



# WELCOME TO YEAR 1

Information PowerPoint

Autumn 2024

# Meet the Year 1 Team



**Mr Warden**  
Class Teacher



**Mrs Connor**  
Learning Support  
Assistant



**Mr Guppy**  
Learning Support  
Assistant



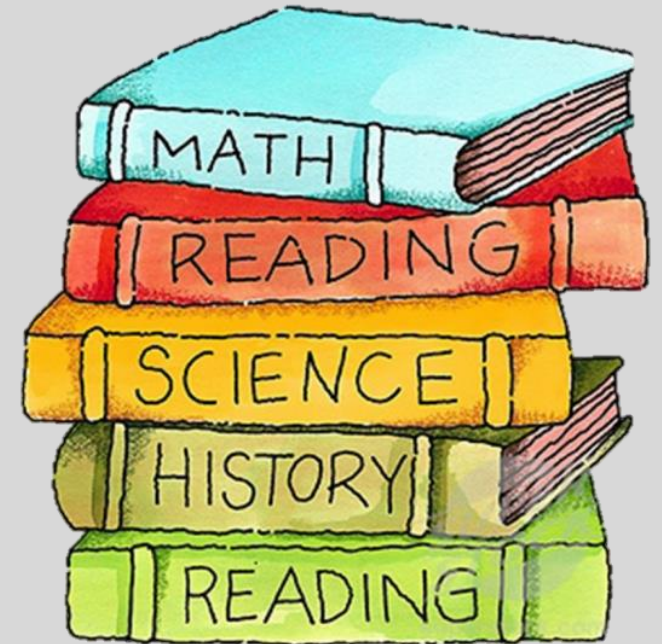
**Mrs Hunt**  
Learning Support  
Assistant

# Our Classroom



# Year 1 Timetable

Time	Activity
8:40-8:50am	Funky Fingers
8:50am	Registration
9:00-9:40am	Phonics
9:40-10:30am	English
10.30-10:45am	Breaktime
10:45-11.00am	Story / Snack
11:05-12noon	Maths
12.00-1.00pm	Lunchtime
1:00-1:30pm	Mastering Numbers / Guided Reading / H.W
1:30-2:55pm	Foundation Subjects
2.55-3.15pm	Assembly
3.20pm	Hometime



