Meet the Teacher

Year 1

Teacher - Miss Davies
Support Staff- Miss Beebee, Miss Shamzi

Our class timetable is...

	8:30-9	9-9:30	9:30-9:45	9:45	10-11:15	11:20-11:30	11:30		12:45-1:15	1:15-2:45	2:50-3:15
Mon	Register & first things first	Phonics	Writing	AS	CP with modelling	Discrete Topic	Tales Toolkit	L	Register Maths	CP with maths groups	Mastering Number
Tues	Register & first things first	Phonics	Writing	SE	CP with Reading Groups	Discrete Topic	Tales Toolkit	U	Register Maths	CP with maths groups	Mastering Number
Wed	Register & first things first	Phonics	Writing	MB	CP with check in	Discrete Topic	Tales Toolkit	N	PE/French		
Thurs	Register & first things first	Phonics	Writing	LY	CP with Reading Groups 10:30-11:00 Mrs Venn Music			C	Register Maths	CP with maths groups	Mastering Number
Fri	Register & first things first	Golden Ass	Phonics	Writing	CP with Reading Groups	Discrete Topic	Tales Toolkit	H	Register Maths	CP with maths groups	Zones PHSE 2:30-3

Things to know

Personalised homework will be set on Friday and due in on Monday **after October half term**.

Tricky word lists will be sent out at the beginning of every term. These are words that cannot be sounded out and need to be memorised by sight. Take the time to read through these words every day before you read with your child.

Please, please, please read to and with your child every night. For a child to really excel at reading they need to see the benefit of the hard work - that comes when you read them a story, that they can't read on their own. Books will be changed on Friday.

Dewi the class dragon

Dewi is our class dragon who will being sent home with a child on a Friday and need to be returned on the Monday.

The aim of Dewi is to allow the children to take ownership of their learning at home in a fun and interactive way.

Please do not feel pressured to do anything extravagant with Dewi! He loves a trip to the park or the library.

P.E

The P.E day is Wednesday.

On these days pupils are asked to arrive in school in PE kits. (Dark jogging bottoms and dark trainers).

Children can wear either traditional school uniform or black/navy joggers with non-branded trainers.

Phonics

Phonics - children will be learning phase 3 sounds this term and moving through phases 4 and 5 as the year progresses.

We will also be building up our fluency by beginning with whisper blending before moving on to silent blending and eventually reading with automaticity.

Some homework will be rehearsing these skills in reading and writing. We will also be concentrating on their high frequency and tricky words too.

Phonics

Follow the link below to find the parents page for our phonics scheme. This has some handy videos explaining pronunciations of the sounds we are covering and tips and tricks on how to support your children's learning and understanding.

https://www.littlewandle.org.uk/resources/for-parents/

Reading

In year 1 children, following daily phonics, we will teach pupils how to be reading detectives in small groups. Pupils will read everyday to improve their blending of sounds/reading and recall of the text. Pupils will delve deep into the books to answer a wide range of comprehension questions.

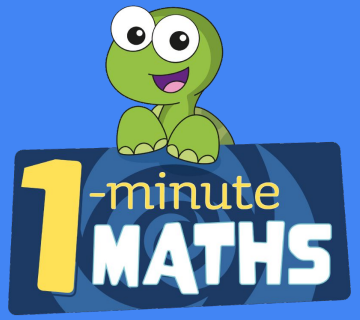
Please ensure you read with your child every night for 10 minutes and question them about their book to improve on their reading and speaking and listening skills. A book mark with questions to use will be sent home.

Maths

This term we have started out teaching through our maths scheme called Maths No Problem. This curriculum is supported by independent maths play activities to support learning.

We will begin by looking at number bonds to 20 and addition and subtraction within 20, before moving on to place value with numbers to 100.

