

Curriculum Evening

Mission statement;
“Love your Neighbour as Yourself”
School core values; Love, Faith, Hope.



RE

- Chester Diocese and Wirral schemes
- Respect and tolerance for all
- Understanding and expressing my growing beliefs and values
- Celebration of all festivals (Year 1 Christmas service; 15th December 9.30am in church)
- Collective worship- whole school assemblies, class assemblies, Take five, Golden Merit and Rev Alex

Google classroom

- Homework; Reading books sent home and changed on your teams selected day; Ashton Monday, Beacon Tuesday, Hilbre Wednesday, Marine Thursday and Shore Friday. RWI books will be sent home on a Thursday to be returned on a Monday.
- A maths, phonics or English homework will either be set on Google classroom on a Friday or paper homework.
- PE kit; to be worn every Thursday and Friday, long hair tied up and no ear rings to be worn on PE days.
- Communication; absences via school office and last minute appointments and pick up, not comms. Comms can be used to notify us in advance with changes or concerns. Messages sent after 12.00pm are likely to be missed.

Expectations: Be safe, Be ready, Be respectful
Behaviour system



Phonics

- Daily sessions using Read Write Inc. These will consist of sound cards, real words, alien words and red words. Writing.
- Your child will receive a book to practise at home that contain the sounds they are practising based on their RWI assessment.
- Phonics screening.

Activities include;

- partner work
- speed sounds, word and sentence generation
- **Special friend, Fred Talk, read the word.**

<https://www.youtube.com/watch?v=UCI2mu7URBc>



Reading with your child - how you can help.

- Read with your child each night and use phonic 'blending' strategies to decode unfamiliar words. Eg m/i/l/k or sh/ee/p. We call this Fred Talk. Once the children have decoded the words in a sentence it is good practise to reread the sentence for fluency.
- We will be reading with your child three times a week during our phonic sessions and during our active read lesson.



Reading with your child - Active read

We have a specific Active read lesson each week to teach the children reading skills.

- Prediction-what happens next
- Inference-read between the lines
- Language-new vocabulary and punctuation
- Sequencing-retelling the story and ordering key events

Examples of questions you could ask:

What do you think would happen if?

Why do you think they said that?

How were they feeling?

Was the dog feeling happy? Why?

These type of questions would be good to use at home too!



Writing

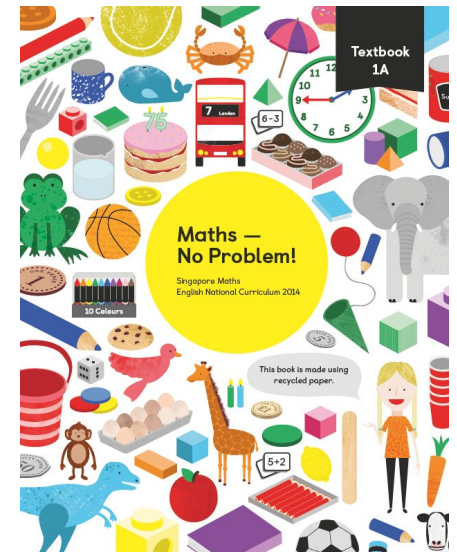
- We follow a writing cycle over 1-2 weeks.
- On Monday the children are introduced to a new Year 1 grammatical element.
- Later on the children apply that element to a new style of writing.
- In Year 1 we focus a lot on capital letters, full stops and finger spaces.
- Children must learn the Year 1 common exception words, use phonetically plausible spellings where possible and correct letter formation.

Writing

Year 1		Writing	
Transcription		Composition	
Spelling Sufficient evidence shows the ability to... - Write from memory, simple dictated sentences containing the GPCs and words taught so far. - Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. - Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. - Spell most common exception words in the YR 1 spelling appendix. - Recognise and spell a set of simple compound words. - Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. - Name the letters of the alphabet in order.	Handwriting Evidence: - Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. - Capital letters formed correctly for some names of people, places and the days of the week. - Some spaces are left between words, although inconsistent. - Most letters sit on the line correctly.	Composition: structure and purpose Sufficient evidence shows the ability to... - Compose sentences orally before writing; talk about where the sentence begins and ends. - Attempt to write appropriately to the task. - Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. - Compose orally and write simple poems. - Re-read writing to check it makes sense. - Discuss own writing with others; make simple changes where suggested.	Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... - Write sentences or sentence-like structures which can be clearly understood. - Often use 'and' to join words and clauses. - Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. - Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. - Sometimes include adjectives for description. - Begin to use some features of Standard English e.g. I did.