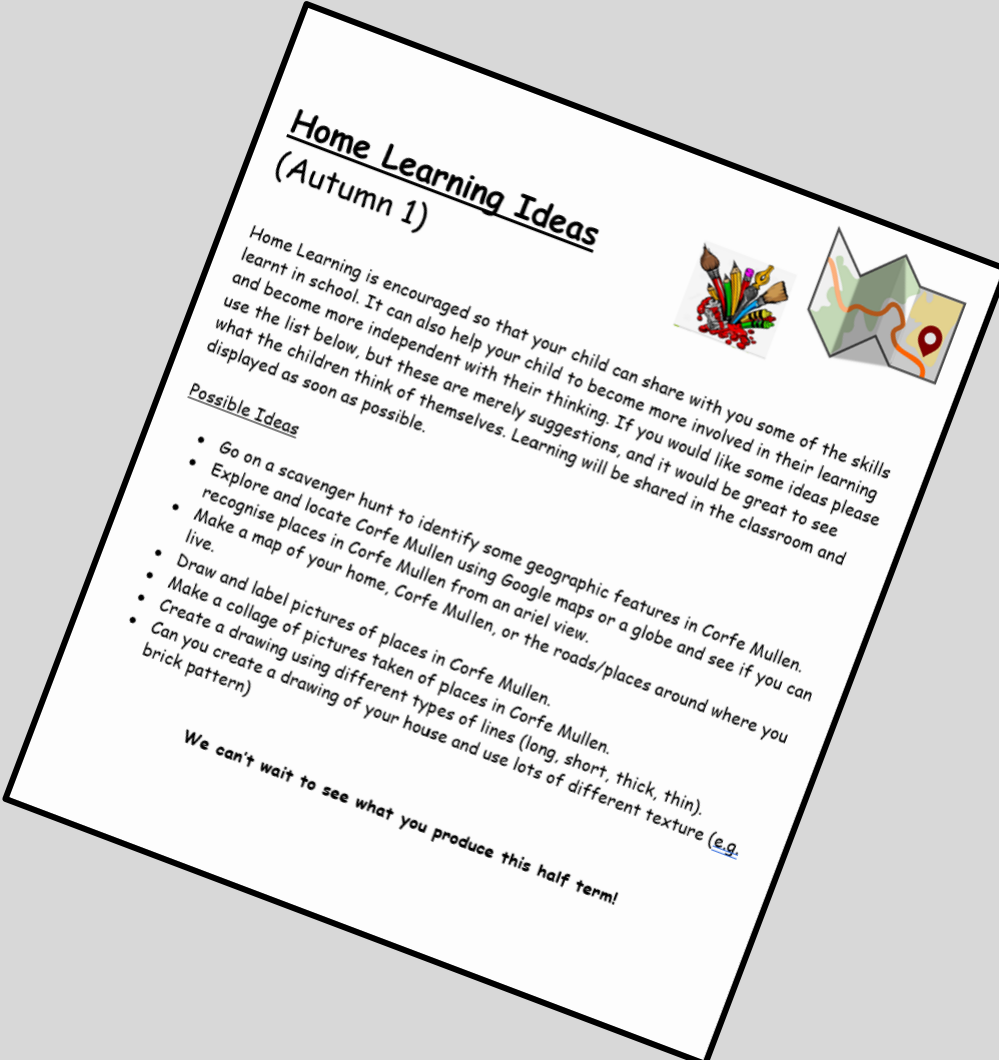
# Our Learning Journeys

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	Animals, <u>including humans</u>		Seasonal Changes	Everyday Materials	<u>Animals</u> , including humans	Plants
<b>History</b>		Gunpowder Plot- Guy Fawkes		Kings and Queens, Princes and Princesses		Explorers- Armstrong and Columbus
<b>Geography</b>	Our School and Surrounding Environment		Living and working in Corfe Mullen		Urban or Rural: Corfe Mullen or London?	
<b>Art and Design</b>	Drawing/Painting- Kandinsky	Painting- Van Gogh			Printing- Warhol	
<b>Design and Technology</b>			Structures	Textiles		Mechanisms- Sliders
<b>PE</b>	Fundamentals Gymnastics	Dance Ball Skills	Invasion Sending and Receiving	Net and Wall Fitness	Target Games Team Building	Athletics Striking and Fielding
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Safety</b>	Stranger Danger	Fire Safety	Road Safety	Body Safety	Sun Safety	Water and Beach Safety
<b>RE</b>	Shabbat- Judaism	Incarnation- Christianity	God- Christianity	Salvation- Christianity	Gospel- Christianity	Rosh Hashanah and Yom Kippur- Judaism
<b>Computing</b>		Computer Systems and Networks	Programming 1	Programming 2		Data Handling
<b>Music</b>	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, <u>Rhythm</u> and Pitch	Having Fun and Improvisation	Explore Sound and Create a Story

# Home Learning


You will have received a curriculum leaflet and home learning sheet with ideas of learning the children could do at home. Please only use this as a guide as I know the children will have lots of other imaginative ideas!

We love seeing all of the home learning the children get up to and the children really enjoy sharing their experiences with their peers. If you would prefer not to send learning into school, please email me a picture of the learning or places you have been and we can continue to share what the children have been up to.



**Home Learning Ideas**  
(Autumn 1)

Home Learning is encouraged so that your child can share with you some of the skills learnt in school. It can also help your child to become more involved in their learning and become more independent with their thinking. If you would like some ideas please use the list below, but these are merely suggestions, and it would be great to see what the children think of themselves. Learning will be shared in the classroom and displayed as soon as possible.



Possible Ideas

- Go on a scavenger hunt to identify some geographic features in Corfe Mullen.
- Explore and locate Corfe Mullen using Google maps or a globe and see if you can recognise places in Corfe Mullen from an aerial view.
- Make a map of your home, Corfe Mullen, or the roads/places around where you live.
- Draw and label pictures of places in Corfe Mullen.
- Make a collage of pictures taken of places in Corfe Mullen.
- Create a drawing using different types of lines (long, short, thick, thin).
- Can you create a drawing of your house and use lots of different texture (e.g. brick pattern)

**We can't wait to see what you produce this half term!**

# Phonics

**Read Write Inc.**  
Phonics

We teach phonics and reading for 40 minutes a day. The class will be split into further groups to enable us to provide learning more tailored and responsive to each individual.

