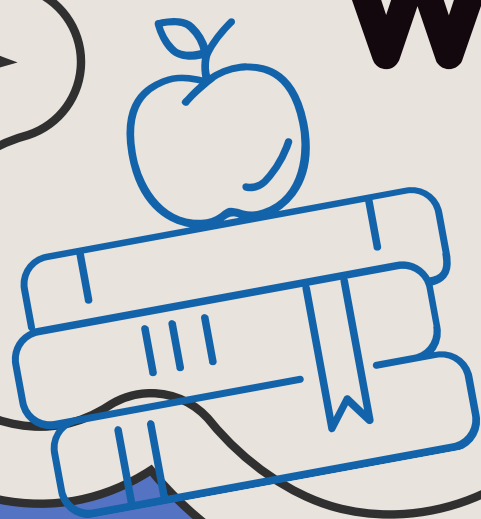




# YEAR 1

**WELCOME MEETING**



# MEET THE TEAM



Mrs Andreou



Mrs Bartlett



Miss Swan



Mrs Wigglesworth

# WHAT WILL MY CHILD BE LEARNING?

## Vernon Primary School Year 1 Long Term Plan - Curriculum Map

	Autumn Minibeasts	Spring Monarchy Mayhem	Summer Oh I do like to be beside the seaside.
English	<b>Narrative:</b> Stories set in familiar places Traditional/Fairy tales and playscripts Stories with Imaginary settings <b>Non-Fiction:</b> Labels, captions, lists Present information <b>Poetry:</b> Patterns, rhyme and description	<b>Narrative:</b> Stories set in familiar places Stories with Imaginary settings Traditional/Fairy tales and playscripts Narrative diaries <b>Non-Fiction:</b> Lists Recounts <b>Poetry:</b> Patterns, rhyme and description	<b>Narrative:</b> Stories set in familiar places Stories with Imaginary settings Narrative diaries <b>Non-Fiction:</b> Lists Instructions Labels, captions, lists. <b>Poetry:</b> Patterns, rhyme and description.
Maths	Number – Place value Number – Addition and Subtraction Geometry – Shape	Number – Place value Number – Addition and Subtraction Measurement – Length and Height Measurement – Mass and Volume	Number – Multiplication and Division Number – Fractions Geometry – Position and Direction Number – Place Value Measurement – Money Measurement – Time
Science	<b>Animals including humans:</b> identify, name and compare a variety of common animals including fish, amphibians, reptiles, birds and mammals. <b>Enquiry Unit – animals including humans</b>	<b>Everyday Materials:</b> describe and compare the simple physical properties of a variety of everyday materials based on their physical properties. <b>Enquiry Unit – everyday materials</b>	<b>Plants:</b> identify and name a variety of plants and trees. Describing the basic structure of flowering plants and trees. <b>Seasonal Changes:</b> observe and describe weather associated with the seasons and how day length varies.
Computing	Computing systems and networks – Technology around us Creating media – Digital painting	Creating media – Digital writing Data and Information – Grouping data	Programming A – Moving a robot Programming B – Programming animations
History	Focus area: History of Aviation – significant places in the locality (Manchester Airport)	Focus area: The British Monarchy – events within living memory that are significant nationally, The Great Fire of London – significant events beyond living memory	Focus area: Grace Darling and Professor Sarah Gilbert's 'rescue missions' – a comparison of key influential women in history – the lives of significant individuals in history within different periods
Geography	Focus area: What is it like here? – recognising local features, using and creating simple maps, following simple routes. <b>Fieldwork:</b> aerial photographs, simple maps, school grounds	Focus area: What is the weather like in the UK? – countries and cities of the UK, four seasons and weather. <b>Fieldwork:</b> weather maps, simple keys, school grounds	Focus area: What is it like to live in Shanghai? – continents, oceans and countries, focus on China, physical and human features of Shanghai, compared to local area. <b>Fieldwork:</b> atlases, data collection in the local area, sketch maps
Art and Design	Focus area: Collage - Minibeasts <b>Artist:</b> Henri Matisse and Andy Goldsworthy	Focus area: Print – London scenes <b>Artist:</b> Katherine Plum and Faye Daley (local artist)	Focus area: Textiles – Under the sea <b>Artist:</b> Vanessa Barraqão and Martina Ceirin
Design and Technology	Focus area: Materials - Creating bug houses/hotels <b>Designer/Architect:</b> George Clarke	Focus area: Mechanics, Electricals and Electronics & Computing – Manchester Bee network Buses <b>Designer/Architect:</b> Thomas Heathenwick & George Shillbeer	Focus area: Food - planning and preparing a lunch <b>Designer/Architect:</b> Nadiyah Hussain & Jamie Oliver
Physical Education	Dance – Minibeasts Fundamental Movement Skills Invasion Games Skills Yoga storybook	Dance – Fire of London Net and Wall Games Skills Gymnastics – Balancing and spinning on points and patches. Locomotion (fundamental skills)	Personal Challenges Striking and Fielding Skills Target Games Object Manipulation
Music	Keeping the pulse through music and movement Exploring tempo using body percussion, singing and instruments	Sound patterns – exploring rhythms Pitch and tempo – composing melodies	Dynamics using body, vocal and percussion sounds Musical symbols – under the sea
Religious Education	Thread: God the world & self What do people believe about God? How are people special? Thread: Belonging, Celebration How do people celebrate special times?	Thread: Personal belief. Marking life's journey How do people decide what is right and what is wrong? Is there an afterlife? Thread: Belonging, Celebration Why do people mark Easter in different ways?	Thread: Belonging What does it mean to belong? How do groups express this differently? Thread: Belonging Why are some places more important to people than others?
PSHE	Relationships: Families and friendships Safe relationships Respecting ourselves and others MyHappyMind	Living in the Wider World Belonging to a community Media, literacy and digital resilience Money and work MyHappyMind	Health and Wellbeing Physical health and mental wellbeing Growing and changing Keeping safe MyHappyMind

