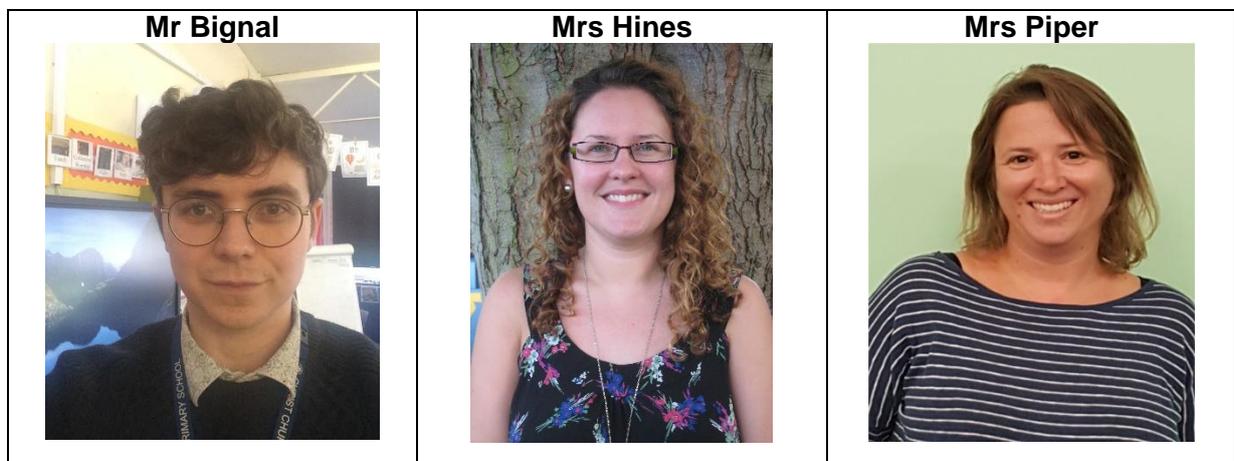


# Christ Church

## Church of England Primary School

Being Thankful, Celebration, Fairness, Forgiveness, Honesty, Love for All

### MEET THE TEACHER



**Welcome to Year 5. Your year 5 teachers this year are:-**

#### **Mr Bignal – Year 1 Fireflies**

Mr Bignal is the Key Stage 1 Maths Leader. He enjoys reading, sketching and cycling. He is a “cat person” and enjoys spending time with his cat named Fox

#### **Mrs Hines and Mrs Piper – Year 1 Dragonflies**

Mrs Hines is the PSHE Leader. She enjoys country walks and spending time with her two little girls.

Mrs Piper is one of the Mental Health Leaders. She has three boys and her favourite place is the beach!

In Fireflies, Miss Rice covers PPA Tuesday (11.15am – end of day) and Mrs Bartholomew and Mrs Pearce also support teaching and learning throughout the week.

In Dragonflies Miss Bridges supports teaching and learning. Mrs Piper and Mrs Hines cover each other for PPA Dragonflies: Wednesday

## **Welcome to year 1**

We are all very excited about the year ahead. Year One is such a fantastic year for the children and we cannot wait for all of the great activities that we have to come. We understand that it is important for the children to feel safe, secure and settled upon their return to school.

- To support this, we are engaging with a Recovery Curriculum, which puts children's wellbeing at the heart of everything that we do. We have been using the text 'Here We Are' by Oliver Jeffers to reintroduce children back into the classroom and school environment. All of our learning tasks have been planned with promoting a sense of community and belonging in mind.
- We are making sure that children are ready to learn by ensuring that they feel safe and positive about their return to school. To support this, we are using a new PSHE scheme and the Zones of Regulation scheme to talk to children about their emotions, thoughts and feelings, and to give them the tools to regulate themselves in order to be ready to learn. We are including lots of opportunities for children to explore their own interests in the world around them

## **Pupil equipment**

- Children should have their own pencil cases. Pencil cases should include writing pencils and colouring pencils (not pens) for book work. Pencil cases should also include **a glue stick**, ruler and scissors.
- The school provides equipment – for those not wishing to have their own pencil case.
- As part of a Healthy school, we recommend that children bring in a named water bottle.
- The water bottle can be filled at various water coolers around the school.