As a rule of thumb, children in Year 1 review Set 2 sounds from Reception and secure all Set 2 sounds for reading and spelling. They are then taught to read and spell words using Set 3 sounds with fluency and accuracy, including additional uncommon digraphs that are statutory but do not appear in the Read Write Inc Set 1, 2 and 3 sounds lists. (e.g ie, au, ear, ue)



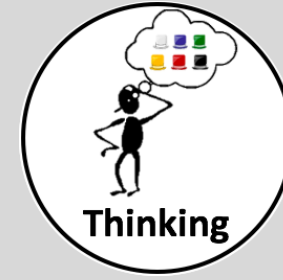
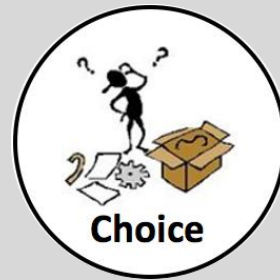
m	a	s	d	t	i	n	p	g	o	c	k	u	b	f
e	l	h	r	j	v	y	w	z	x					
sh	ch	qu	th	ng	nk	ck								
ay ā-e ai	ee ea e	igh i-e	ow ō-e oa	ue	ie									
oo ū-e ew	ar	or aw	air are	ir ur er	au	e-e								
ou ow	oi oy	ire	ear	ure	tion	tious	ious	wh	ph					
								kn						

# Reading

In addition to reading in their Phonics' groups, the children will also participate in whole class guided reading lessons.

## NC Objective to be taught in comprehension lessons:

- To recognise and join in with predictable phrases (**Predict**)
- To discuss word meanings (**Vocabulary**)
- To discuss the significance of titles and events (**Explain**)
- Make **inferences** on the basis of what is being said and done
- Predict** what may happen on the basis of what has been read so far
- Explain** clearly their understanding of what is read to them





# Books Going Home



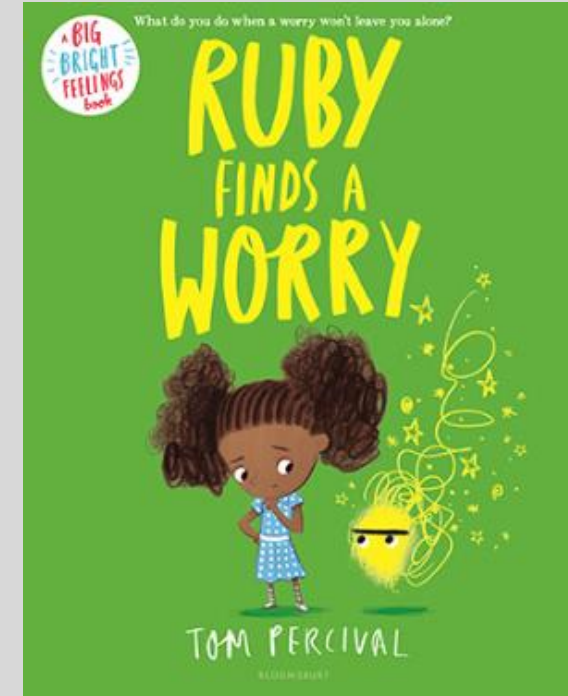
## Learn to Read Book

Your child will read this confidently as they have read it all week at school and it matches the phonics they have been learning so far.



## Book Bag Book

Matches your child's current phonics learning and knowledge of red words but gives your child the opportunity to read these in a book they haven't seen before.



## Love to Read Book

A book chosen by your child from the library to share together at home.

# Free Oxford eBook Library

The screenshot shows the Oxford Owl website's eBook library. At the top left is the Oxford Owl logo. To its right are links for 'Help', 'Join us', and 'Log in'. Below the logo is a green banner with an owl illustration and a speech bubble saying 'Let's get them flying!'. A search bar with the placeholder 'Enter keyword...' is positioned to the right of the owl. Below the banner is a navigation menu with buttons for 'Home', 'Reading', 'English', 'Maths', 'At school', and 'Books'. The main content area features a large heading 'FREE eBook Library from Oxford Owl' and a welcome message: 'Welcome to our free eBooks collection, developed for children aged 3–11 years old reading, visit our [Reading](#) pages.' Below this is a note: 'All our eBooks are tablet-friendly. Just [register](#) or [log in](#) to start reading.' To the right of the text is a filter panel with a 'Show all eBooks' button, a 'Covers' button, and a 'Detail' button. There are three dropdown menus: 'All Ages', 'Levels', and 'Book type', and two more dropdown menus: 'Series' and another one. Below the filters is a grid of 18 eBook covers arranged on three shelves. Each cover has a small orange circle with a white 'e' on it. The covers include titles like 'MARV', 'Winnie & Wilbur STAY AT HOME', 'Pink Panther Goes to School', 'Dad's Birthday', 'Kitty', 'Noah's Ark', 'The Trunk and the Skunk', 'Friendship', 'Dolphin Rescue', 'The Frog Prince', 'Winnie & Wilbur AT THE SEASIDE', 'INCREDIBLE ANIMALS', 'Pippi Longstocking', 'Sieve Terror of the Seas', 'Tidy Up, Winnie!', 'ALL ABOARD THE COLOURS TRAIN', 'Disgusting Donzil', and 'Goodnight, Sleep Tight'.