Curriculum Values  
Creativity & Curiosity      Independence      Respect & Cooperation

"Nobody else is quite like me"

**English**  
**Narrative:** Using stories such as 'The Bug Collector' and 'Super worms' the children will be writing minibeast stories set in familiar places. Children will also be exploring traditional tales and playscripts.  
**Non-Fiction:** Children will write labels, captions and lists.  
**Poetry:** Children will be looking at poetry that includes patterns, rhymes and descriptions to create their own minibeast poems.

**Math**  
**Number** – place value, addition and subtraction.  
**Geometry** – shape  
Children will be using their problem-solving skills to partition numbers and solve addition and subtraction calculations. Children will design a minibeast using 2D and 3D shapes. They will also be encouraged to explain their reasoning and explore different strategies when working with numbers and shapes.

**Science**  
**Animals including humans**  
**Working Scientifically:** Children will ask simple questions and recognise they can be answered in different ways, observe closely using small equipment, perform simple tests, identify and classify, use their observations and gather and record data to support answers to questions.  
**Scientific Knowledge:** Children will identify, name and compare various of common animals and they will explore the features of the human body and how to be healthy.  
**Seasonal Changes:** observe and describe weather associated with the seasons.

**Physical Education**  
Children will take on different roles as minibeast to create a bug dance. They will also develop their fundamental movement skills and their teamwork skills during invasion games.

**Art and Design**  
Children will use the influences from Henri Matisse to create their own minibeast collage. They will explore the work of Andy Goldsworthy as their inspiration to recreate his artwork using natural, outdoor materials.

**Design and Technology**  
**Materials:** after taking inspiration from the work of the architect, George Clarke, the children will have the chance to design and create their own bug house thinking about which materials would be the best for minibeasts to thrive.

**Geography**  
In geography our focus area is 'What is it like here?' in this unit the children will be recognising local features, using and creating simple maps, and following simple routes. Our fieldwork focus is exploring aerial photographs, simple maps and the school grounds.

**Music**  
Children will perform using percussion instruments with a focus on pulse and rhythm. They will explore the dynamics and tempo in classical music.

**Computing**  
Technology around us: children will identify different components of a computer and practice using them.  
**Creating Media:** children will be using software to create their digital minibeast.

**History**  
Children will be exploring the history of aviation and Manchester Airport. They will develop skills such as chronology, using sources and evidence to devise a line of enquiry.

**Religious Education**  
The children will be exploring and asking 'What does the bible say that God is like?' They will learn why God is important to them.  
They will study, and sequence the Christmas story.

**PSHE**  
Our PSHE curriculum follows the PSHE Association and ensures full coverage of the statutory Relationships Education. We will be focusing on relationships, families and friendships, keeping safe and relationships, respecting ourselves and others.

**Curriculum Values**  
**Independence**  
...focusing on developing our concentration this term. We will think about trying new things and making our own decisions about how to resolve unfamiliar situations. We will work independently to produce our own work throughout this term and be aware of our own targets in different curriculum areas. We will start to understand how to edit and improve our work.  
*Nobody else is quite like me*

**Creativity & Curiosity**  
...use ideas and inspirations from designers for creating our own bug houses. Using dramatic techniques, we will develop our curiosity about the pre-historic era. When we receive a letter from Susannah, following on from the capture by Wizard Uard, we will create plans of how to free him. We will use our curiosity to develop our knowledge of classical music.