Maths



A great maths resource for guilt free screen time is the White Rose 1 minute maths app.
https://whiteroseeducation.com/1-minute-maths

Our year overview Reading

Year 1 Target Sheets

Expected **Greater Depth**

In reading I should be able to:

Match all 40+ graphemes to their phonemes (end of phase 5)
Apply phonics knowledge to decode regular words
Blend sounds in unfamiliar words
Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
Read compound words, for example, football, playground, farmyard, bedroom
Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
Read phonetically decodable texts with confidence
To respond with increasing confidence, accuracy and fluency, giving the correct sound to graphemes (letters or groups of letters) for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.
Read words containing 's, es, ing, ed, er , est' endings
Read words which have the prefix –un added
Add the endings –ing, –ed and –er to verbs where no change is needed to the root word
Read words of more than one syllable that contain sounds I know
Say what I like or dislike about a text
Link what I read or hear read to my own experiences
Retell key stories orally using narrative language
To recognise and join in with predictable phrases in a text
Understand and talk about the main characteristics within a known key story
Learn some poems and rhymes by heart
Use prior knowledge, context and vocabulary provided to understand texts
Check that the text makes sense to them as they read and correct miscues
Begin to draw inferences from the text and/or the illustrations
Make predictions based on the events in the text
Explain what I understand about a text and join in discussions about a text.
To check that a text makes sense to them as they read and begin to self-correct.
Read fluently without hesitation.
Read without over reliance of sounding out and blending.
Clearly articulate what I have learned.
Apply what has been learned to peer teach and explain my learning.

Our year overview Maths

Choose my own techniques to tackle and solve problems of greater complexity
Present my work in a clear and organised way, choosing appropriate methods of recording
Explain my work clearly and accurately using mathematical language
Use reasoning to make predictions, prove my results and generalisations
Ask my own questions and form ideas for my own investigations
Recognise how to use maths skills in a variety of contexts

Year 1 Target Sheets

Expected **Greater Depth**

In maths I should be able to:

Count numbers to 20 accurately – forwards and backwards.
To be able to count similar objects up to 10 with accuracy and fluency.
Read and write all numbers to 10 in numerals and in words
Understand what zero represents and use it when counting
Compare objects using matching and counting; using the terms 'equal to', 'as many as', 'more than', 'greater than' and 'less than'.
Order numbers to 10 and know which number is greater or lesser in value.
Compare numbers using the terms '1 more than' and '1 less than
Apply my knowledge of numbers to solve problems.
Understand that a number is made up of other numbers and can find as many ways as possible to construct a number bond
Add two different numbers within 10
Add by counting on from the largest number
Add two numbers by first making 10 and then adding on the remainder
Add the sum of the ones to the ten and add by separating the ones and the ten
Understand that subtraction can be done by crossing out or taking away.
Subtract using number bonds
Solve a subtraction sentence by counting back, using a number line as support
Subtract by counting back from the largest number
Subtract by subtracting from only the ones column
Use the appropriate positional language (ordinal numbers) for up to 10 positions
Name positions, including left and right, with respect to a reference point.
Count numbers up to 20 using the key strategy to begin by making 10
Recognise, read and write numbers up to 20 in words and numerals.
Arrange numbers up to 20 in ascending and descending order.
Look for patterns with numbers to 20, focusing on one more and one less than a number
Recognise four basic 3-D solid shapes: spheres, cubes, cuboids and pyramids.
Recognise 2-D shapes in the everyday environment.
Group shapes using different criteria.
Apply knowledge of patterns to solve problems
Compare height and length using key terminology.
Measure objects using other items as non-standard units of measure, e.g.pencils/cubes
Understand the concept of using rulers for measuring height and length
Count in 2's, 5's and 10's.
Understand place value in tens and ones.
Decide whether addition or subtraction is the most appropriate operation; to be able to use and apply number bonds and visual representations to solve word problems.
Identify equal groupings as the first step in multiplying
Understand how to divide even numbers into equal groups using concrete materials
Split a shape into two equal parts; to be able to identify shapes that have been split into two equal parts.
Split a shape into four equal parts; to be able to identify shapes that have been split into four equal parts
Share and group objects into halves and quarters; to be able to determine half and quarter of a number
Identify the minute and hour hands on an analogue clock and to be able to tell time to the hour.
Use the terms 'quicker', 'slower', 'earlier' and 'later' when comparing time
Recognise coins and determine their value using size, colour, markings and shape
Compare volume and capacity using the terms 'more than' and 'less than', 'full' and 'empty
Compare the mass of objects using the terms 'heavy' and 'light', 'heavier/lighter than' and 'as heavy as'
Describe the position of objects in relation to one another using varied vocabulary
Understand how to make turns using mathematical language and connecting this knowledge to time.
Understand the inverse operation