[Free eBook library | Oxford Owl from Oxford University Press](#)

## Phonics

'Reading should not be presented to children as a chore, or a duty. It should be offered as a gift'

Katie DiCamillo

### Intent

At Henbury View First School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through daily, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling and blend sounds to

### In this section

Our Curriculum

Learning Cycle

Year Group Pages

> Phonics

Reading

Writing

Maths

Science

## Green Word Practice

Practise using the PowerPoint below to support your child to read green words using the sounds they have learnt in school. Green words are words that we can read using the sounds we know. We can 'Fred Talk' these words out loud to help us blend and read them.

*Important note: Each section of the PowerPoint relates to blocks of sounds that children learn. Don't worry if your child struggles to read these words. You can help them by creating individual cards of each of the sounds and working together to blend them. If you would like any support with this, please don't hesitate to ask your child's class teacher.*

[Set 2 Green Word PPT](#)

[Set 3 Green Word PPT](#)

[Word Time PPT \(Green Words\)](#)

# Set 2 Sounds Green Words

Don't forget to use your Fred Talk if you need to.  
Then....  
Fred in your head!



# Set 3 Sounds Green Words

Don't forget to use your Fred Talk if you need to.  
Then....  
Fred in your head!



# Red Ditty Red Words

These red words are introduced when your child begins reading red ditties.



# Reading Records

You don't need to write too much!

## Examples:

\*A signature and tick three times stating you have simply read the book is great!

- “X read most green words independently but struggled with sh sound so we worked on this together.”
- “X read all of the speedy green words in under 1 minute. We played games to beat her time.”
- “After the third read, X was confident on all sounds apart from nk.”



## Learn to Read Books

These are the books we would love to see recorded in your reading record **at least x3 per week.**

You can of course log other reads from your own selection and library books too!

Reading with your child is one of the most important things you can do to help at home. We will keep a weekly check of who is reading at least x3 times per week, please do let us know if you want any further support. We are always happy to help!



Henbury View First School

## Spelling Logbook



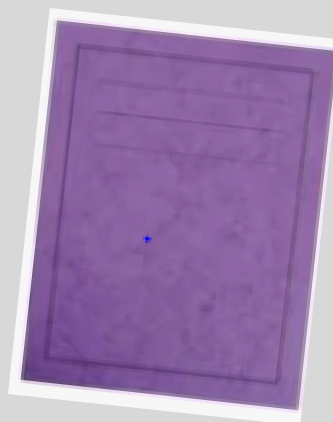
Dear Parents,

Each week your child will receive a sheet that details the focus sound/s or spelling rule that has been focused on that week in school. Please use the variety of games and activities below to help your child practise these important spellings.

- **Review** – begin spelling sessions reviewing words or rules from previous weeks. Mark together, highlighting parts that may be incorrect. Can you come up with your own rule or rhyme to help you remember the tricky part together?
- **Say** the focus words in funny voices changing the parts that are tricky to remember
- **Look, say, cover, write and check** – mark together
- **Dictation** – Say the focus word within a sentence your child writes down, focus marking on the target word
- **Four in a row game** – a mini spelling quiz of 4 words targeting the focus sound or rule. Mark together and see if they can get four in a row!
- **Mark it** – You write down the spelling correctly or incorrectly then ask your child to mark it for you. Did they spot your mistakes?

We love to see your work, please use this book to record any spelling home learning.

# Log Books



### Red Words

Red Ditty Level									
put	the	I	no	of	my	for	he		
Green Level									
your	said	you	be	are					
Purple Level									
to	me	go	baby	put(s)	your				
Pink Level									
I've	like	all	we	want	her	call	she	I'm	
something	into	so							
Orange Level									
what	do	today	they	old	I'll	was			
Yellow Level									
some	saw	watch	school	small	their	who	fall	one	
I've	baby	fall	any	where	were	wall	there		
Blue Level									
does	other	two	could	ball	would	water	wash	anyone	
over	wasn't	through	once	brother	whole	people			
Grey Level									
should	were	there	call	want	co				
could	are	other	was	two	w				
what	school	mother	to	they	fa				
water	great	brother	above	where	hi				
what	small	any	here	son	wc				



Henbury View First School

## Spelling Logbook



Another important element to our spelling work is learning to read and spell common exception or red words. These words may not follow the focus sound and spelling rules we have been working on and we need to work hard to remember them. You can use all of the same strategies on the previous sheet to help you rehearse these words.

