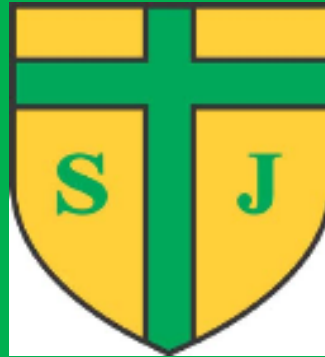
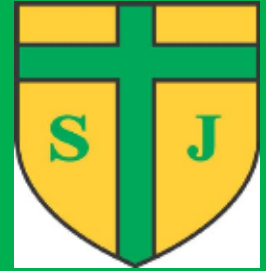


**St Joseph's Catholic Primary School**

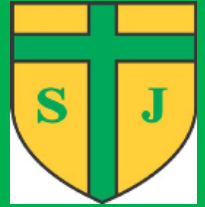


# **Welcome to Year 1**

**Class Teacher – Mrs Harvey  
Teaching Assistant – Mrs Mulholland**



We recognise that Key Stage 1 (Year 1/2) is very different from the Foundation Stage, due to the more Structured nature. Therefore we aim to manage the transition from Reception to Year 1 in a staged approach, which allows the children to adapt during the first Autumn Term.



**The Year 1 goals are:**

- **To support pupils adapting to the Year One routine.**
- **To develop children's level of independence and maturity.**
- **To provide an environment suitable to more formal learning yet still providing children with engaging, practical activities.**
- **To provide a balanced and stimulating curriculum based upon the National Curriculum, differentiated to suit the needs of each child.**
- **To develop a love of learning!**

# Year 1 Long Term Plan

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Visits/visitors		Walk around Otley		Visit to <u>Saltaire</u> St Patrick's Day	Jewish visitors	Visit to Tropical World & strawberry picking
Religious Education <small>(including 'I can' statements/art links)</small>	God's Great Plan	Mary, Mother of God	Families/Celebrations	Following Jesus	Resurrection	Miracles
Maths <small>(White Rose Maths)</small>	Place Value within ten Shape	Addition & Subtraction Shape continued	Place value within 20 Length & height Addition & Subtraction	Place Value within 50 Mass & Volume	Multiplication and division Fractions Position & Direction	Place Value within 100 Time Money
English <small>(detail of writing sequence and links to TAF)</small>  <small>(Explicit links to Topics covered and book focus)</small>	<b>The Colour Monster Goes to School-</b> To write about a day at school (a diary)  Acrostic Poems linked to autumn and harvest  <b>Rosa Parks</b> To write about someone's life	<b>Peepo!</b> To write a description  <b>Coming Home &amp; First Book of Birds</b> - To write information	<b>Little Red –</b> To write a traditional tale  <b>Stanley's Stick</b> To retell a story <b>Naughty Bus</b> To write a short narrative	<b>Supertato</b> To write a narrative using speech bubbles  Shape poems linked to plants  <b>Saint Patrick's life</b> To write about someone's life	<b>Meerkat Mail</b> To write a letter  <b>Great Cities</b> To write information	<b>Emily Brown &amp; the Elephant Emergency</b>  Riddles  Instruction writing To write a recipe
Vocabulary, Grammar	Matching capital letters and <u>lower case</u> letters	Singular nouns  Plural nouns	Singular nouns  Plural nouns	Singular nouns  Plural nouns	Use the spelling rule for adding s or es for verbs in 3 <sup>rd</sup> person	Revisit objectives from year