## **Additional information and reminders**

- Homework will be set as an assignment on Google classroom every Monday. The children will be expected to complete the activity as much as possible.
- If you would like to speak to us about anything, please arrange a telephone appointment with us via the school office.
- If someone else is collecting your child, please send an email to the school office in advance so that we can be made aware.
- We are a nut free school. Please do check ingredients for any items sent in for lunches or snacks.

## **Rewards/Sanctions**

Our rules help to promote good behaviour and a positive learning environment. Rewards and sanctions are given to children individually and also as a class.

### Rewards

- ✓ Regular praise and showing our work.
- ✓ Stickers and house points
- ✓ Celebrating achievement in the Golden File

- ✓ Star of the Week!
- ✓ Rainbow (on class behaviour chart)
- ✓ Persevering penguin & resilient racoon

### Sanctions

- x Verbal warning
- x Grey / blue cloud
- x Black cloud
- x When a child moves on to the black cloud they have a time out/ golden time taken away

### **PE**

- All children need a PE kit of inside and outside clothing. The PE kit needs to be correct – trainers, navy blue tracksuit top and bottoms, school PE t-shirt and navy blue shorts. Children should have both an indoor and outdoor PE kit, with appropriate footwear (trainers for outdoor PE).
- Please ensure the children have trainers with Velcro – no laces unless they can tie them confidently!
- Our P.E. days are as follows:  
Dragonflies: Wednesday AM (indoor), Thursday PM (outdoor)  
Fireflies: Wednesday PM (indoor), Thursday PM (outdoor)

### **English**

In our English lessons this year, we will be building on some of the key skills learnt in Reception and consolidating these skills – for example; spelling of high frequency and common exception words, letter formation and application of phonic knowledge. We build on these skills further by introducing the children to basic sentence structure and punctuation to begin with.

- **Phonics:** In Year One, children will revise their phonics sounds previously taught in EYFS. Assessments take place early in the year to gain an understanding of which sounds the children can identify and implement in their reading and writing. From there, lessons are planned according to which sounds need to be revised and which sounds can be extended.
- During the year, children will recap their Phase Two and Three sounds. We will also introduce Phase Five phonics, which includes alternative sounds for digraphs and tri-graphs previously covered in Phase Three. We do also practise the consonant blends in Phase Four phonics. Children take part in activities which allow them to recap, revise, practise and apply their phonics sounds in different contexts, such as filling in missing word sentences, 'phoneme spotting' in sections of text, and editing spelling.

