St Michael with St Thomas CE Primary School

Learn, Achieve, Love, Believe

Year 1 Class Handbook 2024-2025

You will find the following information in the Year 1 handbook:

- Details of the adults that will be working with your child this year
- Information about homework
- Information about reading in this year group
- Details about PE days and swimming (if applicable to the year group)
- Times of the school day
- Dates of class worships and parent insight sessions
- Long Term Plan for the year
- Details of any Statutory Testing (Y1, Y4 and Y6 only)
- A copy of the Home – School agreement to sign

<u>Staff working in Year 1 this year:</u>

Class teacher: Miss Ashton

KS1/KS2 Leader: Mrs Fisher

Teaching Assistant: Mrs Bonnett

Homework

Homework will be sent on each **Thursday** and will be collected in each **Tuesday**.

Weekly homework will consist of:

- Reading 5x a week
- Spellings – These can be practised via the games on Spelling Shed https://www.spellingshed.com/en-gb/
- Reading Eggs – This can be completed via the Read Eggs website https://readingeggs.co.uk/
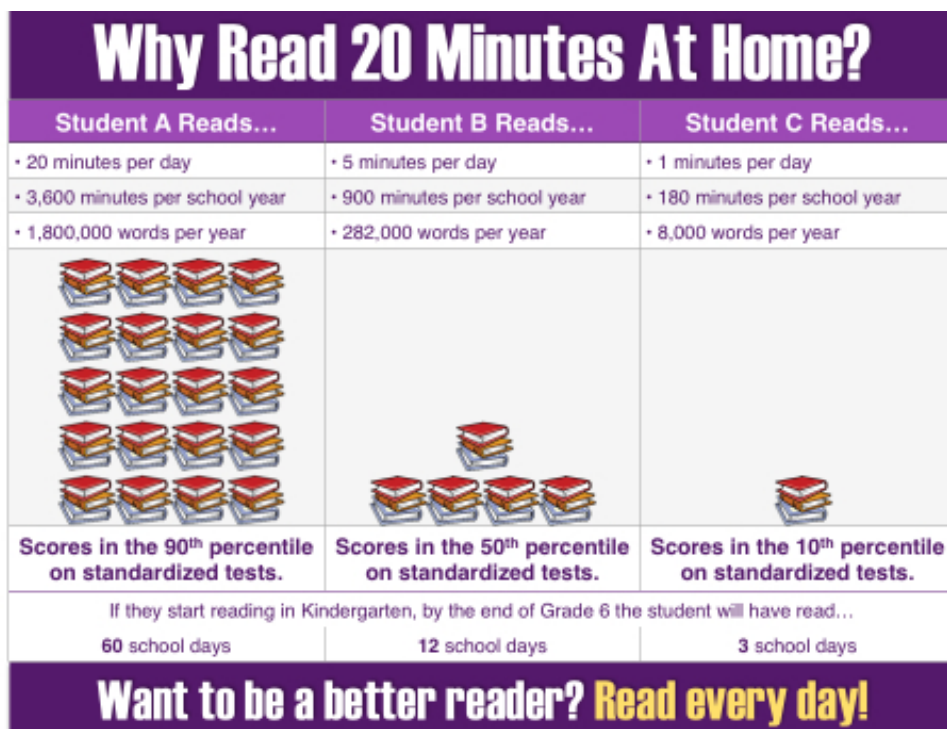- Talk Task – a ten-minute task to develop oracy skills.

Spellings and times tables (in KS2) will be tested on a Tuesday or Wednesday and the scores recorded in the back of the child's homework books.

All log ins and passwords are on stickers in your child's reading diary.

Reading

We ask that all children read at least 5 times each week at home. This is to support them with:

- Becoming more fluent with their reading
- Developing reading stamina, allowing them to read longer and more challenging texts
- Developing the speed in which they are able to read and comprehend at
- Developing Vocabulary
- Developing a love of books

Why Read 20 Minutes At Home?

Student A Reads...	Student B Reads...	Student C Reads...
• 20 minutes per day	• 5 minutes per day	• 1 minutes per day
• 3,600 minutes per school year	• 900 minutes per school year	• 180 minutes per school year
• 1,800,000 words per year	• 282,000 words per year	• 8,000 words per year
Scores in the 90th percentile on standardized tests.	Scores in the 50th percentile on standardized tests.	Scores in the 10th percentile on standardized tests.