# Year 1 Long Term Plan

<p><b>and Punctuation</b></p> <p>(Review of previous years objectives HT1 followed by TAF/National Curriculum objectives)</p>	<p>Use capital letters for names of <u>people</u>, <u>days</u> of the week &amp; the pronoun I.</p> <p>To use finger spaces.</p> <p>To write a sentence</p>	<p>Noun suffix – s</p> <p>Use the prefix – un</p> <p>To write sentences with finger spaces capital letters and full stops</p>	<p>Noun suffix -es</p> <p>Adding -<u>ing</u> to the root word where there is no change</p> <p>Adding -ed to the root word where there is no change</p> <p>To write sentences with finger <u>spaces</u>, <u>capital</u> letters and full stops</p>	<p>Noun suffix -s and -es</p> <p>To write a sentence with a question mark</p> <p>To use an exclamation mark</p>	<p>Adding er and <u>est</u> where no change is needed</p> <p>To join sentences using and</p>	
<p><b>Spelling and Phonics</b></p> <p>(including phonics scheme coverage and National Curriculum coverage)</p>	<p>Using the scheme Essential Letters and Sounds, the children will learn the following sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ob, ew &amp; ee.</p>	<p>Using the scheme Essential Letters and Sounds, the children will learn the following sounds: au, ey, a-e, e-e, i-e, o-e, u-e, c, y and al.</p> <p>HFW: please, once, any, many, again, who, whole, where &amp; two.</p>	<p>Using the scheme Essential Letters and Sounds, the children will learn the following sounds: a, ey, ea, eigh, a, e, o, a, u, ch, ch, ea, or, ear, ou, ou, ie, ve, v, are, ere, ear &amp; tch.</p> <p>HFW: here, sugar, friend and because.</p>	<p>Using the scheme Essential Letters and Sounds, the children will learn the following sounds: o, g, es, ds, st, ce, se, kn, wr, mb, se, ze, ee, ere, ti, tj, al, augh, ss, si, ti &amp; ci.</p>	<p>Using the scheme Essential Letters and Sounds, the children will review all previously taught GPCs for reading and spelling.</p>	<p>Using the scheme Essential Letters and Sounds, the children will review all previously taught GPCs for reading and spelling.</p>
<p><b>History</b></p> <p>(extended writing evidence and local links)</p>	<p>Black History Month – Rosa Parks</p>	<p>Houses in Otley</p>	<p>Toys</p>	<p>Superheroes - Titus Salts - William Wilberforce</p>		

# Year 1 Long Term Plan

## Year Group - 1

<b>Geography</b> <small>(<u>extended</u> writing evidence and local links)</small>	Where do I live?	Where do I live?			Around the World	Around the World
<b>Science</b>	Seasonal Change Humans – body parts & senses	Seasonal Change Materials	Seasonal Change Materials	Seasonal Change Plants	Seasonal Change Animals	Seasonal Change Animals
<b>PE</b>	Athletics Multi skills	Dance	Gymnastics	Playground games  Dodgeball	Multi skills through football (PHGS) Football	Cricket Tennis
<b>Art and DT</b>	ART – Mark Making	DT – Stable structures & sculptures	DT – Moving mechanisms	ART – Colour creations	ART – self portraits	DT – Eat more fruit and vegetables
<b>Computing</b>	Technology around us	Creating Media	Programming A	Data and information	Creating Media	Programming B
<b>PSHE</b> <small>(<u>links</u> to Ten10/protected characteristics)</small>	<ul style="list-style-type: none"> <li>- Roles of different people in their families.</li> <li>- Recognising privacy and staying safe.</li> <li>- The importance of being polite and respectful.</li> </ul>		<ul style="list-style-type: none"> <li>- What rules are; caring for others' needs, looking after the environment</li> <li>- Using the internet and digital devices; communicating online;</li> <li>- Strengths and interests; jobs in the community.</li> </ul>		<ul style="list-style-type: none"> <li>- Keeping healthy; food and exercise, hygiene routines; sun safety.</li> <li>- Recognising what makes them unique and special; feelings; managing when things go wrong.</li> <li>- How rules and age restrictions help us keep safe.</li> </ul>	
<b>Modern Foreign Language</b>	Introductions & greetings		Colours		Seasons & animals	

# Year 1 Timetable

<i>Cycle 1</i>	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 – 9.30	Phonics	Worship	Worship	Worship	Worship
		Phonics	Phonics	Phonics	
9.30 – 10.30	English	English	Music 9:30-10:00	PE	Phonics
			Handwriting		
Break Time					
10.45 – 12.00	Worship 10:45 – 11:00 Maths	Maths	Maths	English	Maths
Lunch Time					
1.05 – 2.05	RE	Guided Reading 1:05 – 1:30	Topic	Guided Reading 1:05 – 1:30	Guided Reading 1:05 – 1:30
2.05 – 3.00	PE	Science	Art/DT	RE	PSHE/ICT
		Library (30 minutes)			
3.00 – 3.15	Class Teacher Reading	Class Teacher Reading	Class Teacher Reading	Class Teacher Reading	Class Teacher Reading

Autumn 1: Gods Great Plan - The story of creation, Looking after God's world, Noah's Ark.