- Children will regularly practise their decoding of words using their phonics as part of the 'Monster Word Game', which is the name for the Phonics Screening Check. The 'Monster Word Game' is played as a whole class, in small groups and individually.
- The Phonics Screening Check will be taking place in June 2021 (more details to follow closer to the time).
- In Year One, the children often make significant progress with their writing; working up from writing simple sentences to being able to write lengthy pieces by the end of the year. There is a strong focus on children being able to punctuate simple sentences (making use of finger spaces, capital letters, full stops, exclamation marks and question marks).
- Another key area of the children's writing is their spelling. Being able to spell the first one-hundred high frequency words and the common exception words is our initial focus, as this allows the children to write more freely without worrying about spelling these common words. Outside of these words, the children are only expected to make phonetically plausible attempts in line with their current phonic knowledge. For example, if a child misspells a word like "the" as "da", we would correct this and practise it with them. However, if someone misspelt a word like "magic" as "majik", this is phonetically plausible and we would not necessarily point this out to the child. In a piece of writing, we usually only focus on three spellings as a maximum (so as not to overwhelm them).
- As the children's ability to write progresses, they are taught to write in a variety of different styles. These include story writing, poetry, letter writing and instructions. We enable the children to think about the genre, audience and purpose for writing. The children will also begin thinking about their use of adjectives and descriptive language to enhance their writing.
- We use the Power of Reading scheme to support our English lessons and use key texts as stimuli for reading and writing. The Power of Reading encourages the use of talk, drama and responding to texts to engage the children in their learning.
- We read with the children regularly throughout the week in many ways, and aim to read with each child in a one-to-one setting fortnightly. Children also practise their reading skills through whole class shared reading. Reading logs are given to the children and they are encouraged to read with adults at home every day for ten minutes to help to imbed their reading skills. It is important for children to practise not only their word reading skills, but also their comprehension skills. This would include discussing new vocabulary, making predictions, retelling the story, finding key information and sequencing events.
- Children can bring, and change their reading books as soon as they feel confident with the book they currently have. Usually they will have an opportunity to change reading books every day.
- Assessments in order to move children onto the next level in the reading scheme takes into account word reading skills and fluency, as well as comprehension and inference skills. Children will move gradually through the colours levels. They move up once they have gained a breadth of experience of different books in that level, use more expression, can make predictions about the story and understand some inference. Talking about the book with your child as well as reading the text will promote these skills and the child's understanding of a range of genres.
- At the end of Year One, teachers assess the children against the end of Key Stage standards, which will show whether they have reached the expected standard in writing and reading ('working at'). If they have not reached the expected standard, they will be 'working towards' the expected standard. If they exceed the expected standard,

they will be working 'at a greater depth'. Assessments take into account spelling, punctuation, as well as whether the writing makes sense.

## Maths

- Maths in Year One comprises concepts from many different areas; number and place value, addition and subtraction, multiplication and division, fractions, measurement, properties of 2D and 3D shapes and position and direction. Number is at the heart of most areas of the mathematics that we cover and children's fluency within it is our main focus throughout the year.
- We follow a 'concrete, pictorial, abstract' approach to introducing new concepts with the children. The concrete stage involves using practical equipment to illustrate what is happening (e.g. using unifix cubes to add or sorting a group of objects into two equal groups to understand fractions). We then move to the pictorial stage where the children create or make use of visual representations (e.g. adding with pictures of unifix cubes or drawing their own unifix cubes for addition; and drawing visual representations into two equal groups for learning about fractions). Finally, we move to the abstract stage during which the children use numbers and symbols to represent what is happening (e.g. addition:  $3 + 7 = 10$  or fractions:  $\frac{1}{2}$  of  $6 = 3$ ).
- We also concentrate on some key skills to build up the children's fluency within number, such as: counting forwards and backwards in 2s, 5s and 10s, learning number bonds within 10 (e.g. number bonds to 10:  $0+10=10$ ,  $1+9=10$ ,  $2+8=10$  etc., as well as, number bonds within 10 such as to make 8:  $0+8=8$ ,  $1+7=8$ ,  $2+6=8$  etc.) and some simple mental mathematics like finding one more and one less in their heads.
- It is also important that the children can form all of their digits correctly and we practise this in our maths books regularly. The children are expected to be able to record their learning in their maths book including digits and symbols once the 'concrete, pictorial, abstract' approach has been followed.
- There is also a strong emphasis on reasoning and problem solving in mathematics whereby the children have to explain their thinking. They might be shown an incorrect example of a calculation and be asked to explain how they know it is wrong using the correct mathematical vocabulary. This might also take the form of a worded problem later in the year.
- At the end of Year One, teachers assess the children against the National Curriculum statements for the year, which will show whether they have reached the expected standard in mathematics. If they have not reached the expected standard, they will be 'working towards' the expected standard. If they have met the expectations they will be 'working at' the expected standard. If they exceed the expected standard, they will be working 'at a greater depth'. Assessments take into account the children's ability to reason and problem-solve.
- In **Science**, children will be working scientifically in order to gain the knowledge and understanding outlined in the science curriculum. This allows children to observe changes, notice patterns and to plan and conduct their own scientific testing to gain understanding of the world around them. Children will be learning about the following topics: 'Animals including Humans', 'Everyday Materials', 'Plants' and 'Seasonal Change'. Children will have opportunities to gather information from different sources, to make observations and predictions, and to plan and conduct scientific tests