**Top tip:** Circle the part of the word that doesn't sound right, discuss how and why it is different and come up with strategies together to remember it. Mnemonics is a great strategy for words like these.

e.g. Said – silly ants in dresses

# Please remember to bring book bags into school everyday with these key items in



There are routines and systems in place that ensures your child will receive all of the books they need as well as new log book slips for the week.

It is difficult for us to manage this if book bags are not in school every day with all of these items.

# Reading Awards

Please do not feel you need to buy the books on this list, you can borrow many of these from school using our class book swap.

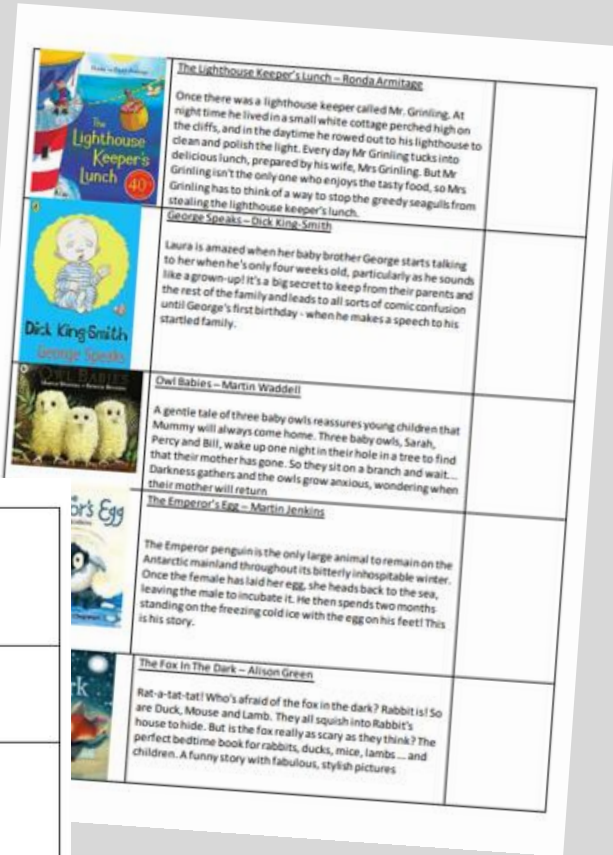
We will check the lists once a term to see who needs to be celebrated with a certificate in assembly. Please bring in your ticked sheets on these dates:

**Monday 9<sup>th</sup> December 2024**



**Monday 24<sup>th</sup> March 2025**

**Monday 14<sup>th</sup> July 2025**

*(We will remind you of these!)*

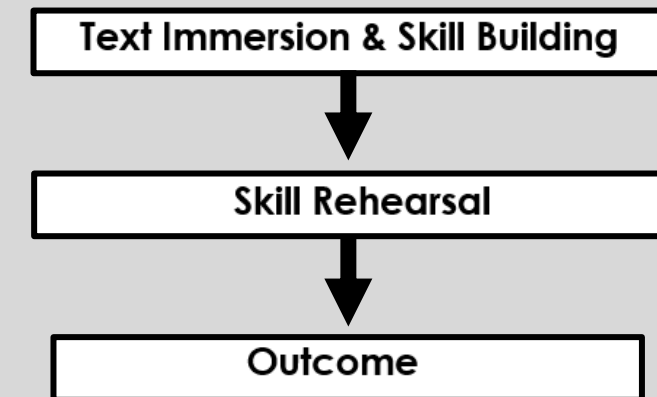


# English- Writing

Autumn 1		
Carousel English introduction – SpaG focus <b>Core Texts for Guided Reading</b>		
		Through exploring the story "Knuffle Bunny", we will create our own story in a similar style. We will focus on capital letters, full stops and what makes a sentence.

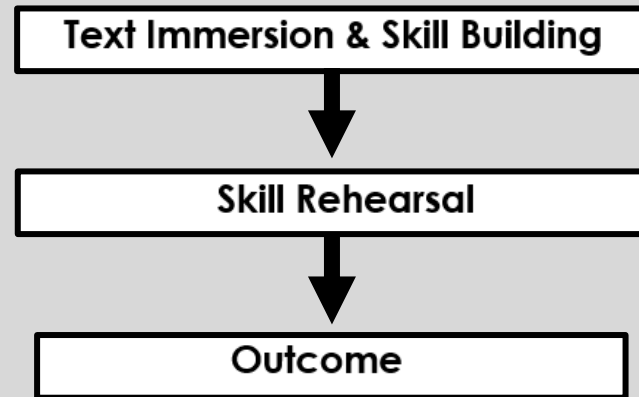
Over the year, we will ensure that the children can experience and write both fiction and non-fiction, and different writing styles within these (e.g. letter writing, instructions, recounts, etc.). Our work during our reading sessions will support the writing, both through looking at structure and vocabulary. The children will have a clear purpose and audience for each piece of writing.

