



Dream Believe Achieve

10th September, 2017

Dear Parents,

Tel: 01282 429419

Email: head@whittlefield.lancs.sch.uk

A very warm welcome to you and your child to our Year 1 Class. My name is Mrs Nicholson and I am the class teacher and Mrs Whittam is our teaching assistant. After a busy and exciting first week, all of your children have coped very well with their move up into Year 1. I have loved meeting and getting to know everyone!

This week our main focus has been to ensure that your child is settled into the new classroom and is enjoying coming each day. Some routines will be different for the children in Year 1, however we aim to continue their independent learning through areas of provision and challenge in the classroom. Please do not hesitate to chat to us or ask any questions that you may have.

From next week, it would be fantastic for your child if you can start to let them walk into school on their own and for you to say goodbye on the playground. We will be there to help your child in the cloakroom and into class.

At home time, we are trying our best to recognise your faces and match you to your child-please bear with us! Your child will remain in the classroom until we can see that you are there to collect them. If someone new is collecting your child, please let us know who and give us a description of what they look like.

Our first topic is 'Animals' which involves exploring different animals and their habitats e.g. jungle animals, arctic animals etc. We will look at animals that live in hot or cold areas of the world as part of our geography and we will look at what makes an animal an animal by identifying and classifying different characteristics of different types of animals. If you have any resources e.g. books, maps or photographs of pets/visits to the zoo then we would love to see them.

The children are very fortunate to have access from the classroom to our wonderful outdoor area and as the weather gets wetter (Winter is on its way!) I would kindly ask if you could send your children in with a pair of wellies to



Gannow Big Local



Headteacher: Mrs Helen Kershaw

Whittlefield Primary School, Tabor Street, Burnley, Lancashire BB12 0HL



ensure that they are able to access all the areas outside as part of their learning.

The children will continue bringing reading books home every day. I ask that you could aim to read with your child every day, even if this is just a couple of pages. Developing our reading skills is a huge focus in Year 1 as children learn to read before they can write! If you do read with your child please record this by writing in their Home Reading Record. To develop independence, your child will be asked to place it in the tray by the classroom door inside their reading record. Home learning will be sent home on Mondays and should be returned on a Friday. Every half term, the children are set a project which relates to our class topic.

The children will be provided with a piece of fruit every day. The school has individual water bottles for each child that are cleaned and refilled daily so there is no need to send in ones from home.

P.E will be on a Wednesday and Thursday afternoon, starting next week. Please can you ensure that your child has a P.E kit in school. Earrings need to be removed at home and long hair needs to be tied back.

A curriculum overview is included with this letter which provides details about the topics which will be covered in the foundation subjects as well as the key learning in Maths, Reading and Writing. If you have any questions, please just ask.

Dates for your diary

Tuesday 17th October

Open Afternoon - you are invited to come into school and share the learning experiences which take place. More details will be sent out nearer the time. We look forward to seeing you then.

Wednesday 25th October 3.30pm onwards

Parents' Evening. This is an opportunity to discuss how your child has settled and how they are learning. More details will be sent out nearer the time.

Many thanks for all your support and I look forward to a wonderful year! ☺

Mrs. Nicholson
Year 1 Class Teacher

Overview

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead Subjects	Geography Hot and cold areas of the world Science Common animals other than humans and their basic structure	History Events beyond living memory - Great Fire of London Design and Technology Mechanisms - pop ups and simple card levers	Science Plants - basic structure and observing growth over time Design and Technology Food - preparing and combining foods	History Changes within living memory Art and Design Self-portraits - drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art	Science Everyday materials - naming of materials and their properties Geography Fieldwork in the school grounds	Science Human body and senses Music Experimenting with and creating musical patterns
Additional Subjects	Art and Design Drawing in pastel developed into 3D using clay PSHE History	Music Using voices expressively - singing songs, speaking chants and rhymes Art and Design	Art and Design Observational drawings and paintings developed into printmaking	Geography UK countries and capital cities Music	Design and Technology Structures - stability and strength Physical Education Outdoor and adventurous activities - developing trails Art and Design Music	Art and Design Design and Technology
English	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire mathematics planning should be used for discrete mathematics lessons.					
Ongoing	Stories by the same author Non-chronological reports Poems on a theme Science Nature and field journals - observations over time of seasonal changes, plants, weather and length of day	Repetitive patterned stories Poems on a theme Range of non-fiction texts Geography	Classic stories Instructions Traditional rhymes Physical Education	Traditional tales Recounts eSafety	Stories with familiar settings Non-fiction texts: booklets Traditional rhymes English	Stories with fantasy settings Poems to learn by heart Recounts
	IT - text and images	IT - digital research	CS / IT - computational thinking	IT / DL - recognise common uses of IT beyond school / hardware	IT - digital research	CS - programming
	Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)					
	Mathematics					

Key Learning in Reading: Year 1

Word Reading

As above and:

Letters and Sounds Phases 4 to 5.

- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow* in *snow* and *cow*.
- Read accurately by blending sounds in unfamiliar words.
- Read words containing *-s*, *-es*, *-ing*, *-ed*, *-er*, *-est* endings.
- Split two and three syllable words into the separate syllables to support blending for reading.
- Read words with contractions e.g. *I'm*, *I'll*, *we'll* and understand that the apostrophe represents the omitted letter.
- Automatically recognise approximately 150 high frequency words (see bottom).
- Apply phonic knowledge for reading.
- Read aloud accurately books that are consistent with their developing phonic knowledge.
- Develop fluency, accuracy and confidence by re-reading books.
- Read more challenging texts using phonics and high frequency word recognition.

Comprehension

As above and:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.
 - Identifying and discuss the main events in stories.
 - Identifying and discuss the main characters in stories.
 - Recalling specific information in texts.
 - Recognising and join in with language patterns and repetition.
 - Use patterns and repetition to support oral retelling.
 - Reciting rhymes and poems by heart.
 - Relating texts to own experiences.
 - Re-telling familiar stories in a range of contexts e.g. *small world*, *role play*, *storytelling*.
 - Make personal reading choices and explain reasons for choices.
- Understand both the books they can already read accurately and fluently and those that they listen to by:
- Introducing and discussing key vocabulary.
 - Activating prior knowledge e.g. *what do you know about minibeasts?*
 - Checking that texts make sense while reading and self-correct.
 - Making predictions based on what has been read so far.
 - Make basic inferences about what is being said and done.
 - Discussing the title and how it relates to the events in the whole story e.g. *Peace at Last* by Jill Murphy.
- Participating in discussion about what is read to them, taking turns and listening to what others say by:
- Listening to what others say.
 - Taking turns.
 - Giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket*.
 - Explaining clearly their understanding of what is read to them.
 - Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how.

Key Learning in Writing: Year 1

Composition		Composition		Spelling		Transcription		Handwriting	
Vocabulary, grammar and punctuation <ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Use punctuation to demarcate simple sentences (capital letters and full stops). Use capital letter for the personal pronoun <i>I</i>. Use capital letters for names of people, places and days of the week. Identify and use question marks and exclamation marks. Use the joining word <i>and</i> to link words and clauses. Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>write, unkind</i>. 		Planning <ul style="list-style-type: none"> Orally plan and rehearse ideas. Sequence ideas and events in narrative. Sequence ideas and events in non-fiction. Use familiar plots for structuring the opening, middle and end of their stories. Drafting and Writing <ul style="list-style-type: none"> Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Compose and sequence their own sentences to write short narratives. Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>. Use formulaic phrases to open and close texts. Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. Evaluating and Editing <ul style="list-style-type: none"> Discuss their writing with adults and peers. Performing <ul style="list-style-type: none"> Read aloud their writing audibly to adults and peers. 		Spelling <ul style="list-style-type: none"> Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. Spell words with the /n/ sound spelt n before k, e.g. <i>bank, think</i>. Divide words into syllables, e.g. <i>pocket</i>. Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>. Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>. Add s and es to words, e.g. <i>thanks, catches</i>. Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. Add -er and -est to adjectives where no change is needed to the root word. Spell words with vowel digraphs. Spell words with vowel trigraphs. Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>. Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>. Spell words using k for the /k/ sound, e.g. <i>Kent</i>. Add the prefix -un. Spell compound words, e.g. <i>farmyard, bedroom</i>. Spell common exception words (see below). Spell days of the week. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 		Transcription		Handwriting <ul style="list-style-type: none"> Sit correctly at a table and hold a pencil correctly. Hold a pencil with an effective grip. Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>. Form digits 0-9 correctly. Practise forming letters in handwriting families: <ul style="list-style-type: none"> 'Long ladders' – i, j, l, t, u, 'One armed robots' – b, h, m, n, p, r 'Curly caterpillars' – c, a, d, e, g, o, q, f, s Zig-zag letters – k, v, w, x, y, z Have clear ascenders ('tall letters') and descenders ('tails'). Form capital letters correctly. 	

Key Learning in Mathematics – Year 1

Number – number and place value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count in multiples of twos, fives and tens.
- Read and write numbers to 100 in numerals.
- Read and write numbers from 1 to 20 in numerals and words.
- *Begin to recognise the place value of numbers beyond 20 (tens and ones).*
- Identify and represent numbers using objects and pictorial representations including the number line.
- Use the language of: equal to, more than, less than (fewer), most, least.
- Given a number, identify one more and one less.
- *Recognise and create repeating patterns with numbers, objects and shapes.*
- *Identify odd and even numbers linked to counting in twos from 0 and 1.*
- *Solve problems and practical problems involving all of the above.*

Number – addition and subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one-digit and two-digit numbers to 20, including zero (*using concrete objects and pictorial representations*).
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Number – multiplication and division

- *Recall and use doubles of all numbers to 10 and corresponding halves.*
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.