Our year overview Writing

Year 1 Target Sheets

Expected **Greater Depth**

In writing I should be able to:

Sit correctly at a table, holding a pencil comfortably and correctly.
Begin to form lower case letters in the correct direction, starting and finishing in the right place
Form capital letters and the digits 0-9
Understand which letters belong to which handwriting 'families' and practise these
Identify known phonemes in unfamiliar words
Use syllables to chunk words when spelling
Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
Use the spelling rule for adding s or es
Use adjectives to add detail
To spell some common exception words correctly.
Know and use alternative spellings of the same phoneme
Say a sentence orally before writing it
Sequence sentences to form short narratives or stories
Sequence sentences in chronological order to recount an event or an experience
Reread writing aloud and check for sense
Begin to use finger spaces
Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Use a capital letter for names of people, places, the days of the week, and for 'I'
Use 'and' to join sentences together
Convert verbs into nouns by adding suffixes. for example, tion, ure.
Know how the prefix 'un' can be added to words to change meaning
Use the suffixes: s, es, ed, er and ing in my writing
Write short stories about something personal to me
Sequence a short story or series of events related to my learning across the interconnected curriculum
Ensure my writing makes sense to the reader without additional explanation
Change the way my sentences start
Make sentences longer and use words other than 'and' and 'because'
Use new vocabulary from across the interconnected curriculum in the right context
Know which letters sit below the line and which are tall letters
Consistently and correctly use lower case and capital letters
Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words using the grow the code chart.
Spell almost all words in the Year 1 and 2 list accurately.
Clearly articulate what I have learned.
Apply what I have learnt to teach others and explain my learning.

Curriculum

Every Monday, a school ping will be sent out detailing the themes for the week. On this bulletin there will be handy tips and tricks to help you continue learning at home, if you so wish.

The most important thing is that children consolidate their learning and are able to explain it. Ask your children questions about their learning and how they can prove it!

Our Awesome Curriculum for the year

Please see the school webpage for the overview of the topics which covers all of year 1s topic based learning.

https://www.st-lukes.newham.sch.uk/Learning/

Continuous Provision in Year 1

The nature of the Year 1 set up allows us to go beyond the breadth of the curriculum and to explore 21st Century skills that your children will need in the future.

If your children have an special interests at home or you go on a day out that your child absolutely loved, please let us know! We can then utilise this in our planning so children have an opportunity to explore more and dig deeper.

Aim High!

We will be rehearsing letter formation every day and encouraging pupils to write letters on the line, in the right way and the right size.

Presentation- We have very high expectations of all pupils and encourage pupils to take pride in their work.

Times tables- children will be learning their x2 x5 x10 in year 1

Interventions

Every pupil progresses at their own pace, so we will plan to challenge and support to ensure that we meet the needs of them all.

Classroom structures and practices will be established to enable participation for all and interventions will be targeted towards Literacy, Numeracy, Social Skills and Emotional Regulation.