If they start reading in Kindergarten, by the end of Grade 6 the student will have read...

60 school days	12 school days	3 school days

Want to be a better reader? Read every day!

Reading in Early Years and KS1

In Reception and KS1, pupils are no longer reading by 'Book Band'. Instead, children will have a reading book that is matched to the phonics sounds that they are learning in their groups. This is to ensure that they have time to practise and rehearse the learning taking place in the classroom. Children will be reassessed in their phonics groups each half term. These books are to be read often as children build fluency through reading known texts. They will be changed twice a week.

Children will also bring home a second book, which is a sharing book. This book is for adults to read with their child to build a love of books, enjoying the story, discussing the language, characters and plot. This book is not for adults to try and make children read, as this will contain sounds that they have not yet been taught through phonics. These books will be changed twice a week, but children can also change these books whenever they are ready to from the class library.

Reading in KS2

Once children have finished the Read Write Inc Phonics programme at the end of KS1, they will be assessed in their reading using the KS2 book bands. Children will be given a book that matches their reading level to read each night at home. Pupils will still be expected to read at

least 5 times each week, although as they get older, they may read independently at some points throughout the week. All children who meet this home reading target, will receive House Points and an extra in class reward.

Studies have shown that reading progress in KS2 often slows, as parents believe that now pupils can read competently, there is less need for them to read aloud with an adult. This is a misconception and it is essential that pupils still have time to read aloud and to discuss texts with someone, especially as the books they are reading are becoming more and more challenging. Please support your child by listening to them read regularly and discussing the text with them.

Pupils in KS2 will be assessed each term and the book band that they are reading at may change. However, this is based on more than just the ability to read the words, and the pupil's comprehension of the text is equally important. Pupils who read widely and from a variety of different types of texts, will develop their reading and comprehension skills far more efficiently.

PE in Y1

This year our PE days will be Wednesday and Friday.

We are asking that pupils come into school in their PE kits on their PE days – this should be a plain white t-shirt, black shorts and trainers. In the winter, pupils can wear a plain, black tracksuit over their PE kits to keep them warm.

The only thing that pupils need to bring into school and leave there is a small PE bag with their indoor pumps in.

Please ensure that tracksuits and shorts are plain black, with no stripes or logos down the sides.

No football/rugby kits will be allowed.

Times of the School Day:

Rec - Y3

8.40am	School gates open
8.45am	School starts
8.45 - 9am	Morning Task
9-9:30am	Lesson 1
9:30-10:30am	Lesson 2
10:30-10:45am	Worship
10.45-11am	Break
11am-12pm	Lesson 3
12pm – 12.45pm	Lunch
12.45 -1pm	Wellbeing activities
12.45–3.15pm	Lesson 4 and Lesson 5
3.15pm	Home time

Y4 - Y6

8.40am	School gates open
8.45am	School starts
8.45 - 9am	Morning Task
9-9:30am	Lesson 1
9:30-10:30am	Lesson 2
10:30-10:45am	Worship
10.45-11am	Break
11am-12pm	Lesson 3
12pm-12:15pm	Handwriting/Spellings
12:15-1pm	Lunch
1-1:15pm	Wellbeing activities
1:15–3.15pm	Lesson 4 and Lesson 5
3.15pm	Home time

Class Worship and Parent Insight Dates:

	Venue	Time
Class Worship	School Hall	9 am 5th May 2024
Parent Insight session (Phonics)	Year 1 Classroom	2:15pm 8th October 2024
Parent Insight session (Maths)	Year 1 Classroom	2:15pm 16th January 2024

