment in June where they need to score an average of 32/40 words. We will do many mock tests throughout the year.
- I will be timetabling a 'Help your child with Phonics' assembly. I will let you know as soon as a date is proposed.

| | | | | | | |
|---|--|--|--|---|--|---|
|  ay: may I play |  ee: what can you see? |  igh: fly high |  ow: blow the snow |  oo: poo at the zoo | | |
|  ai: snail in the rain |  ea: cup of tea |  ie: flies on a pie |  oa: goat in a boat |  ew: chew the stew | | |
|  a-e: make a cake |  e: he, me, we, she, be |  i-e: nice smile |  o-e: phone home |  u-e: huge brute | | |
|  ir: whirl and twirl |  oi: spoil the boy |  ou: shout it out |  air: that's not fair |  or: shut the door | | |
|  ur: nurse with a purse |  oy: toy for a boy |  ow: brown cow |  are: care and share |  aw: yawn at dawn | | |
|  er: a better letter | | | |  au: the dinosaur is an author | | |
|  ure: sure it's pure |  tion: pay attention, it's a celebration |  tious / cious: scrumptious, delicious |  ire: fire, fire! |  ear: hear with your ear |  ar: start the car |  oo: look at a book |

play

neat

high

know

noon

Reading

At School

Multi layered reading approach:

- Daily Phonics
- 1:2:1 with Class teacher/ TA
- Whole Class reading lessons
- Across the curriculum
- Reading assessments
- Comprehension Assessments

At Home every day!

- Bug Club
- Children's reading books
- Story books
- Your own books
- Local library books



- Please write what books your child has read in their Reading Record.
- Books will be changed weekly, according to their book change day

Reading

I am currently assessing children's Reading through the Reading Scheme 'PM Benchmarking'

Once they are completed, I will release a book change timetable and books will start to be taken home in their bookbags.

Children should bring their book bags in every day.



Pre-cursive Handwriting

- Working towards cursive handwriting
- Children are not expected to use this in all writing activities
- Handwriting lessons will focus more on presentation
- English lessons will focus more on content and grammar

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Maths: Curriculum Overview

| | 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 | Number Place value (within 10) VIEW | | | | | Number Addition and subtraction (within 10) VIEW | | | | | Geometry Shape VIEW | Consolidation |
| Spring term | Number Place value (within 20) VIEW | Number Addition and subtraction (within 20) VIEW | | | Number Place value (within 50) VIEW | | Measurement Length and height VIEW | | Measurement Mass and volume VIEW | | | |
| Summer term | Number Multiplication and division VIEW | | | Number Fractions VIEW | | Geometry Position and direction VIEW | Number Place value (within 100) VIEW | | Measurement Money VIEW | Measurement Time VIEW | | Consolidation |

Maths: Fluency

| | | Adding 1 and 2 | | Bonds to 10 | | Adding 10 | | Bridging/ compensating | | Y1 facts | | |
|----|--|----------------|------|-------------|------|--------------|------|---------------------------|------|----------|------|-------|
| | | Doubles | | Adding 0 | | Near doubles | | | | Y2 facts | | |
| + | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 0 | | 0+0 | 0+1 | 0+2 | 0+3 | 0+4 | 0+5 | 0+6 | 0+7 | 0+8 | 0+9 | 0+10 |
| 1 | | 1+0 | 1+1 | 1+2 | 1+3 | 1+4 | 1+5 | 1+6 | 1+7 | 1+8 | 1+9 | 1+10 |
| 2 | | 2+0 | 2+1 | 2+2 | 2+3 | 2+4 | 2+5 | 2+6 | 2+7 | 2+8 | 2+9 | 2+10 |
| 3 | | 3+0 | 3+1 | 3+2 | 3+3 | 3+4 | 3+5 | 3+6 | 3+7 | 3+8 | 3+9 | 3+10 |
| 4 | | 4+0 | 4+1 | 4+2 | 4+3 | 4+4 | 4+5 | 4+6 | 4+7 | 4+8 | 4+9 | 4+10 |
| 5 | | 5+0 | 5+1 | 5+2 | 5+3 | 5+4 | 5+5 | 5+6 | 5+7 | 5+8 | 5+9 | 5+10 |
| 6 | | 6+0 | 6+1 | 6+2 | 6+3 | 6+4 | 6+5 | 6+6 | 6+7 | 6+8 | 6+9 | 6+10 |
| 7 | | 7+0 | 7+1 | 7+2 | 7+3 | 7+4 | 7+5 | 7+6 | 7+7 | 7+8 | 7+9 | 7+10 |
| 8 | | 8+0 | 8+1 | 8+2 | 8+3 | 8+4 | 8+5 | 8+6 | 8+7 | 8+8 | 8+9 | 8+10 |
| 9 | | 9+0 | 9+1 | 9+2 | 9+3 | 9+4 | 9+5 | 9+6 | 9+7 | 9+8 | 9+9 | 9+10 |
| 10 | | 10+0 | 10+1 | 10+2 | 10+3 | 10+4 | 10+5 | 10+6 | 10+7 | 10+8 | 10+9 | 10+10 |


Homework

From this week:


- To be sent out on Seesaw every Friday
- Homework to be sent back via seesaw or in a paper form
- Verbal and/or feedback given

Year 1 Home Activities Handed out: Friday 1st October 2021

This week in English, we have been focusing on building sentences. We first needed to find out what exactly is a sentence! Children worked together to build simple 'silly sentences' using a 'who', 'what doing', and 'where' card. E.g. The cat bought cake to the party. Children focused on using capital letters, finger spaces and full stops to write their silly sentences. Later this week, we focused on writing simple sentences using a 'who' and 'what doing' card. We continued to focus on the importance of using capital letters, finger spaces and full stops in our sentences. In art this week, we invented our very own fairy-tale character puppets! They were so inventive and were inspired by all of our lovely fairy-tale books in our class library!