Autumn 2: Mary Mother of God - The Visitation, Advent.

Spring 1: Families & Celebration - Thinking about our own family, Jesus' Family, belonging to our Church family and learning about the Sacrament of Baptism.

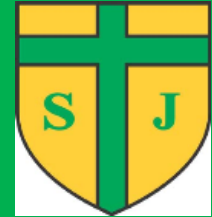
Spring 2: Following Jesus - Jesus' Disciples, The Good Samaritan, Easter.

Summer 1: The Resurrection - Easter, Doubting Thomas.

Summer 2: Miracles - Jesus' powers.

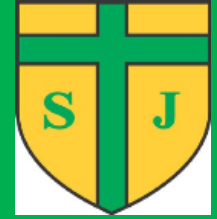


St Josephs Catholic Primary School



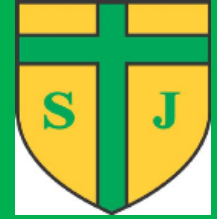
# Phonics





# Phonics

Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words. Children experience the joy of books and language whilst acquiring the skills they need to become fluent independent readers and writers.



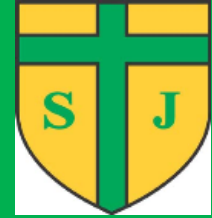
# Phonics

**Phoneme**: the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

**Grapheme**: the written representation of a sound.

**Digraph**: two letters making one sound. For example, /sh/ in the word 'shop'.

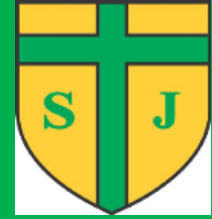
**Trigraph**: three letters making one sound. For example, /igh/ in the word 'night'.



# Phonics

## Harder to Read and Spell Words

- Words that are not phonetically decodable e.g. The and said
- Some are tricky to start off with but become decodable once we have learnt the harder phonemes e.g out & there.