Year 1 Long Term Plan for the year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Theme: Our country, our traditions, our home.** This term we will be studying the books: The Queens Hat The Queens Handbag Little People Big Dreams: Queen Elizabeth III My Gran Visits England.	**Theme: Theme: Our country, our traditions, our home.** This term we will be studying the books: Coming to England by Floella Benjamin The Jolly Postman by Allan Alberg Winter Trees by George Sritez (Poetry)	**Theme: What a wonderful world!** This term we will be studying the book: Orion and the Dark Lost and Found Welcome to our World by Moira Butterfield The Sound Collector by Roger McGough (Poetry)	**Theme: What a wonderful world!** This term we will be studying the books: Mole's Star by Britta Teckentrup What do you see when you look at a tree? By Emma Carlisie What a wonderful world by Louis Armstrong (Poetry)	**Theme: Traditional stories and fairytales** This term we will be studying the books: Rapunzel Cinderella Dear Ugly Sisters by Laura Mucha (Poetry)	**Theme: Traditional stories and fairytales** This term we will be studying the books: The Three Little Pigs The Magic Paintbrush Little Rabbit Foo Foo by Michael Rosen
Maths	**Topic: Numbers to 10 Addition and subtraction within 10 Shape and patterns** This term we will Represent, compare and explore numbers within 10. One more and one less Doubling and halving Represent and explain addition and subtraction. Commutativity Addition and subtraction facts Identify, describe 2-D and 3-D shapes Investigate repeating patterns Use and follow instructional and positional language	**Topic: Numbers to 20 Addition and subtraction within 20** This term we will Identify, represent, compare and order numbers to 20 Doubling and halving One more and one less Represent and explain addition and subtraction strategies including 'make ten' Use known facts to add and subtract	**Topic: Addition and subtraction within 20 Calculation strategies Multiplication and division** This term we will Illustrate, explain and link addition and subtraction with equations Apply 'Make Ten' strategy Use language to quantify and compare difference Model, explain and choose addition and subtraction strategies. Share equally into groups Doubling Link halving to fractions Add equal groups Explore arrays	**Topic: Time Fractions Numbers to 50** This term we will Read, write and tell the time to o'clock and half past on analogue clock Sequencing daily activities Whole and half turns linked to time Identify half, and quarter of a shape or object Find half and quarter of a quantity 2-digit numbers – represent, sequence, explore and compare. Count in 2s, 5s and 10s Describe and complete number patterns	**Topic: Numbers 50 to 100 and beyond Money Addition and subtraction** This term we will Read, write, represent, compare and order numbers to 100 One more / fewer, ten more / fewer Identify number patterns Name coins and notes and understand their value Represent the same value using different coins Find change Explore addition and subtraction involving 2-digit numbers and ones Represent and explain addition and subtraction with regrouping Investigate number bonds within 20	**Topic: Money Measures: length and mass Measures: capacity and volume** This term we will compare and measure lengths and mass using cm and kg Doubling and halving Compare capacities, volumes and lengths Explore litres Apply understanding of fractions to capacity

Science **Throughout all topics we will be learning about Seasonal Change and Working Scientifically.**	**Topic: Animals including Humans (Humans)** This term we will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Topic: Animals including Humans (Animals)** This term we will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals that are carnivores, herbivores and omnivores. We will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	**Topic: Everyday Materials** This term We will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock and describe the simple physical properties of a variety of everyday materials.	**Topic: Everyday Materials** This term we will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock and describe the simple physical properties of a variety of everyday materials.	**Topic: Plants** This term we will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and basic structure of a variety of common flowering plants.	**Topic: Plants** This term we will work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.
History			**Topic: 1960s** This term we will focus on the significance of the decade of the 1960, making comparisons between school then and now. FBV - Democracy	**Topic: 1960s** This term we will focus on significant people and technological advancements of the 1960s. FBV - Democracy		
Geography	**Topic: The United Kingdom** This term we will be focusing on understanding where we live. We will develop our knowledge of the UK and the important aspects of it. FBV – The Rule of Law	**Topic: The United Kingdom** This term we will be focusing on understanding where we live. We will develop our knowledge of the UK and the important aspects of it. FBV – The Rule of Law			**Topic: Lost and Found** This term we will focus on names, observations and descriptions of seasons and weather in the UK.	**Topic: Lost and Found** This term we will focus on names, observations and descriptions of seasons and weather in the UK.
PSHE & RSE *Throughout the year, we will use our Jigsaw PSHE materials:*	**Topic: Being Me in My World** This term we will explore the importance of ourself and being part of our class, our rights and rewards and consequences. FBV – Individual Liberty	**Topic: Celebrating Difference** This term we will explore our similarities and differences and celebrating who we are and everybody around us. We will also look at bullying.	**Topic: Dreams and Goals** This term we will be looking at setting goals and identifying and celebrating success. We will look at the importance of new	**Topic: Healthy Me** This term we will focus on our life choices and keeping ourselves healthy, clean and safe inside and outside of the house.	**Topic: Relationships** This term we will be focusing on belonging to a family and building relationships with our families and friends. We will be looking at physical conduct, self-	**Topic: Changing Me** This term we will be focusing on life cycles and changes of animals and humans. We will think about growing and learning the differences between male and female bodies, and