Reading  To help build children's ability to sight read, it is very important to read each and every day and evidence this in your reading record.

Year 1 Reading Questions: The questions will support your child's understanding of what they have just read. Whilst reading with your child, choose a couple of questions from the 'guided reading comprehension dogs' provided on the overleaf. These questions will check that your child really understands what they are reading and could lead you into further conversations about the book.

Sounds and Spellings  This week we have focused on some common exception words and used our knowledge of segmenting and blending to read and write them correctly.

| | | | | |
|-----|----|-----|-----|---|
| was | is | his | has | I |
|-----|----|-----|-----|---|

Challenge: Can you come up with your own mnemonics to help learn these spellings?
For example: because = Big Elephants Can't Always Use Small Exits! I will upload the Year 1 Common Exception word list to Seesaw to help develop your child's spellings further.

We have continued to focus on the sound **ay** and the sounds alternative spellings **ai** and **a-e**. These can be found in the words 'say, rain and make'. To help with revising phonic sounds and spellings at home, write some words and ask your child to "say the sound and read the word".

Dojo Reward System

We use Dojo Points everyday in the classroom to highlight children showing Blackthorns core values as well as amazing achievements in their core and foundations subjects!



- Topic words
- KS1 Common Exception words to be sent out in weekly homework. In the following week, we will do dictation lessons practicing the spellings they have learned.
- Sounds ~ from phonics program



| Year 1 and 2 Common Exception Words | | | | | | |
|-------------------------------------|-------|--------|----------|-----------|---------|-----------|
| Year 1 | | | Year 2 | | | |
| the | they | one | door | gold | plant | clothes |
| a | be | once | floor | hold | path | busy |
| do | he | ask | poor | told | bath | people |
| to | me | friend | because | every | hour | water |
| today | she | school | find | great | move | again |
| of | we | put | kind | break | prove | half |
| said | no | push | mind | steak | improve | money |
| says | go | pull | behind | pretty | sure | Mr |
| are | so | full | child | beautiful | sugar | Mrs |
| were | by | house | children | after | eye | parents |
| was | my | our | wild | fast | could | Christmas |
| is | here | | climb | last | should | everybody |
| his | there | | most | past | would | even |
| has | where | | only | father | who | |
| I | love | | both | class | whole | |
| you | come | | old | grass | any | |
| your | some | | cold | pass | many | |

Curriculum areas

- Spanish with Mrs Robinson every Tuesday.



- Music with Mrs Moffatt every Thursday.



FOBS

Friends of Blackthorns (FoBs) is the Parent Teacher Association for Blackthorns Community Primary Academy.

FoBs is a charity registered with the Charity Commission (no. 296156). Being a charity allows FoBs to apply for 'Gift Aid' (earning an extra 25p from every pound donated out of earned income), benefit from 'charity matched' giving schemes (more information below), receive prize donations from local companies and be eligible for certain grants available to charities.

Over the years FoBs have raised tens of thousands of pounds through events supported by families at the school. These funds have been spent on projects, items and experiences which help to support and enhance educational aspects at the school and also build upon the school's community spirit.

All parents and carers are automatically members of FoBs on joining the school and can get involved in a number of ways from joining the Committee to ad hoc help at fundraising events. Getting involved in FoBs is fun and a great way of getting to know other families at the school – just ask any of the Committee members or helpers!

⊕ FOBS OBJECTIVES

⊕ ROLE OF OUR COMMITTEE

⊕ WHO ARE TEAM FOBS?

Volunteers



At Blackthorns we love to welcome parents and families into school to help with different things in school, including gardening, reading and art work. We always appreciate more helpers and just ask that you complete a DBS check and attend a child protection workshop.

We often ask for parents to help with school trips and are very grateful for the support our helpers provide.

Please speak to the class teacher, Mr King or the office staff if you are interested in volunteering.

E-Safety

Making your child's online-life safer.

Click grey buttons to visit sites

Vodafone digital
parenting
(<http://www.vodafone.com/content/parents.html>)

Great site. Age-based checklists, advice, 'How to' guides, testimonials and other child/family-specific computer related content.

UK Safer Internet
Centre
<https://saferinternet.org.uk/>

E-safety tips, advice and resources to help children and young people stay safe on the internet

Thinkuknow (CEOP)
<http://www.thinkuknow.co.uk/>

Site used in school with areas for parents and carers.

Childline online
(<http://www.childline.org.uk/Pages/Home.aspx>)

Made for children, but highlights some of the issues faced by children and teenagers online today.

What we need at School...

- Water Bottles need to be filled up
- Reading Records and reading books brought in every day
- Coats, jumpers, scarfs, hats ready for autumn and winter weather
- Sun hats and sun cream applied in summer
- We provide a daily snack of fruit or vegetables that the children can choose



Key Information

- **PE: Monday and Thursday.** Please send children into school wearing their PE kit.
- **Snacks:** a fruit or vegetable snack please (we will provide snacks such as bananas, mandarins, apples and pears).
- **Water bottles:** Named water bottles.

Communication

If you have any messages regarding your child please contact the office via email on office@blackthornsprimaryacademy.org.uk or telephone 01444 454866. I no longer use the 'Inventors' email. All communication goes through the office.

In the event of an urgent matter, please phone the office and a phone call/meeting can be arranged.



*Thank you! Are there any
questions...*



*This PowerPoint will be uploaded to
Seesaw*