**English**  
**Narrative:** Use a variety of drama techniques to empathise with the character and recreate their traditional tales. The children will develop their descriptive writing, sequencing familiar stories and write an alternative ending. We will explore books linked to the Royal Family and our capital city, London. Some of these include 'The Cook and the King', 'The Queen's Hat' and 'The Queen's Knicker'.  
**Non-Fiction:** Using the book 'The Great Fire of London' by Susanna Davidson the children will be writing lists and recounts. They will write a recount from their visit to St Pancras House.  
**Poetry:** Using a range of shape poems, the children will write poems containing simple rhyming patterns.

**Math**  
**Number:** Place value, addition, subtraction.  
**Measurement:** Length, height, weight and volume.  
Children will be exploring tens and ones when looking at place value. They will represent numbers in various ways such as words, numerals, tens frames and part part whole models. They will look at length and height comparing their findings as well as exploring volume by predicting how much water we might need to put out the Great Fire of London.

**Science**  
The children will have the opportunity to identify, name and compare a variety of everyday materials. They will explore different objects, identifying the material it is made from. Children will have the opportunity to describe the simple physical properties of everyday objects. Following the testing of materials children will discuss, design and make a royal hat suitable for the Queen Consort.

**Physical Education**  
**Dance:** Perform a dance inspired by the Great Fire of London.  
**Gymnastics:** To be developing their throwing, catching and kicking skills whilst playing team games.

**Art and Design**  
Children will be exploring print looking at the local artist Faye Daley and the artist Katherine Plum. They will compare, discuss and learn different printing techniques used by both artists. They will create a 'Tudor House' using the printing technique learnt.

**Design and Technology**  
**Materials:** Children plan and create a 3D London bus by exploring the ideas of Thomas Heathenwick and George Shillbeer. Finally, they will evaluate their work and discuss any changes that they would make.

**Geography**  
**What is the weather like in the UK?**  
In this unit the children will name and locate the four countries on a map of the UK and identify each country's capital city. They will describe some seasonal changes as well as describing and observing daily weather patterns.

**History**  
The children will explore the United Kingdom's past monarch and place them on a timeline. They will explore and learn about the present royal family as well as understanding past events in the royal family. They will learn facts and ask questions about the events that occurred during the Great Fire of London.

**Religious Education**  
**How do people decide what is right and wrong?** Children look at who influences decisions on what is right and wrong.  
**Who do Christians follow?** Children learn who people use the internet and online space. Money and work Children learn what money is and why it is important. Jesus and explore how Easter is celebrated.

**PSHE**  
Belonging to a community Children learn how we care for ourselves and other living things.  
Media Literacy and digital resilience Children learn who people use the internet and online space. Money and work Children learn what money is and why it is important.

**Curriculum Values**  
**Independence**  
...a letter from the palace will inspire and excite the children to explore palace life from a new perspective. We will use our best thinking, developing our independence to work on our own, make our own decisions and think carefully about our individual parts. We will use our knowledge and understanding of our own stories, day entries, mutations, solve real mathematical problems and explore the world from a mathematical perspective. Children will continue to be responsible for their own belongings during the school day.  
*Nobody else is quite like me*

**Creativity & Curiosity**  
...the children's learning will be based on many exciting stimuli that allow the children to develop their curiosity and create problem solving. They will have the opportunity to create their own dances based upon 'The Great Fire of London'. Drama and movement will be used to practise story planning and writing, enabling them to use their imagination to produce engaging stories. In DT, children will be designing and making their own Tudor houses. They will develop their mathematical skills by finding a creative solution to their key houses.

**English**  
**Stories:** Use a variety of drama techniques to empathise with the characters and recreate their sea-side based tales. Write letters to a friend based on the book 'The Storm' and 'The Great Fire of London'.  
**Non-Fiction:** Use the story 'The Lighthouse Keeper's Lunch' to create lists of fish to take to a picnic. Write letters and captions and explore writing letters using the role of Grace Darling. Create simple non-fiction books about the rescue based on 'The Big Blue Boat'.

**Math**  
**Number**  
**Measurement**  
Activities will include solving seaside problems using numbers within 100. We will look at multiplication, division and fractions of objects and numbers. Children will explore time and money as well as developing their skills of position and direction.

**Science**  
**Animals including humans:** Children will identify, name and compare various of common animals including fish, amphibians, reptiles, birds and mammals. They will explore the features of the human body and how to be healthy.  
**Enquiry Unit:** Children will participate on an enquiry of their choice and use scientific knowledge to predict, observe and analyse findings.

**Physical Education**  
**Gymnastics:** Children will explore movement including creating wide and narrow balances as well as curled and rolling balances.  
**Games:** Children will learn and play new target games as well as developing their striking and feeding skills.

**Art and Design**  
Children will study the work of notable textile artists Vanessa Barraqão and Martina Ceirin. The children will also investigate the technique of the dye. In addition, the children will design and create their own beachwear which can be used to wear to create the scales for their own fish tapestry.

