

Welcome to the Year 1 Parent Workshop.

Please grab a chair and take a seat.



Agenda

- Meet the Team!
- Routines & Timetables
- Class Charter
- Enquiry questions
- What will your child learn this year?
- How you can support your child at home
- Housekeeping



Meet the team



Beth Baker
Class Teacher



Claire Cox and Tracey Sealey
Learning Support Assistants



What is a day like for your child?

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-9:00	Morning activities – Fine Motor Skills	Morning activities – Name Writing	Morning activities – Number Formation	Morning activities – Fine Motor Skills	Morning activities – Number Formation
9:00-9:20	Maths Input	Maths Input	Maths Input	Maths Input	Maths Input
9:20-10:00	Discovery (2x Maths Groups)	Discovery (2x Maths Groups)	Discovery (2x Maths Groups)	Discovery (2x Maths Groups)	Discovery (2x Maths Groups)
10:00-10:30	English and Independent Writing/Spelling	English and Independent Writing/Spelling	English and Independent Writing/Spelling	English and Independent Writing/Spelling	English and Independent Writing/Spelling
10:30-10:45	Breaktime				
10:45-10:55	Snack and Story				
10:55-11:15	Phonics	Phonics	Phonics	Phonics	Phonics
11:15-11:45	Guided Reading (2x groups)	Guided Reading (2x groups)	Guided Reading (2x groups)	Discovery Library	Computing
11:45-11:55	Tidy up and getting ready for lunch				
11:55-12:55	Lunch time				
12:55-1:00	Register and Relaxation Time	Register and Relaxation Time	Register and Relaxation Time	Register and Relaxation Time	Register and Relaxation Time
1:00-1:10	Number Sense	Number Sense	Number Sense	Number Sense	Number Sense
1:10-1:55	History	PE	Science	DT	PE
1:55-2:35	Learn Together Discovery	Discovery	Music Discovery	Discovery	Discovery
2:35-2:45	Tidy up and get ready for home time				
2:45-3:10	Assembly				
3:10-3:20	Home time and Handwriting				

Class Charter

Article 28

We have the right
to learn.

As Rights Holders we will...

Listen.

Persevere.

Help each other.

As Duty Bearers adults will...

Help us to learn.

Teach us new things.

Listen to everybody.

Article 31

We have the right
to play.

As Rights Holders we will...

Share our toys together.

Look after our school and
classroom.

Use our words to solve problems.

As Duty Bearers adults will...

Help us look after our school.

Find us things to play with.

Article 19

We have the right
to be safe.

As Rights Holders we will...

Use kind hands and feet.

Listen to instructions.

Help each other.

Be respectful.

As Duty Bearers adults will...

Help us to stay safe- remind us if
we are not being safe.

Help us if we are hurt.

Be respectful.

Our Enquiry Questions (Working titles)

Term 1 – How is now different to when our parents or grandparents were little? (*History/DT focus*)

I wonder how my favourite animal is different to other animals? (Science focus)

I wonder where my food comes from? (PSHE and Learn Together focus)

Term 2 – What is our school environment like? (*Geography focus*)

I wonder what I can find in our school environment? (Science/Art focus)

Term 3 – How did Frys Chocolate change Keynsham? (*History focus*)

I wonder where animals get their food from? (Science focus)

I wonder what love means to me? (Learn Together)

Working titles – the actual question will be decided by the children in a discussion.



Term 4 – Who are we and where are we? (*Geography focus*)

I wonder what makes me and my family unique? (Science and Learn Together focus)

Term 5 – Why do people remember Florence Nightingale, Mary Seacole and Edith Cavell? (*History focus*)

I wonder which plants I can find in our local area? (Science focus)

Term 6 – How do animals survive? (*Science & Geography focus*)

I wonder how plants grow and change? (Science and Art focus)

Working titles – the actual question will be decided by the children in a discussion.



Reading

- 3x Guided Reading Sessions per week – Fluency, Prosody and Comprehension.
- Individual reading: one reading book to read at home at least four times a week. Please keep reading book in your child's bag. These are based on children's phonics.
- Reading Record: you or your child can fill this in, but it must be initialled by an adult. Date, pages read, optional comments
- Weekly library visits: The class will visit the library once a week and take out a Reading for Pleasure book to share at home.