- We cover many different topics in our **RE** lessons in Year One which are all posed as questions to be explored throughout the series of lessons: What responsibility has God given people about taking care of creation? What is the story of Noah really about? Baptism: Why do Christians make and keep promises before God? Why is Easter the most important festival for Christians? Judaism: What is it like to live as a Jew? Sikhism: What do Sikh's believe? We also look at the characters of the nativity story close to Christmas time. Each RE lesson provides scope for children's personal responses to aspects of these questions alongside time for children to reflect on themselves and their own lives in relation to what we discuss.
- We teach both **Art and Design & Technology** (DT) in Year One – each half term covering a topic in one of these areas. Both subjects tend to be very popular with the children who love creating and exploring with different materials. Our Art lessons, at times, take a cross-curricular approach, for example: we discuss seasonal change in Science and create Autumn collages inspired by Andy Goldsworthy in Art; and we cover texts in our English lessons through the Power of Reading scheme and then create artwork inspired by them.
- Alongside this, we also have set topics in Art that we follow throughout the year, including 'Drawing and Painting', 'Collage' and 'Textiles'.
- In DT, the children are guided through the steps of designing their own products, making them and then evaluating the whole process on completion. The children are encouraged to make meaningful decisions in planning their designs, such as by choosing appropriate materials to use or processes to follow. Throughout past years, the children have designed, made and evaluated their own fruit salad, their own moving pictures and their own model castles. Depending on what the current guidance is at the time, we may need to make some changes to these topics. We may also ask for some basic equipment or ingredients to be sent in to help us facilitate the topics if the guidance allows it at the time.

# Year 1 and 2 Common Exception Words

## Year 1

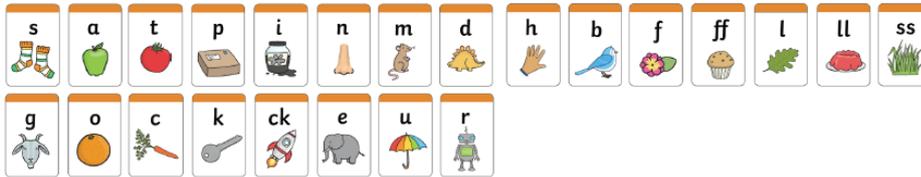
the they one  
 a be once  
 do he ask  
 to me friend  
 today she school  
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 was my our  
 is here  
 his there  
 has where  
 I love  
 you come  
 your some

