# Year 1 'Coffee Morning'



## Meet the Team!



Miss. Boyles - Class Teacher



Mrs. Rossiter - Year 1 Teaching Assistant



Miss. Ramsey - Teaching assistant

# Our curriculum:

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Lancs Foundation Subjects	Penguins Possums and Pigs Driver - Geography	Fire, Fire  Driver -History	The Great Outdoors  Driver- Science	Family Album  Driver- History & Geography	Robots  DriverScience and Geography	Growth and Green Fingers Driver-Science	
Science	Living things &Habitats		Materials		Humans and the senses	Plants, Flowers & Trees	
History		The Great Fire of London		Monarchy	In the Past		
Geography	Hot & Cold UK North/South Pole		Weather patterns& compass points	UK, Capitals & Seas		Recap Hot & Cold	
Art/DT	Art- Clay Models Animals	DT- Mechanisms Moving Pics	DT- Structures Playground equipment	Art- Portraits – Artist Van Gogh	Art- 3D Modelling Artist Monet	DT-Making Food Fruit Salad Art- Still Life- Monet	
Literacy	Genre of writing: Non-fiction: Labelling Little Green Dinosaur Genre of writing: Fiction: Narrative The Storm Whale Genre of writing: Poetry Rapunzel Genre of writing: Non Fiction: Instructions The Gingerbread Man Genre of writing: Fiction: Narrative The Jolly Christmas Postman Genre of writing:		Zog: Genre of writing: Non chronological report of Paper Planes Genre of writing: Recount Jack and the Beanstalk Genre of writing: Narrative Where the Wild Things And Genre of writing: Non-fiction Non chronological report Shakespeare Macbeth	Genre of writing: Narrative  Zog: Genre of writing: Non chronological report on dragons  Paper Planes Genre of writing: Recount message  Jack and the Beanstalk Genre of writing: Narrative  Where the Wild Things Are Genre of writing: Non-fiction Non chronological report		Goldilocks and the Three Bears Genre of writing: Narrative  Traction Man Genre of writing: Recount Beegu Genre of writing: Poetry The Enormous Turnip Genre of writing: Narrative The Last Wolf Genre of writing: Instructions The Secret of Black Rock Genre of writing: Recount postcards  Class Poem: The Owl and the Pussycat	
Maths Power Maths &White Rose	Place Value Addition &Subtraction	Shape Place Value	Place Value Addition & Subtraction	Measurement Length & Height Weight & Volume	Multiplication & Division Fractions Position & Direction	Place Value Money Time	

#### PENGUINS, POSSUMS AND PIGS - HOT AND COLD COUNTRIES

YEAD 1

	Key Vocabulary
continent	A very large land area that consists of many countries. Europe is a continent.
equator	The equator is an imaginary line around the middle of the earth. The area around the equator is very mann.
North and South Pole	The North Pole is at the northermost point of the Earth and the South Pole is at the seuthermost point. Both areas are very cold.
island	A piece of land that is completely serrounded by sester.
ocean	One of the five very large areas of sait water on the Earth's surface.
country	Is land controlled by a single government.

weather

climate

map

globe

#### rographical Skills

skills. Can also find them in an atles and on a globe

MAD OF THE WORLD

- Discuss how the climate at the Equator/Poles are

#### Weather is what is happening in the atmosphere daily.

over a long time.

A map is a simple drawing of a place to show where

things one.

A map displayed on a round

Be able to label the equator and the North and South Climate is the average of weather condition in an area.

Be able to say where some of the hot and cold

#### MAD OF THE WORLD SHOWING WHERE SOME ANIMALS LIVE IN DELATION TO THE FOURTOD



#### PENGUINS, POSSUMS AND PIGS - ANIMALS YEAR 1

- Some animals have similarities, some are very different.
- Some animals live in water, some live on land, some fly in the sky.
- Animals have special features that help
- Some animals are suitable for keeping as bets but some are not.
- wild animals.

#### CORE LEARNING

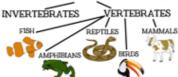
carnivare.	An animal that eats n
herbivare	An animal that eats o plants.

Definition

Vocabulary

omnivone	An animal that eats both meat and plants.		
cold-blooded	A body temperature that		

#### ANIMAL CLASSIFICATION



Prior Learning &

Curriculum links

Prior learning

might live.