English

- Each term we focus on a core text of high quality to engage the children and base our learning on writing fiction and nonfiction texts.
- Spelling, punctuation and grammar lessons are taught in English

Handwriting: Daily sessions. Letterjoin home access.

Spelling: Word lists on our class page & in Spelling Journal book which should be brought into school each day. These will start from Term 2. We may also send home some tricky words which can be used to play games with.



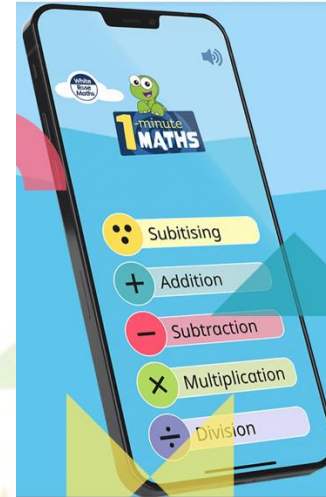
Everyone can do maths: everyone can!

Maths

Year 1 (v3)

[Scheme of learning](#)
[Supporting materials](#)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10) VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW	Number Addition and subtraction (within 20) VIEW		Number Place value (within 50) VIEW	Measurement Length and height VIEW	Measurement Mass and volume VIEW						
Summer term	Number Multiplication and division VIEW		Number Fractions VIEW	Geometry Position and direction VIEW	Number Place value (within 100) VIEW	Measurement Money VIEW	Measurement Time VIEW	Consolidation				

[Parents](#)
[View all our resources](#)
[Advice & guidance](#)
[Maths with Michael](#)
[Parent resources](#)
[FAQs](#)
www.whiterosemaths.com


Learn Together

Family Y1

The pupils will be enabled to:

- Explore the concept of family and family stories through the affirmation of their own and other family structures including
 - families with foster children
 - blended families: families with children from previous relationships who now live together
 - families with female and male parents
 - families with a single parent
 - families with same-sex-parents
 - families headed by grandparent(s) or other relative(s)
 - families with adopted children
- Identify times when families come together to talk, eat, or exercise.
- Demonstrate an appreciation of the diversity of family types within the class and school.
- Engage in discussion around the joy and wonder of new life e.g. siblings, animals, pets, plants.

Feelings Year 1

The pupils will be enabled to:

- Demonstrate an understanding of feelings such as sadness, happiness, anger, excitement and disappointment.
- Identify and recognise these feelings in stories and scenarios.
- Demonstrate an understanding that all feelings are a normal part of the human experience.
- Articulate how they might respond appropriately when feelings become overwhelming.
- Demonstrate an understanding that feelings are not permanent but transient.

*Links to: Geography - locational knowledge,
Human/Physical Geography
Science, DT*

Our Environment

Year 1

The pupils will be enabled to:

- Participate in nature walks to explore their school's immediate environment.
- Differentiate between natural and human-made materials.
- Engage in research and discussion around environmental issues in their locality such as plastic pollution or litter.
- Identify and communicate strategies to address the environmental issues in their locality such as eliminating single-use plastic in the classroom.
- Demonstrate an understanding of the importance of composting and recycling.

*Links to:
History when discussing sit
indiv* **Introducing Democracy and Democratic Practices**

Y1

The pupils will be enabled to:

- Discuss the importance of voicing opinions and views.
- Role play the implications of one or two voices dominating the conversation.
- Articulate the difference between hearing and listening.
- Discuss the benefits of group members listening to one another.
- Experience talks, presentations, speeches from members / prospective members of the Student Council
- Use and experience the language of dialogue e.g. I agree / I disagree, Why is this so / Maybe / I wonder if?
- Experience regular opportunities to engage in class votes.
- Demonstrate an understanding that it's possible to disagree with an opinion while still respecting the individual expressing that opinion.

*Links to: D&T: Cooking and Nutrition
Geography: Human*

Food

Y1

The pupils will be enabled to:

- Demonstrate an appreciation of the benefits of sharing food while interacting with others.
- Demonstrate an appreciation of how the anticipation of a meal can enhance the overall experience.
- Discuss the benefits of eating slowly and mindfully for positive mental and physical health.
- Articulate why it is important not to waste food and how to minimise food waste.
- Investigate how different cultures and traditions have their own culinary styles and approaches to food e.g. use of spices, use of chopsticks etc.
- Explore how food can be used to mark special occasions including occasions associated with beliefs.