			challenges and overcoming them. UNICEF – Right to share their thoughts freely	UNICEF – Right to health care, clean water food and a clean environment.	acknowledgement and how to be a good friend. FBV – Mutual Respect	how we cope with these changes.
		FBV – Tolerance for All				
PE	Topic: Fundamentals Team Building	Topic: Ball Skills Dance	Topic: Sending and Receiving Gymnastics	Topic: Invasions Games Target Games	Topic: Athletics Net and Wall Games	Topic: Striking and Fielding Games Fitness
RE *We follow the Blackburn scheme of work to study the following topics throughout the year:*	**Topic: Harvest** This term we will be developing our understanding that we harvest food all around the world and we have plenty but other do now. **Topic: God and Creation** This term we will develop our perceptions and understanding of God.	**Topic: Christmas** This term we will develop our understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God.	**Topic: Jesus was Special** This term we will be exploring Bible stories that reveal Jesus's power and divine nature. We will talk about how and why Jesus was special.	**Topic: Easter** This term we will reflect upon the miracles of nature and new life during springtime. We will make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.	**Topic: Baptism** This term we will deepen our understanding of the celebration of baptism and how different faiths welcome babies. We will think about the importance of belonging.	**Topic: My World, Jesus' World** This term we will develop our understanding that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago.
Computing *Throughout the year, we will use Teach Computing materials:*	**Topic: Technology around us** This term we will develop our understanding of the technology we encounter and how it can help us. Weevil learn how to use this technology responsibly.	**Topic: Creating media – Digital painting** This term we will explore using digital creative tools to create our own painting, while being inspired by other artists.	**Topic: Programming A – Moving a robot** This term we will explore and make predictions about what commands do to floor robots. We will make algorithms.	**Topic: Data and information – Grouping Data** This term we will use labels to put objects into different groups. We will also look at their properties and ask questions to group data.	**Topic: Creating media – Digital writing** This term we will explore using the keyboard and different tools to create and change text. We will compare using a computer and paper.	**Topic: Programming B – Programming animations** This term we will explore ScratchJr, to investigate sprites and backgrounds. We will program the design using algorithms.
Art	**Topic: Drawing – Spirals** This term we will be exploring mark making with different tools, and using different parts of our body, to draw. We will see how water effects our marks and make decisions on colours.		**Topic: Painting – Exploring watercolour** This term we will be exploring watercolour and the effect it has on my work. We will be making marks using watercolours.		**Topic: Printmaking – Simple Printmaking** This term we will using our hand, feet and objects in our environment to make different marks. We will use colour, shapes, line and repeat pattern to make prints interesting.	
DT		**Topic: Leavers and Sliders**		**Topic: Zoo enclosures**		**Topic: Super Salad**

		This term we will using tools to make a moving picture that incorporates a simple leaver or slider.		This term we will be exploring free standing structures to make one that is stronger, stiffer and stable.		This term we will develop an understanding of the properties including taste, texture and appearance, of a range of fruit and vegetables, to enable us to make a salad.
Music *Throughout the year, we will use the Model Music materials from Charanga:*	**Topic: My Musical Heartbeat** This term we will be exploring the pulse and the beat of the music. We are going to find and keep the pulse or steady beat together.	**Topic: Dance, Sing and Play!** This term we will be exploring rhythm and pitch. We will dance, sing and play instruments to explore these sounds and how they work together.	**Topic: Exploring Sounds** This term we will explore how music is made up of high and low, long and shorts sounds. We will explore these sounds and create our own simple melodies.	**Topic: Learning to Listen** This term we will explore the importance of listening with our eyes, ears and feelings in our body.	**Topic: Having Fun with Improvisation** This term we will explore how improvisation plays a role in creating something new for example a melody or a rhythm.	**Topic: Let's Perform Together!** This term we will be using singing, dancing and playing together to create a performance. We will plan a concert and celebrate our learning this year.
Trips/ Learning Experiences		Pantomime		1960s Day – in school		End of year trip

A Guide for Parents...
Year One
• • • • Phonics Screening Check • • • •

What is Phonics?

Children begin to learn phonics (sounds) in Early Years both Nursery and Reception. Once children begin learning sounds, these sounds are used orally to identify and make words. They will then begin to learn the letters which make each of the sounds and these are used to read and spell words.