# Phonics

## Blending

Recognising the letter sounds in a written word, for example

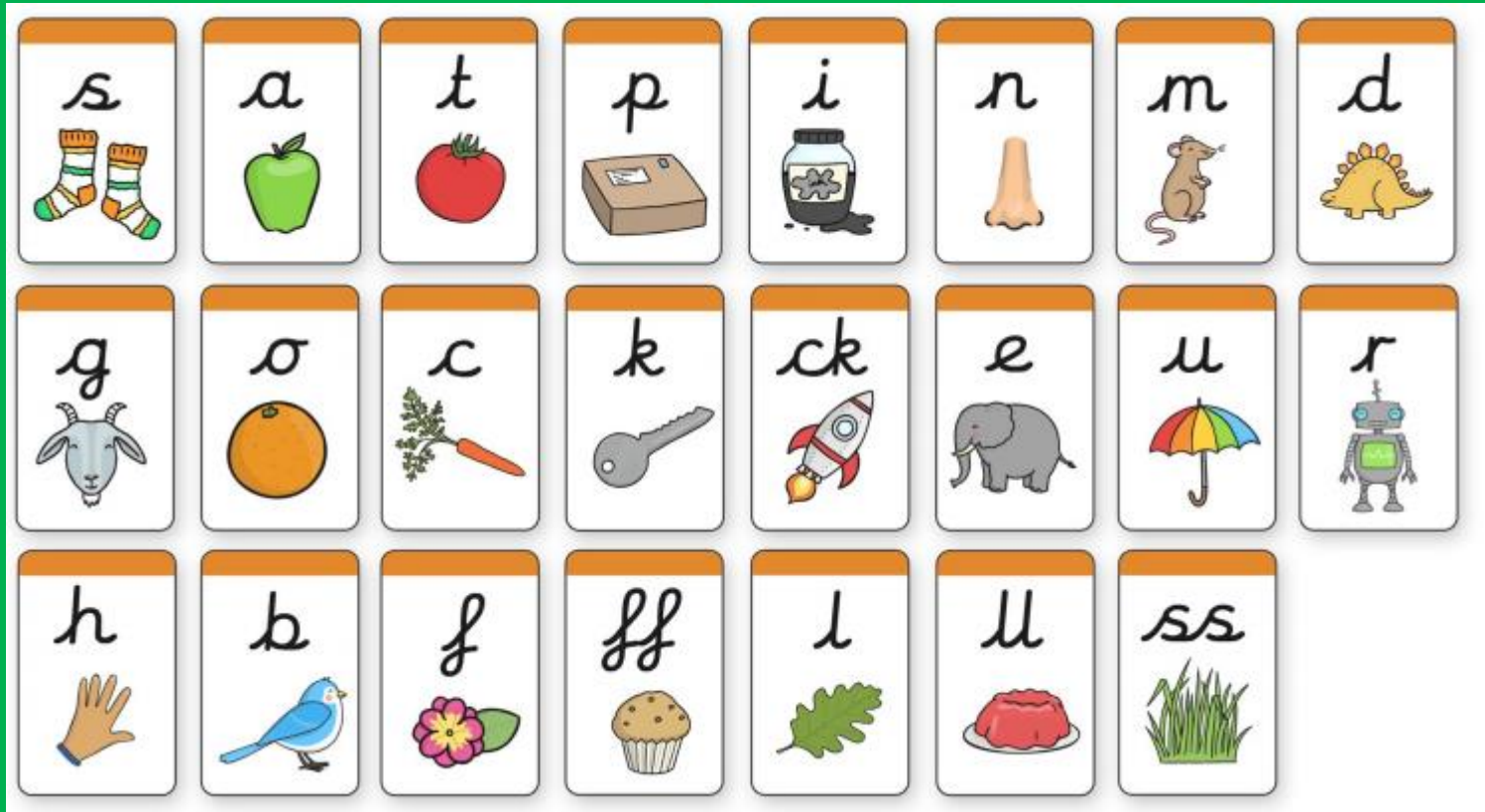
**sp-r-ay**

and merging or 'blending' them in the order in which they are written to pronounce the word '**spray**'.

## Segmenting

- Chopping Up' the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word e.g. **author au-th-or.**

# Phase 2





























They will use these phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes.