Making a Difference

Y1

The pupils will be enabled to:

- Recall the contribution an individual or group in the school community made in relation to a specific issue.
- Identify the circumstances which necessitated this contribution.
- Identify the practical benefits of this contribution.
- Engage in discussion with this individual or group about their motivations for instigating change and the process involved in bringing those changes about.

Examples of small, practical and visual initiatives could include:

- an addition to playground activities
- Student Council charitable fundraisers
- spring clean around the school
- planting flowers

Learn Together

Follow individual school-based progression for Religion/s taught dependent on local demographic.
Learning Outcomes

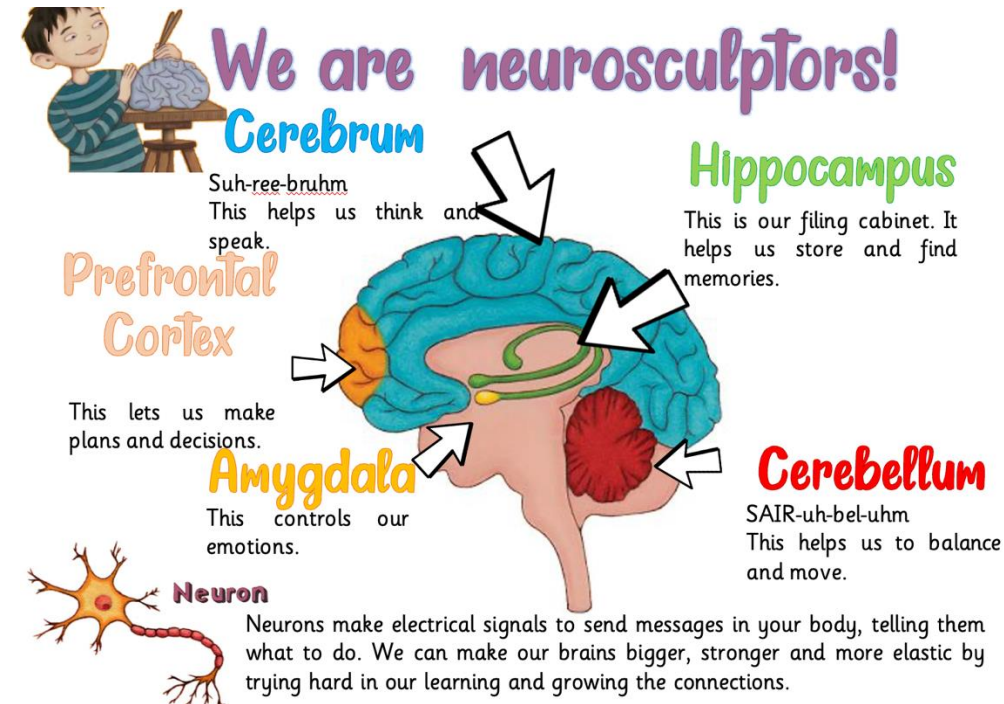
Links to: Geography: Human/Physical Science	Seasons	Year 1
The pupils will be enabled to:		
<u>Communicate (children reflect on own experiences of concept).</u>		
<ul style="list-style-type: none">Identify seasons and months of the year.Name their favourite season and give reasons for their answer.Name the month / season when significant (personal) events occur in their lives.		
<u>Apply (children reflect on how concept affects them and others – impact on feelings and behaviours).</u>		
<ul style="list-style-type: none">Identify special events and occasions during the year.Discuss how some celebrations are fixed and remain the same every year and others are not.Identify feelings and actions these events and occasions bring about.		
<u>Enquire (children speculate and ask questions about concept).</u>		
<ul style="list-style-type: none">Articulate the role seasons play in the year and calendar (marking the passing of time).		
<u>Contextualise (children create connections between concept and belief system).</u>		
<ul style="list-style-type: none">Discover two historic markers of seasonal change (solstice and equinox) and identify when they take place during the year.Recall the identifying features of solstices and equinoxes.Explore how solstices and equinoxes are related to light and dark.		
<u>Reflect (children reflect on value and importance of concept).</u>		
Within (belief system / from viewpoint of member of belief system)		
<ul style="list-style-type: none">Identify examples of solstices and equinoxes.		
Without (from children's perspective)		
<ul style="list-style-type: none">Engage in debate and discussion on the advantages and disadvantages of having 7 days in a week, 2 days in a weekend, 12 months in a year, summer holidays during July and August.		