For writing, we follow the Reading into Writing process. Within the Reading into Writing Journey there are 4 phases. Text Immersion, Skill Building, Skill Rehearsal, and a Final Outcome.





# English- Reading into Writing



## **Text Immersion**

Each text is carefully chosen to ensure it includes the skills that will be focused on during the learning journey.

## **Skill Building**

*The skills from the Year 1 NC objectives and Appendix 2 are explicitly taught and **built** through practical activities, games, sentence manipulation, vocabulary building activities, speaking and listening etc.*

## **Skill Rehearsal**

*Children given the opportunity to **rehearse** these skills in short pieces of writing before their final application piece. (Focused mini writes / apprentice writes with support and modelling)*

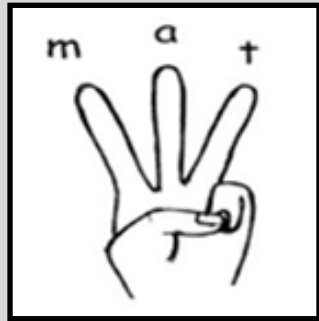
## **Final Outcome**

*Modelled & shared writes include all the skills we have taught, whilst making sure it is in a **different context** to the children's final pieces.*

*Children given the opportunity to **apply** the skills they have built up independently with their **own** ideas.*

# English- Writing

We would encourage the children to write at home if they would like, but even picking out these features (e.g. finger spaces, capital letters and full stops) when reading at home would be a good reminder for them..



## Appendix 2

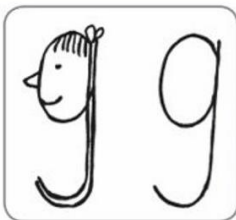
Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ) How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boaf</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

# Handwriting

## Handwriting Stage 1a:

### Letter formation

- 'Around' letters: **c a o d g q**
- 'Down' letters: **l t b p k h i j m n r u y**
- 'Curly' letters: **e f s**
- 'Zigzag' letters: **v w z x.**

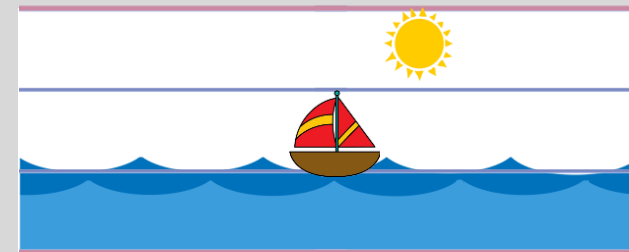


Checklist: girl

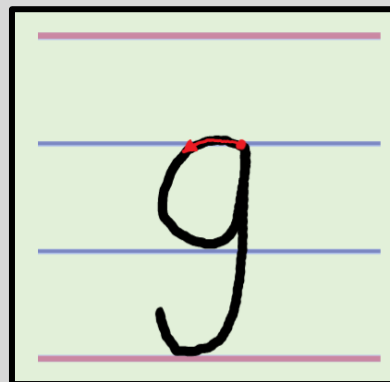
- ✓ start at her hair bobble on top of her head
- ✓ draw a nice round face
- ✓ go back up to her bobble
- ✓ down her very straight hair
- ✓ draw a round curl to finish

## Handwriting Stage 1b:

### Relative size of letters



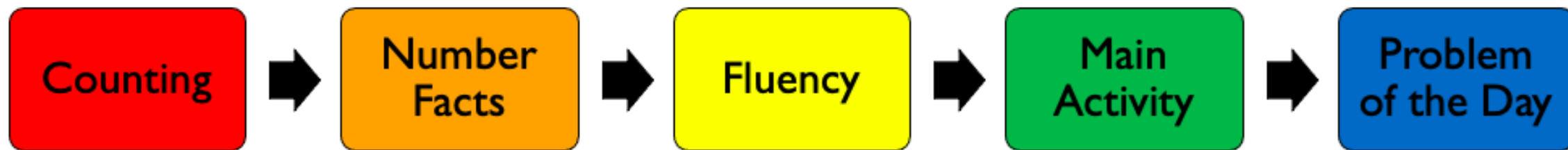
- 'Sun letters': **b d h k l** (**f** and **t** are just a little bit smaller)
- 'Boat letters': **a c e i m n o r s u v w x z**
- 'Water letters': **g j p q y.**



<https://www.henburyview.dorset.sch.uk/page/?title=Writing&pid=93&action=saved>

# Maths

In Maths, we follow this daily lesson structure:



This allows children to constantly consolidate their number facts, which supports them when approaching new concepts and more complex problems.