# Phase 3

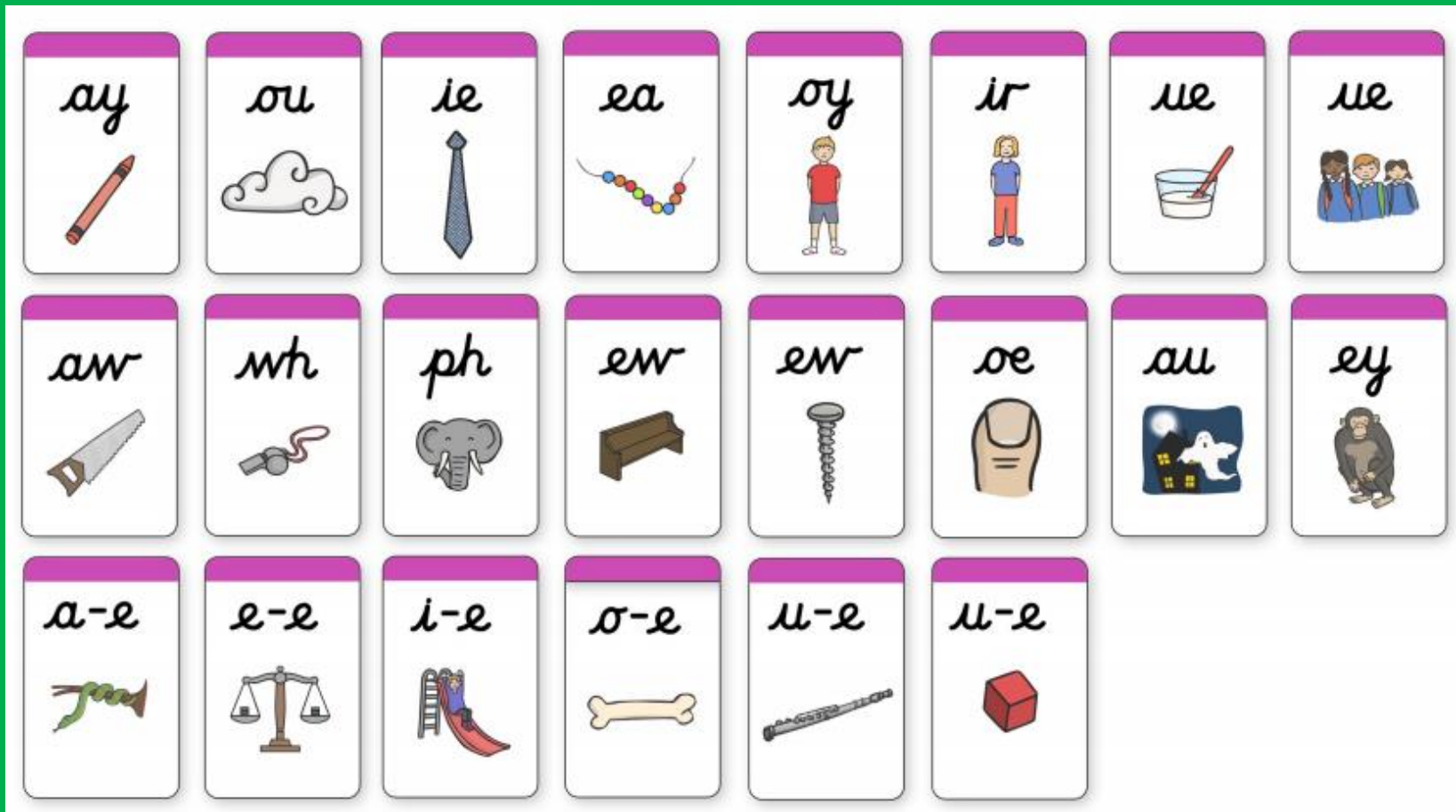
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# Phase 4

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **consonant clusters** at the beginning: **spot, trip, clap, green, clown**  
...or at the end: **tent, mend, damp, burnt**  
...or at the beginning and end! **trust, spend, twist**



# Phase 5



Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

**Fin/find, hot/cold, cat/cent, got/giant,**

Alternative graphemes eg: ai, a-e, ay

# Phonics Screening Check

June 2023



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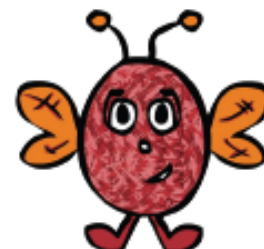
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# How can you help?

Encourage your child to 'sound out' when reading or writing. Focusing particularly on spotting more unusual sound patterns.

Eg

Digraph- 2 letters making one sound

cow

Trigraphs- 3 letters making one sound

night

Split digraphs- 2 vowels with a consonant in between.

spine - i\_e



# Reading

**REMEMBER:** Phonics is not the only thing needed to become a fluent reader.

Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.



And most importantly **ENJOY READING!**

**In school, guided reading includes: hearing your child read their reading books, reading a book in groups and answering questions, paired reading and reading comprehension. This year, Year 5 will be our reading buddies.**

# English

- ✓ What is a sentence?
- ✓ Orally formulate a sentence
- ✓ Hold the sentence your head.
- ✓ Count how many words are in my sentence.
- ✓ Segment words for writing (robot arms)
- ✓ Use finger spaces.
- ✓ Use a capital letter and full stop.
- ✓ Read my sentence back to make sure it makes sense.
- ✓ Count the words. (check the number)
- ✓ Correct mistakes.
- ✓ **Quality** not quantity.



## What we write in Year 1

- ✓ Orally dictated sentences
- ✓ Independently generated sentences
- ✓ Recounting stories and events in our own words
- ✓ Writing for different purposes e.g. lists, letters, information texts.
- ✓ Cross curricular writing.
- ✓ Re-drafting/ correcting mistakes.