Love	Y1
The pupils will be enabled to:	
<u>Communicate (children reflect on own experiences of concept).</u>	
<ul style="list-style-type: none">Identify when and how they feel loved.	
<u>Apply (children reflect on how concept affects them and others – impact on feelings and behaviours).</u>	
<ul style="list-style-type: none">Identify when and how they express love to others.Identify different types of love such as love for people, food, sport, pets or toys. (Note: some children may name love for god).Articulate the feelings and actions evoked by love from and for others.	
<u>Enquire (children speculate and ask questions about concept).</u>	
<ul style="list-style-type: none">Identify that some religious and secular celebrations and rites of passage are associated with love, such as the naming of a child or marriage.	
<u>Contextualise (children create connections between concept and belief system).</u>	
<ul style="list-style-type: none">Identify a celebration in one belief system which features expressions of love, such as Wesak (love for memory of Buddha when celebrating his birthday), Christmas (love of parents for child; love of God for world) or Diwali (love between Rama and Sita).Recall a story of celebration.	
<u>Reflect (children reflect on value and importance of concept).</u>	
Within (belief system / from viewpoint of member of belief system)	
<ul style="list-style-type: none">Engage in debate and discussion on why it is important for members of the belief system to acknowledge love in the chosen celebration.	
Without (from children's perspective)	
<ul style="list-style-type: none">Engage in debate and discussion about whether celebrations or rites of passage would change if love was not a key feature.	

How to Support at Home

- Reading daily with your child and encouraging book talk and enjoyment of reading.
- Spelling and tricky word practice (from Term 2)
- Talk to them about their day. Create link with school + home.
- Model and encourage growth mindset.

Encourage a growth mindset.
I can't do this YET.
I am going to keep trying.
Good learners don't always 'get' things straight away. Good learners are those that don't give up.



Medium Term Planners & Newsletter updates



Somerdale Educate Together
Medium Term Overview 2024-2025 <TERM 1> <Year 1>



Term 1 Newsletter (Wildcats)

Dear Families,

Welcome to Year 1! I hope you have all had a wonderful summer and are ready to start a new school year. I am so excited to be your teacher this year. We are going to have lots of fun learning and exploring and I can't wait to see you all shine!

The Year One team:

Beth Baker	Claire Cox	Tracey Sealey
Class Teacher	Learning Support Assistant	Learning Support Assistant
	Mon-Fri	Mon-Wed

Enquiry Questions this term: I wonder where my food comes from?

This term our main enquiry question is 'I wonder where my food comes from?'. We will use this to help us think about events such as harvest and also explore healthy eating. In History, our enquiry question is 'How is now different to when our parents and grandparents were little?'. We will be exploring the differences between homes, transport and toys and will also have a go at making our own toys/books in DT! For science, our enquiry question is 'I wonder how my favourite animal is different to other animals?'. We will look at the different features and classifications of animals and learn how they are adapted to their environments.

Rights Respecting Schools

This term we will focus in particular at these rights:

- Article 24: All children have the right to safe water to drink and nutritious food
- Article 19: Governments must protect children from violence, abuse and being neglected.

Teaching and Learning This Term

Our medium term overview is now available on the class page of our website.

[Please click here to view the overview for this term. \(PS\)](#)

[Please click here to view the overview for this term. \(YR\)](#)

[Please click here to view the overview for this term. \(Y1\)](#)

[Please click here to view the overview for this term. \(Y2\)](#)

[Please click here to view the overview for this term. \(Y3\)](#)

[Please click here to view the overview for this term. \(Y4\)](#)

[Please click here to view the overview for this term. \(Y5\)](#)

[Please click here to view the overview for this term. \(Y6\)](#)

Home Learning

Reading

It is our recommendation that children should be reading daily where possible. The expectation is that children read a **minimum of 4 times a week**.

Spelling

We will start spellings from Term 2. We may send home tricky words each week and teach children some games they can play with them to support their phonics. A new spelling list and set of assignments will be set each Monday after followed by a spelling quiz the following Monday in school.

There will be a log in to LetterJoin in the children's reading records from Week 2. The children can use this to practice their letter formation from home.