We will primarily use NCETM as our guide for teaching the main activities. This also provides us with high-quality pictorial representations of the mathematical concepts we are teaching (for Place Value, Addition and Subtraction, Multiplication and Division and Fractions). For other areas of the curriculum and to supplement our learning, we will use White Rose resources (for measures, statistics, geometry).

# Maths

We will continue to use concrete resources and pictorial representations to help our learning journey, ensuring the children develop conceptual understanding of the concepts that we look at. The children will be given time to 'experience' the maths by using hands on thinking before moving through the learning journey. At all stages the children will be given opportunities to problem solve and make connections between different areas of maths. Maths can often be very abstract, so we aim to ensure that the children notice the real world applications of maths and see the worth in what they are learning about.



# Maths – problem solving

A new addition to our maths curriculum this year will be dedicated time to teaching problem solving skills and strategies.



## Strategies

- **Trial and Improvement (Aut 1)**
- Working systematically
- Working backwards
- Visualising and manipulating
- Reasoning and convincing
- Conjecturing and generalizing
- Pattern spotting

**Problem solving and reasoning are not just tasks to complete, it's a way of working and thinking mathematically:**

- Being able to draw on a range of strategies
- Being systematic and methodical
- Knowing how to approach a problem and having the confidence to try
- Perseverance and patience
- Grappling – being flexible with their approach
- Applying a range of knowledge and knowing what knowledge could apply
- Justifying and discussing their ideas



# Maths – mastering number

In Year 1 and Year 2, we will also be using the Mastering Number programme to supplement our learning.

This programme aims to to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

The programme utilises Number Blocks as a high-quality support for learning mathematics.



Numberblocks support materials

Materials to support Early Years and Year 1 teachers



Numberblocks at home

Resources to accompany the CBeebies Numberblocks series, designed for parents to use at home with children

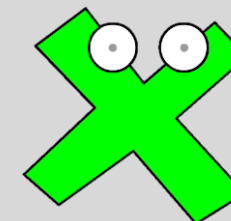
# Maths- Times Tables

Times tables are used in lots of areas of mathematics, for example fractions, area, perimeter, money as well as multiplication and division calculations. Fluency and quick recall are also essential for multi-step problem solving and real word applications.

We are going to teach times tables for 1 lesson per week as well as during daily starters. This lesson will involve a chance for children to be tested on their steps, independent practice of their next step and teacher led teaching of the times table.

## Maths Rockstars

- Children assessed at the start of each year to gain a baseline
- Have a step at a time to achieve- to move up, they must be able to **recall previous 2 steps and complete new step within 5 minutes**
- Children to have pupil log in book bags to show progress
- Please ensure Maths Rockstars logs are in bookbags on a **Friday**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Step 12		Step 13		Step 14	
$18 \div 2 =$	$16 \div 2 =$	$12 \times 3 =$	$6 \times 3 =$	$3 \div 3 =$	$33 \div 3 =$
$= 10 \div$				$= 24 \div 3$	$18 \div 3 =$
2	$4 \div 2 =$	$= 3 \times 4$	$9 \times 3 =$		
	$= 2 \div$	$2 \times 3 =$	$8 \times 3 =$	$12 \div 3 =$	$27 \div 3 =$
$14 \div 2 =$	2			$6 \div 3 =$	$15 \div 3 =$
	$= 8 \div$	$= 3 \times 1$	$5 \times 3 =$		
$6 \div 2 =$	2			$21 \div 3 =$	$= 9 \div 3$
$= 22 \div$	$24 \div 2 =$	$3 \times 7 =$	$3 \times 3 =$		
2		$10 \times 3 =$	$= 11 \times 3$	$30 \div 3 =$	$= 36 \div 3$
$12 \div 2 =$	$20 \div 2 =$				

 SCORE: \_\_\_\_\_

Challenge 14



# PE

- Our PE sessions are scheduled for **Monday** and **Friday**. Monday's session will be an indoor lesson and on Friday we will be outside (weather dependent!)
- Please ensure that PE kits come into school on a Monday and we will send them home on a Friday to be washed. Please also check that all PE kit is clearly named and that the children have some warmer clothes (e.g. joggers, PE jumper) for when the weather starts to get colder



# Things to Remember

## Bookbags and Reading Records

Please ensure bookbags come into school **everyday**. This is so we can record any reading we do or give out any letters.