Curriculum Links:

Art - atimal sculptures

Geography - hat and

cold countries, where

do attitude live and how

have they adapted to

their environment

Foundation Stage:

- Understanding of the world - tetting different animals and where same.
  - Children will describe how to identify and group onimals.
  - group animals according to what they eat.
  - to take core of animals.

#### Working Scientifically

- Children will use observations in the local environment to compare. animals or through videos and photographs.
- Children will be able to
- They will research how

#### changes according to the surrounding temperature. warm-blooded A body temperature that does not change due to its surrounding temperature. gills The organs on the sides of fish and other water creatures through which they breathe. invertebrate A creature that does not have a spine. E.a. warm. vertebrote. A create which has a backbone A tame animal kept in a bet hausehold. wild Animals or plants that live. or grow in natural surroundings and are not looked after by people. birds Birds have beaks to help them eat; wings to help them fly; claws to help them grip and feathers to help them keep warm. Fish have gills to help them to breathe, fins to help them swim and scales to protect their bodies. Amphibians are cold blooded amphibians animals that live in water and also on land. They lay eggs underwater. Reptiles A cold-blooded animal that breathes air and usually has Mammals Mammais are warm blooded animals give birth to live

young.

## Knowledge Organisers

- -Sent every half term to share what we are learning during our topic lessons.
- Great conversation starters with you child.
- Discussing vocabulary is a priority to support understanding.



### Maths

- Developing mastery in number.
- Children will develop independence, resilience and problem solving skills.
- Using concrete, pictorial and abstract methods to develop an understanding of number and new concepts.











## Writing

- Talk for writing
- Story mapping
- Children learn a story orally, innovate their story and then write it.
- Application of phonics to segment and write words.
- Understanding concepts of writing sentences capital letters & full stops.
- Big focus on handwriting and letter for mation.
- Send story maps home to practice at home.

## **Phonics**

- The alphabet contains only 26 letters. Spoken English uses around 42 sounds (phonemes).
- These are represented by letters (graphemes). Some are single letters (s or h), some are groups of letters (th or air)





- Children learn to blend sounds fluidly to make words. Then they begin to develop fluency.
- Children segment to support spelling by breaking a word up into it's sounds.

## **Phonics**

- Children also come across high frequency words (common words that children need to read and write)
- Tricky words are words that cannot be 'sounded out' but need to be learned by heart - 'what' or ' was'

#### First 100 High Frequency Words in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	ир	no	from.	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm.
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

hfw100fp.pdf Design © www.highfrequencywords.org

#### TRICKY WORDS



said

does

all

one

Precursive

here live give there

you

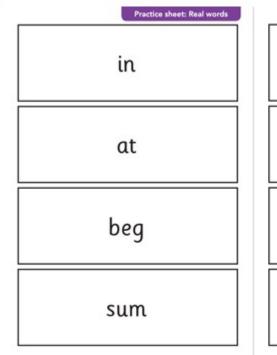
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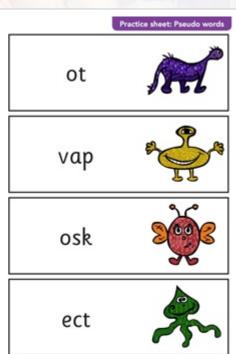
BLIVEWORKSHEETS

your

some

## Phonics Screening Check





- Test that all Year 1 children do in the summer term.
- 40 words; 20 nonsense words to phonically decode.
- Pass rate is normally around 32 out of 40.
- If children score below they will retake the test in year 2.

## How you can help!

- Read daily with your child to develop fluency when segmenting and blending.

- Send your child's book into school daily so we can read their reading book with them in school as much as we can. They also get dojo rewards!

- Read stories to your child too! This will help develop their vocabulary

and love for reading.

- Talking! Talking about their day and what they have learnt is a great way to develop your child's vocabulary.



## Homework/SeeSaw

- Children will receive SeeSaw logins that will be used to upload occasion al work and where homework or home learning activities will be assigned. This will follow them up to Year 6. Parents can make a parent account to link to their child (or children if you have a child already with a SeeSaw account) and also be able to contact me.
- If homework is assigned, it will be sent home on a Friday to be returned on Monday. This will support children with number recognition and formation and letter formation. Reading daily is the most important homework!

Seesaw

# House Keeping

- PE days are on Wednesday and Thursday if these change a text will be sent out. (Children cannot have earrings in and must have pumps).
- Snack is £1 a week.
- On rainy days we still go outside! So please send your child in with waterproofs and a pair of wellies (these can be left in school too!)











Any questions?