Main Grammatical Focus	Use full stops and capital letters to demarcate sentences. Write grammatically accurate, simple sentences. Write sequences of linked sentences to form short texts (Week 4/5 onwards).							
Phonics/Spelling	SETTLING INTO YEAR 1 – Phonics assessments	Review Phase 3 GPCs Ai ee igh. Oa oo ac. Or ur oo. Ow oi ear Tricky words: the, to, into, I, no, go	Air er /z/ s -es Words with two or more digraphs e.g. queen, thicker Tricky words: of, he, she, we, me, be	Phase 4 CVCC CCVC CCVCC CCVC Phase 4 with long vowels Tricky words: was, you, they, all, are	Begin Phase 5 /ai/ ay play /ow/ ow cloud /oi/ toy /ee/ ea each Tricky words: my, by, pure, sure, said, have	Review longer words Tricky words: like, so, do, some, come, love	Consolidation of new phase 5 sounds Tricky words (week 7): were, there, little, one, when Tricky words (week 8): out, what, says, here, today	
Home Learning Support	For more information on the focus of the steps, please click here . Spelling Shed Home Use (For weekly spellings including interactive games)							
Main handwriting Focus	Warm Up Activities	Warm Up Activities	Letter families: Long Ladder Letters (i, l, t, u, j, y)	Letter families: Curly Caterpillar Letters (a, c, f, e, s, g)	Letter families: One-armed Robots letters (b, h, k, m, p, r)	Letter families: Zig-zag letters (v, w, x, z)	Consolidation and re-cap of any 'tricky' letters (based on children).	
Home Support	Access Letter join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.							
Main reading focus	Fluency, expression and comprehension covered weekly during guided reading (phase dependent on phonics assessments)							
Mathematics For more information on the focus of the steps, please click here.	SETTLING INTO YEAR 1	Place Value within 10 - Sort objects - Count objects - Count objects from a larger group	Place Value within 10 - Represent objects - Recognise numbers as words - Count on from any number	Place Value within 10 - 1 more - Count backwards from 10 - 1 less	Place Value within 10 - Compare groups by matching - Fewer, more, same - Less than, greater than, equal to	Place Value within 10 - Compare number - Order objects and numbers - Introducing number lines	Addition and Subtraction within 10 - Introduce parts and wholes - Part-part-whole model - Write number sentences	Addition and Subtraction within 10 - Fact families – addition facts - Number bonds within 10 - Systematic number bonds within 10
Number Facts Focus	SETTLING INTO YEAR 1	Subitising 1-5		Subitising 6-10		Subitising on Tens Frames		
Home Learning Support	Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught or can be used as additional practice. Early Years Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Free Downloadable Workbooks for Year 1 – 6 TTRS for Key Stage 2 1 Minute Maths App for all year groups Numbersense Home Learning Overviews (Year 1, Year 2 & Year 3 Autumn Term)							
Science	SETTLING INTO YEAR 1	Introduce enquiry question: I wonder how my favourite animal is different to other animals?	Identify and name a variety of common animals: fish and amphibians	Identify and name a variety of common animals: mammals and reptiles	Identify and name a variety of common animals: birds	Can you research some facts about your favourite animal? (iPads?)	Observe changes across the four seasons, describe weather and day length - AUTUMN	Observe changes across the four seasons, describe weather and day length - AUTUMN
History	SETTLING INTO YEAR 1	Exploring different types of houses. Know that present is something happening now.	Homes in the past – what is different? Past is something that has already happened. Language: decade(s)	Know and compare technology in houses now and in the past e.g. washing machines/tumble dryers Outdoor toilets Coal fires/central heating	What are toys like now? Can you describe them? What materials are they made of? How do they work?	Compare toys past and present (Blaise Castle Toy Workshop). Are the materials/colours different? Function – mechanical to electronic	Making a timeline: When did the toys change? Can we put them in order from oldest to newest?	Toy comparisons: Choose two toys (past and present) Can you tell me about the differences between them? (Video or captions).
Design and Technology	SETTLING INTO YEAR 1	Exploring a range of products with levers and sliders – what is it?	Demonstrate a simple lever/slider in a book	Designing:	Making mock-ups:	Making sliders and levers	Evaluation of sliders and levers:	Preparing fruit and vegetables – making a fruit salad

Housekeeping

- Bring books, reading records & bookbags in every day.
- PE days (Tuesday and Friday)- suitable clothing!
- Change to pick-ups let us know by calling or emailing info@somerdaleet.org.uk before 2pm if possible.
- **Family Helpers warmly welcomed!**
- Chat to me at the door, or email info@somerdaleet.org.uk
- Any questions?