## Home Learning

We love sharing home learning at school so please bring this in whenever you wish

## PE Kits

PE kits need to come in on a **Monday** and will be sent home every **Friday**



## Snack

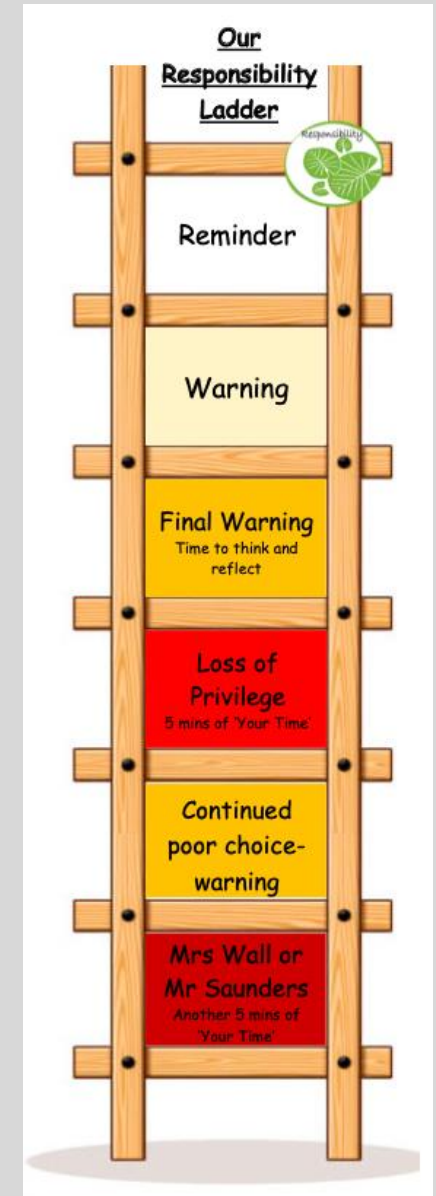
Children are provided fruit at breaktime, however if you prefer to provide your own snack, we ask if this could still be a healthy choice.



# Responsibility Ladder and 'Your Time'

We continue to use our responsibility ladder as part of our behaviour policy. This ensures that there is consistency across classrooms and members of staff. Rewards and praise are used across the school to celebrate successes and positive behaviour and learning choices (e.g. team points, stickers, etc.)

'Your Time' is a 30-minute session on a Friday afternoon, where children get to choose an activity that they would like to do. This allows them to be individuals, work with staff and children from across the school and follow areas of interest. Each child starts each week with 30-minutes of 'Your Time', and minutes are deducted for negative behaviour choices (see ladder). This ensures that children that always make the correct choices, whether that be inside or outside of the classroom, are celebrated and rewarded for their behaviour.



# Self-Regulation

## 5-4-3-2-1 GROUNDING TECHNIQUE

- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN TOUCH
- 3 THINGS YOU CAN HEAR
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN TASTE



### GROWTH MINDSET

**M** I'm motivated to learn  
**I** I can achieve anything  
**N** I notice and celebrate small wins  
**D** I discover how I can do better  
**S** I'll practice self-reflection  
**E** I'll put in my best effort  
**T** I trust my abilities

### STAR BREATHING

HOLD EXHALE INHALE HOLD  
EXHALE INHALE EXHALE INHALE  
HOLD EXHALE INHALE HOLD

### SIZE OF THE PROBLEM

-  **Emergency**  
I AM IN DANGER OR HURT.  
I NEED IMMEDIATE HELP.
-  **Huge Problem**  
I AM ANGRY.  
I FEEL OVERWHELMED.
-  **Medium Problem**  
SOMETHING IS BOTHERING ME.  
I FEEL ANXIOUS.
-  **Small Problem**  
I CAN SOLVE THE PROBLEM ON MY OWN.
-  **Little Problem**  
I CAN SOLVE THE PROBLEM QUICKLY.

### BREATHING EXERCISES



**BEE BREATHING**  
Take a deep breath and exhale through your nose while humming like a bee.



**CANDLE BREATHING**  
Take a deep breath and blow out the candle on the cupcake.



**DRAGON BREATHING**  
Take a deep breath and roar like a dragon to breathe out fire.



**BUBBLE BREATHING**  
Take a deep breath and blow slowly and calmly through the bubble wand to make bubbles.

# Contact us...

We are really looking forward to an exciting year ahead. We hope you have found this information useful. There is also lots of information on the website:

[Henbury View First School - Year 1](#)

If you have any questions about anything in this PowerPoint, or if you have any questions or queries at any point during the year, please don't hesitate to email us or the school office at:

[office@henburyview.dorset.sch.uk](mailto:office@henburyview.dorset.sch.uk)

[year1@henburyview.dorset.sch.uk](mailto:year1@henburyview.dorset.sch.uk)