Maths

- Mastery approach in line with the National Curriculum expectations. We have moved away from the EYFS curriculum, however these do overlap at the beginning.
- Use of resources/manipulatives
- Journaling
- Workbook



Counting to 40

Explore

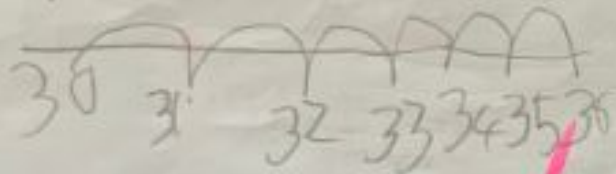
How many counters are there?



m3

$$30 + 6 = 36$$

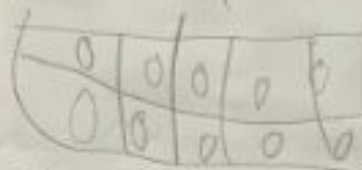
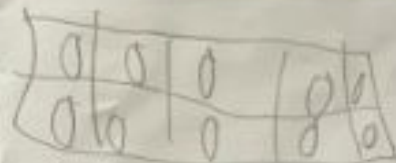
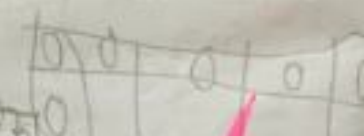
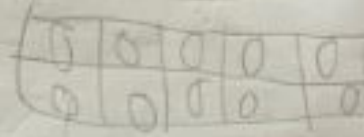
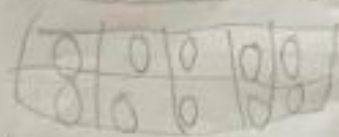
m2



30 and 6 make 36

30 needs 6 to make 36

m1



$$\begin{array}{r} 30 \\ + 2 \\ \hline 32 \end{array}$$

30 and 2 make
30 needs 2 to make
32



Numbers to 40

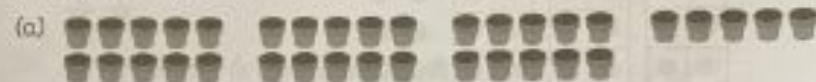
Chapter 10

Name: _____ Class: _____ Date: 27.2.23

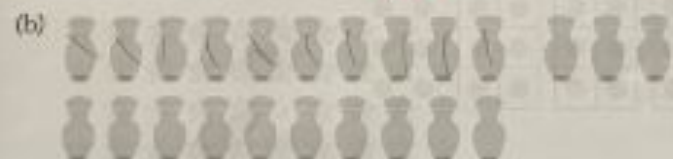
Worksheet 1

Counting to 40

- 1 Count.
Fill in the blanks.



30 and 5 make 35

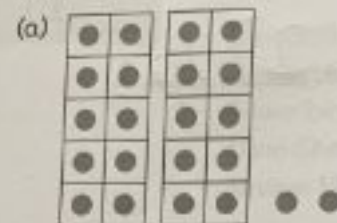


20 and 3 make 23

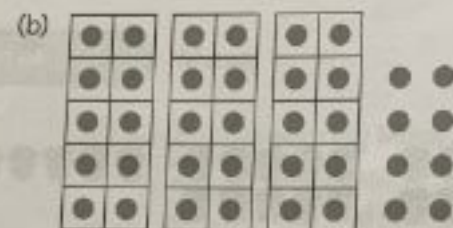


40 and 0 make 40

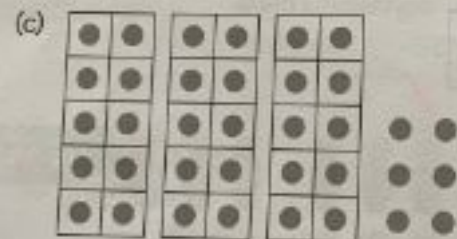
- 2 Count.
Fill in the blanks.



22

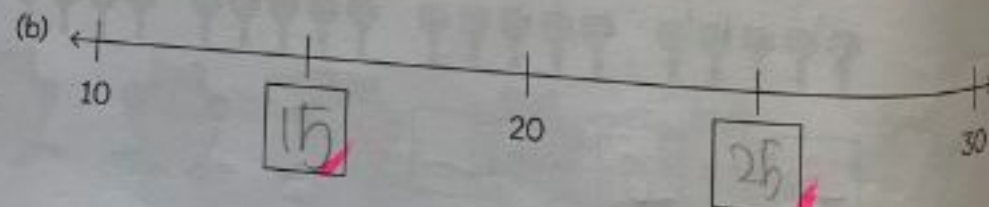
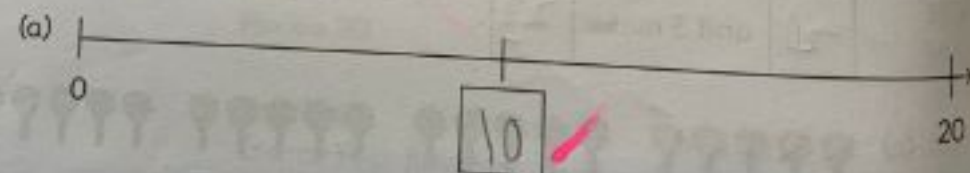


38



36

- 3 Fill in the missing numbers.



Autumn; Our World- Please see our website for termly updates.

- English; Our sessions are linked to a high quality text to engage the children.
The Gruffalo, We're going on a bear hunt, Rapunzel, Jack and the Beanstalk, The Trouble with Trolls, The night before Christmas.