## 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



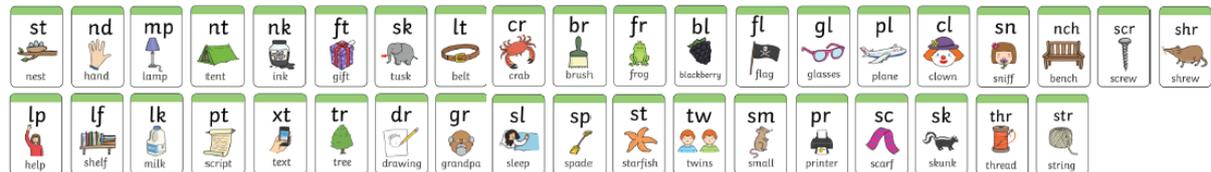
### Phase 2 Phonemes



### Phase 3 Phonemes



### Phase 4 Blends and Clusters



### Phase 5 Phonemes



## Phase 2 to 5 Sounds

## Year 1 Curriculum Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<ul style="list-style-type: none"> <li>- "Here We Are"</li> <li>- Settling back into school</li> <li>- Colourful Semantics</li> <li>- Autumn Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Diwali: narrative writing</li> <li>- Beegu: non-fiction writing</li> </ul>	<ul style="list-style-type: none"> <li>- The Very Hungry Caterpillar: spelling days of the week, narrative writing</li> <li>- The Chinese New Year: -er endings, time connectives, narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>- The Secret Sky Garden: Narrative writing</li> <li>- Pancakes: Instruction writing</li> <li>- Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- The Three Little Pigs: Narrative writing</li> <li>- Summer Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- My Pet Monster</li> <li>- 'Un-' prefix</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- Counting</li> <li>- Place Value within 10</li> <li>Addition within 10</li> </ul>	<ul style="list-style-type: none"> <li>- Subtraction within 10</li> <li>- Place Value within 20</li> <li>- Shape</li> </ul>	<ul style="list-style-type: none"> <li>- Addition within 20.</li> <li>- Subtraction within 20.</li> <li>- Addition &amp; subtraction crossing 10s barriers.</li> <li>- Place value within 50.</li> </ul>	<ul style="list-style-type: none"> <li>- Place Value within 100.</li> <li>- Height and Length.</li> <li>- Weight and Capacity.</li> </ul>	<ul style="list-style-type: none"> <li>- Multiplication</li> <li>- Division</li> <li>- Fractions</li> </ul>	<ul style="list-style-type: none"> <li>- Position and Direction</li> <li>- Money</li> <li>- Time</li> </ul>
<b>Science</b>	<p>Animals including humans</p> <p>Autumn - Seasonal changes</p>	<p>Everyday materials</p> <p>Autumn - Seasonal changes</p>	<p>Everyday materials</p> <p>Winter - Seasonal changes</p>	<p>Plants</p> <p>Spring - Seasonal changes</p>	<p>Plants</p> <p>Animals including humans</p>	<p>Animals including humans</p> <p>Summer - Seasonal changes</p>
<b>RE</b>	<p>What responsibility has God given people about taking care of creation?</p>	<p>What is the story of Noah really about?</p> <p>Christmas</p> <p>Nativity characters</p>	<p>Baptism: Why do Christians Make and Keep Promises Before God?</p>	<p>Why are saints important?</p> <p>Why is Easter the most important festival for Christians?</p>	<p>Judaism</p> <p>What is it like to live as a Jew?</p>	<p>Sikhism</p> <p>What do Sikhs believe?</p>
<b>Computing</b>	Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Including programming bee-bots, operating laptops and word processing skills.					
<b>History</b>		<p>Remember (Guy Fawkes &amp; Armistice Day)</p> <p>The lives of significant individuals and events</p>	<p>Toys</p> <p>Changes within living memory.</p>			<p>Castles; Significant historical places in our locality.</p>
<b>Geography</b>	Our World			United Kingdom	Our Local Area	

<b>Art</b>	Drawing and Painting	Collage			Textiles	
<b>DT</b>			Fruit Salad	Moving pictures		Castles
<b>Music</b>	Charanga scheme Unit: "Hey you!"	Through assemblies, songs used in worship, and Christmas carol production.	Charanga scheme Unit: Rhythm in the way we walk and banana rap	Charanga scheme Unit: In the groove	Charanga scheme Unit: Round and round	Charanga scheme Unit: Imagination song
<b>PE</b>	Strength Training  Ball Skills	Gymnastics  Tag Rugby	Dance  Basketball	Gymnastics  Bat and Ball Skills	Sports Day  Athletics	Castle Dance  Athletics
<b>PSHE</b>	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>French</b>	Introductions, greetings and classroom instructions	Numbers to ten	Colours	Common greetings/farewell. Register in French.	Fruit and veg, pets and body parts	Birds