Positive Behaviour Management

Structure, understanding and encouragement

Pause - take a deep breath

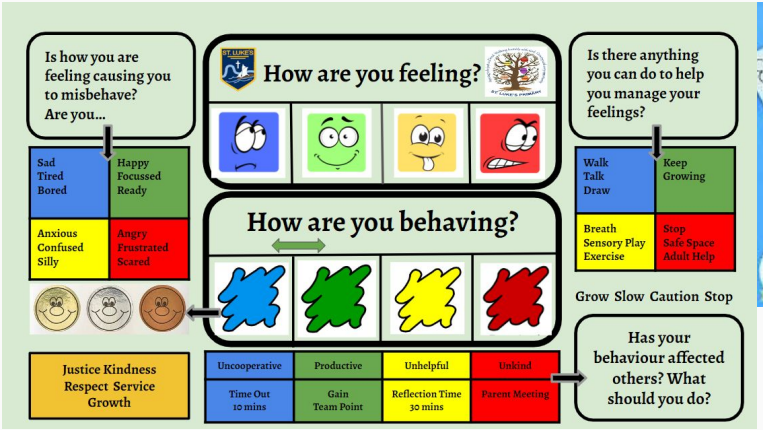
Attune - what is going on

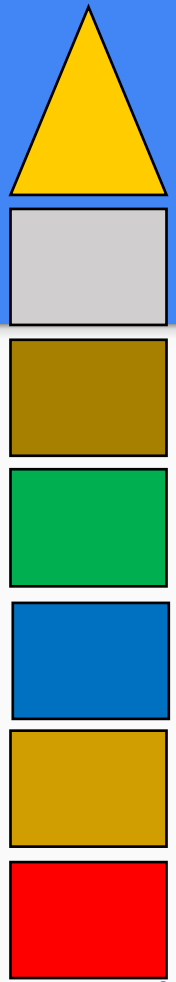
Label - discuss calmly and quietly

Model - give them strategies

Calm structured rooms

Ground Rules





Consistent hard work and a clear demonstration of the Christian values of compassion, respect, perseverance, forgiveness and trust. **Silver Sticker**

Working hard and being compassionate, respectful, persevering, forgiving and trustworthy. **Bronze Sticker**

Where possible each day begins afresh

Calling out, getting out of their seat, distracting, not co-operating, etc. **Reflection sheet home**

Repeatedly not following instructions, name calling, rudeness, refusal to work, etc. **Parents contacted/ Alternative Lunch**

Walking out of class, racism, bullying, swearing, stealing etc. **Meeting with Parents/ In School Exclusion/ Fixed Term Exclusion**

Behaviour Chart

Online safety

We will start the Year with Online safety lessons for your children using Google

https://beinternetawesome.withgoogle.com/en_us/interland

Please be aware the only way to ensure your child is safe when online is when you are online with them!

Online safety

At St Luke's, we aim to provide our pupils with strategies on how best to stay safe online. Keeping our pupils safe online is of the utmost importance to us and so we are committed to having an ongoing dialogue of the issues that pupils face when using the internet, as this is unavoidable in our world today.

Specific online safety lessons based on different subjects (cyberbullying, accessing appropriate content, managing online footprint etc.) are carried out every half term. However we are aware that much of our pupils' use of the internet will occur at home, away from the school's filters.

So below are a list of useful websites, advice and resources that you may find helpful when navigating the issue of online safety with your child.

Thinkuknow http://www.thinkuknow.co.uk
National Online Safety https://nationalonlinesafety.com/resources/platform-guides/
NSPCC http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/
Childnet http://www.childnet.com/parents-and-carers
CEOP http://ceop.police.uk/safety-centre/
BBC https://www.bbc.com/ownit
SafetoNet https://safetonet.com/

Also, keep an eye out for updates on issues arising and other concerns on popular game apps and websites on School Ping. Some of you might be aware that through the last year a few caution leaflets and news feeds have been shared on School Ping to alert parent on some of these dangers.

Safeguarding at St. Luke's - if you have any concerns see one of our team below

Safeguarding Team & who to report to if you have concerns:-

Designated Safeguarding Lead - Matt Hipperson HT - & Primary rep on the Newham Safeguarding Children's Board (NSCB)

Deputy Safeguarding Officer – Helen Tarbuck Assistant/Head

Family Support Officer – Debbie Phillip – Attendance & Missing in Education

Learning Mentor & Pastoral Lead – Sarah Martin

CHILD & ADOLESCENT MENTAL HEALTH SERVICES

Plus our CAMHs Nurse Veronica Riviera-Gould

Message from Matt Hipperson HT

At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions, but if you have anything about the school as a whole (please email your teacher if is something about their class) then please email me on:

ht@st-lukes.newham.sch.uk

Thank you!

Any questions?

Class email is - y1@st-lukes.newham.sch.uk