For this reason, the first initial sounds that are taught are 's', 'a', 't', 'p', 'i', 'n'. These can immediately be blended for reading to make simple CVC words (consonant, vowel, consonant) e.g. sat, pin. Children then develop segmenting for writing skills; breaking the word into sounds to spell it out.

What is the Phonics Screening Check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before.

Headteachers should decide whether it is appropriate for each of their pupils to take the phonics screening check. The phonics screening check is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard.

What Happens During the Screening?

The test contains 40 words. Each child will sit one-to-one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).

Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have. Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.

Reporting to Parents

By the end of the summer term all schools must report each child's results to their parents. They will also confirm if the child has met the standard threshold. Children who do not achieve the expected level will retake the test when they are in Year 2.
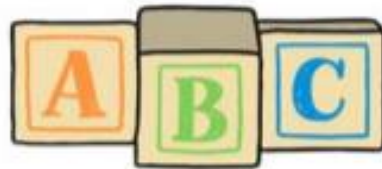
How Are the Results Used?

Results from the check will be used by schools to analyse their own performance and for Ofsted to use in inspections.

> " Read as much as possible to and with your child. "

How Can I Help My Child at Home?

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise – get them to have a 'good guess'.
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been.
- Discuss the meaning of words if your child does not know what they have read.

Year 1 Phonic Screening Check

What can you do to help at home?

1. Use 'Special Friends', 'Fred Talk', read the word, to read words.
2. Practise reading sounds speedily - 'review, review, review'.
3. Listen to your child read their *Read Write Inc*. Storybook every day.

There are free video tutorials on our website – www.ruthmiskin.com

Select 'Find out more' at the top, then 'Parents' from the drop-down list:
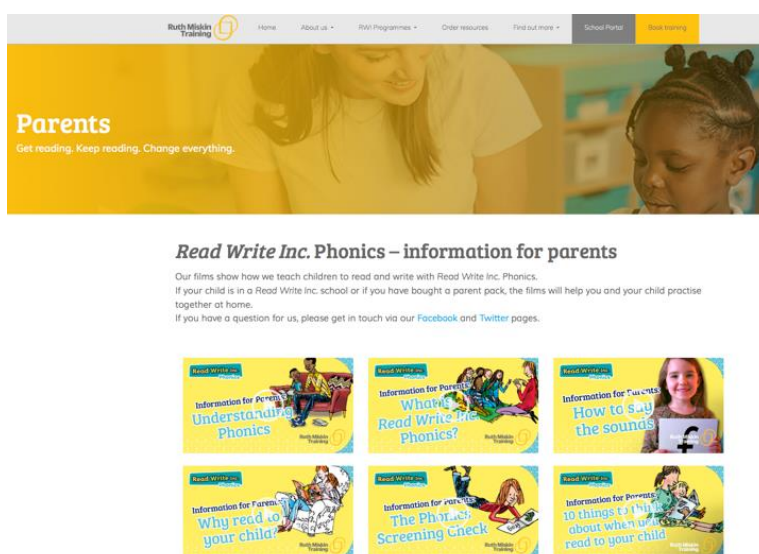
We're also on Facebook – www.facebook.com/miskin.education

Free e-books for home reading:

http://www.oxfordowl.co.uk/Reading/

Previous phonics screening check materials:
https://www.gov.uk/government/publications/phonics-screening-check-2022-

Phonics games:

https://www.phonicsplay.co.uk/

Rhymes for letter formation – taken from Read Write Inc.

a	**b**	**c**	**d**	**e**	**f**
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g	**h**	**i**	**j**	**k**	**l**
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m	**n**	**o**	**p**	**qu**	**r**
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robots back and curl over his arm.
s	**t**	**u**	**v**	**w**	**x**
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y	**z**				
Down a horn, up a horn and under head.	Zig-zag-zig.				

Speed Sounds Set 2

ay	ee	igh	ow	oo
may I play?	what can you see?	fly high	blow the snow	poo at the zoo

oo	ar	or	air	ir
look at a book	start the car	shut the door	that's not fair	whirl and twirl

ou	oy
shout it out	toy for a boy

Speed Sounds Set 3

ea	oi
cup of tea	spoil the boy

a-e	i-e	o-e	u-e	aw
make a cake	nice smile	phone home	huge brute	yawn at dawn

are	ur	er	ow	ai
care and share	nurse with a purse	a better letter	brown cow	snail in the rain

oa	ew	ire	ear	ure
goat in a boat	chew the stew	fire, fire!	hear with your ear	sure it's pure