# English- Spellings

## Year 1 and 2 Common Exception Words

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	


























twinkl



# Handwriting

## ELS - Handwriting Rhymes

ELS Letters and Sounds

	Swerve around the snake		Around the ostrich's body		Down the long ladder
	Around the head, down the body		Curl around the camel's back		Swoop down the tentacles and dot the head
	Down her body and cross her shoulders		Down the body, up the arm, down the leg		Down the tongue, up the tongue
	Down his body, around his face		Around the head and down the trunk		Hop to the top, land and hop, land and hop
	Down her body, spot her idea		Under the umbrella and down to the tip		Criss-cross the kiss
	Down the bird and over the nest		Down her body, up over the arm		Under the hull and down to the anchor
	Meerkat, mound, mound		From his head to his feet, up and over his back		Zig and zag
	Over his back and around the tail, up his neck and down to his feet		Down the person and around the wheel		Around the feather and down the pen
	Start at his ear, around the face and down the beard		Over the ear, down to the tail and across the jaw		

# Maths



We follow the White Rose Maths planning, allowing children to show their Maths understanding at a greater depth through reasoning and problem solving questions.

In Year 1, we follow a concrete – pictorial – abstract approach. This gives children a chance to play and manipulate and understand what a number/shape is. As in all areas of Year 1 learning, this aims to use children’s love for playing and exploring to stretch them towards more formal methods.

# Maths

## Number

- ✓ Being confident with numbers up to 100 – counting forwards, backwards, 1 more/ 1 less.
- ✓ Multiples of 2's, 5's and 10's.
- ✓ Addition and subtraction within 50.
- ✓ Recognising and naming half of an object, shape or quantity.

## Geometry

- ✓ 2D and 3D shapes and their properties.

## Measurement

- ✓ Solving practical problems for lengths, heights, weight, capacity and time.
- ✓ Telling the time to the hour and half past.
- ✓ Days of the week and months of the year.
- ✓ Money – coins recognition.





In the Summer Term, we shall be using the Ten:Ten resources to learn about:

- What makes us special
- Girls and Boys – the differences between boys and girls.
- Keeping clean and healthy
- The cycle of life – the different stages from baby through to adulthood and old age.

# Homework

## Reading

Books will be changed on Fridays.

**Online Reading** – The Essential Letters and Sounds book is allocated weekly and consolidates learning in class. Passwords will be in reading records.

Year 1 aims to develop a love for reading in your child – the bigger the range of texts your child reads/is read to the better!

## Maths/English

Homework will start next week. They will receive a short Maths &/or English task. It will be sent home on a Friday to be completed by the following Wednesday.

## Additional Homework

You may receive additional homework if your child needs to practise something at home.

# Key Dates:

PE days – Mondays and Thursdays

28th September – Individual photos

29th September – Macmillan Coffee Morning

6th October – Year 1 Harvest Assembly

13th October – Black History Assembly

20th October - Show Racism the Red Card

23rd & 26th October - Parents' Evening

25th October – Key Stage One Mass 10am

27th October – Training Day

20th – 24th November – Anti-Bullying Week

20th November - Assessment Week

1st December – Advent Assembly

3rd December – Victorian Fayre

14th December – School Christmas Dinner & wear Christmas jumpers

21st December – Christmas Party Day

22nd December – End of term Mass at 1:30pm

# Please remember:

If there is a problem please come & speak to me or give me a ring. The easiest time is after school.

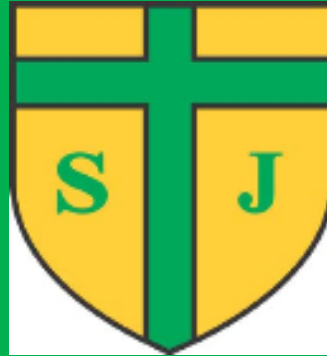
Please support your child's development by allowing them to develop their independence. (dressing themselves etc.)

Please remember to name everything!!

Please remember a hooded coat every day.

Please remember a water bottle.

St Josephs Catholic Primary School



**Thank you for listening!**  
**Any questions?**