Science-

- Everyday materials
- Seasonal weather

Wider curriculum

- Computing unplugged algorithms, coding, technology around us, digital painting, Esafety.
- Music; Harvest, Christmas- pitch, rhythm and expression
- PE-dance seasons, fundamental skills, gymnastics
- DT; stable structure; pencil pot
- ART; castles in the sun, exploring line and shape.
- History and Geography- UK and oceans, castles, Battle of Hastings.

Curriculum overview Spring; Social Justice-Our Community/STEM

English: Beegu, Look up, The Day the Crayons quit, Clink.

Science:

- Sensitive bodies
- Animals

Wider curriculum

- PE-Gymnastics, Tennis skills, health and fitness, medieval dance/attacking and defending
- Computing-moving a robot
- DT- wheels and axles; pull along toy
- Art- Painting and mixed media; colour splash
- Music Pulse and Rhythm (Theme: All About Me) Musical Vocabulary (Theme: Under the Sea)
- History and Geography; old toys, map work, Physical and human features, compass directions

Curriculum Overview Summer; Our environment-

Please see our website for termly updates.

- **English;** Our local area; Owl babies. Mole's Star, The Cat in the Hat, The Dog and the Chicken Thief, The Rainbow fish.

Science-

- Introduction to plants and making connections.

Wider curriculum

- **Computing-** Digital writing, programming animation.
- **Music** Timbre and Rhythmic Patterns (Theme: Fairytales) The Beatles and music from our area Pitch and Tempo, Theme: Superheroes, Saint-Saens: Carnival of the Animals
- **PE-** health fitness, athletics
- **DT-** Food healthy fruit pot
- **ART-** sculpture
- **History and Geography-** St Bridget's school, St Bridget's church, West Kirby

Year 1: Autumn 1, Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday (Pm PPA)
8:45-9:00	Morning Maths  MM: A1 W2				
9:00-9:30	Hymn Practice	Collective Worship	Take 5	Take 5	Merit Assembly
9:30-10:30	Maths Ch1: L2 (Explore and Journal)  Ch1 L2	Maths Ch1: L2 (Guided Practise and Workbook)	Maths Ch1: L3 (Explore and Journal)  Ch 1 L3	Maths Ch1: L3 (Guided Practise and Workbook)	Maths- Consolidation
10:30-10:45	BREAK				
10:45- 11:20	Phonics oi, igh, oo oil, high, look The oil is high.	Phonics oi, ow, oo boil, snow, spoon Boil the spoon.	Phonics oi, ar, or join, short, bar Join the bar.	Phonics oi, air, ou Spoil, hair, out Spoil my hair.	Phonics oi, ir, oy coin, twirl, boy Twirl the coin.
11:20-12:00	GPAS: What is a sentence?  GPAS-What is a se...  GPAS: What is a se...	GPAS: What is a sentence?  GPAS-What is a se...  GPAS: What is a s...	Active Read: The Gruffalo  Gruffalo questions.docx  Gruffalo Text.docx	Active Read: The Gruffalo  Gruffalo questions....  Gruffalo Text.docx	P.E- Dance Lesson 1: Part 2
12:00-1:00	LUNCH				

1:00-2:00	Geography- What countries are in the U.K?  UK map template  Geography the UK https://www.youtube.com/watch?v=kU_SpzWKtqE	Art- Drawing Lesson 1 Art Kapow- Lesson 1  Art lines	Science- Seasonal Changes L1 Science Kapow- Lesson 1  Lesson 1 wonderful weat...	R.E- Lesson 1: Who is Jesus?  Autumn Year 1 RE  Who is Jesus? Sto...	Computing- P.Evolve Assess and Lesson 2 Teach computing L2 L2 Slides Technology around us Y1 Slides
2:00- 2:15	Mastering Number: Week 2: Lesson 1  NCETM_Mastering...  NCETM_Mastering...	Story Books	Mastering Number: Week 2: Lesson 3  NCETM_MasteringNu...  NCETM_MasteringNu...	Story Books	
2:15 – 2:30	BREAK				
2:30- 3:05	Story Books PSHE Lesson 1: What do babies and toddlers need?	Mastering Number: Week 2: Lesson 2  NCETM_Mastering...  NCETM_Mastering...	Handwriting- Unit 1	P.E- Fundamental Skills L1 Lesson 1- (Agility)	Music
3:05-3:30	Milk and Story	Milk and Story	Milk and Story	Milk and Story	

PSHE/RSHE

Kapow- topics we cover;

- Setting ground rules for PSHE AND RSHE.
- Citizenship
- My healthy self.
- Connecting with others.
- The online world (covered in computing)
- Health protection.
- Staying safe.

E-Safety



E-Safety is monitored by the authority to ensure children and adults can't access certain sites.

When working on the iPad children know to only access the apps on the iPad.

E- Safety at home?

OpenView
Education
TRAINING THROUGH THEATRE

APPS AND THEIR AGE RATINGS

13+				16+	
	Facebook		Snapchat		
	Instagram		Twitter		
	TikTok		Kik		
	YouNow		Yubo		YOLO
	House Party		Monkey		
					

Housekeeping: reminders

Be safe, be ready, be respectful underlines all we do.

Water bottles to be named and filled each day.

Uniform.

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