**Design and Technology**  
While exploring the work of Jamie Oliver and Nadiyah Hussain, children will plan and make their own healthy lunch. They will use their food preparation skills to cut, peel, grate or slice their ingredients to understand the importance of good hygiene and the importance of using tools safely.

**Geography**  
Children will continue to develop their knowledge on the 4 countries of the United Kingdom and their capitals. Children will explore what it is like to live in Shanghai and compare their skills and knowledge on continents, oceans and countries. They will focus on the physical and human features of Shanghai whilst comparing it to their local area of St Pancras.

**History**  
Children will create time machines and explore the key events surrounding Grace Darling and understand the significance of her actions. They will re-enact events and sequence the events in a chronological order on a timeline. Children will also go back in time to discover how UK seaside holidays were different during the Victorian times to present day.

**Religious Education**  
**Belonging** – Children will explore the meaning of belonging and how belonging in different groups can be different.  
**Belonging** – Children will explore special places and what they mean to different people.

**PSHE**  
**Physical health and mental wellbeing:** Children will explore healthy, fun and exercise, hygiene routine and safe online.  
**Staying and changing:** The children will learn to recognise what makes them unique and special, being and managing when things go wrong and keeping safe.  
The children will learn how rules help us and about keeping safe online.

**Curriculum Values**  
**Independence**  
Children will begin to prepare for their transition into Year 2. We will continue developing independent skills that will help us to work on our own, make our own decisions and think carefully about our individual targets. We will investigate the importance of leading a healthy lifestyle, eating healthy foods and exercising regularly. We will use teacher-led modelling and scaffolding to write our own version of stories, poems and instructions for how to make a pizza. Oh I will solve mathematical problems and explore the world from a scientific perspective.  
*Nobody else is quite like me*

**Creativity & Curiosity**  
Children will explore the importance of eating healthy foods. Whilst on an educational visit, they will also have the opportunity to explore the environment around them and others. They will work in pairs and groups, to re-enact the main events of the life of Grace Darling. They will design, create a dance and singing routines about preparing food for the picnic. They will require the children to show great teamwork, communication, determination and above all respect for everyone's values and opinions. They will display respect and empathy when learning about Grace Darling and her heroic actions.

In Year 1 we have 3 themes split equally over the academic year:

- Autumn Term - Minibeasts
- Spring Term - Monarchy Mayhem
- Summer Term - Oh I Do Like to be Beside the Seaside

More detailed curriculum planning is available on our website on:  
<https://www.vernonprimaryschool.com/class/year-1>



# READING IN YEAR 1

Reading is a vital skill that supports and enriches children's learning across the whole curriculum. At Vernon, we ensure that our children are taught to read with fluency, accuracy and understanding, through a variety of discreet and cross-curricular learning opportunities. Above all, we strive for our children to become enthusiastic, independent and reflective readers with a passion for books and a love of literature.

## Independent Reading Guided Reading Reading Streams Reading Hub



### Reading practice book

This book has been carefully matched to your child's current phonics phase of learning. If your child is reading it with little help, please do not worry that it is too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they are struggling to read a word, read it to them. After they have finished, talk about the book together.

### Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book that they have chosen for you to enjoy together. Please remember that you should not expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Please record in your child's reading record every time you read at home so we can celebrate their reading achievements in class.

**In school, your child will read with an adult at least twice a week and a comment will be written by an adult in your child's reading record.**

To support your child with their reading, please find below question prompts that can be used whilst reading with them

#### 1a draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?

#### 1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- What did s/he/it look like?
- Where in the book would you find...?
- What do you think is happening here?
- What evidence do you have to justify your opinion?
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?

#### 1c: Identify and explain the sequence of events in texts

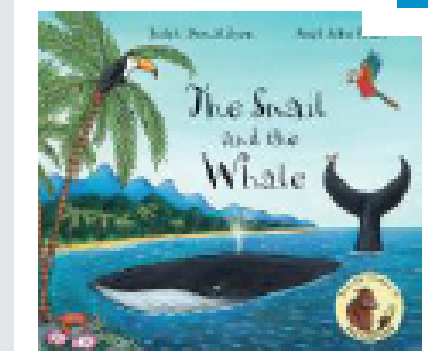
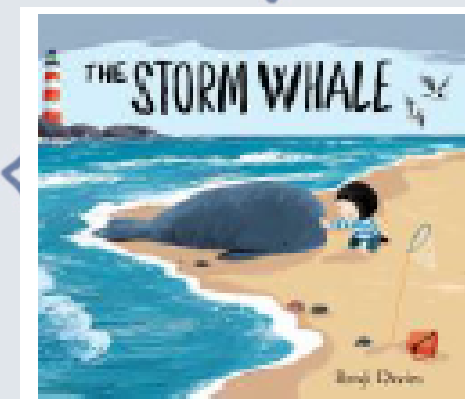
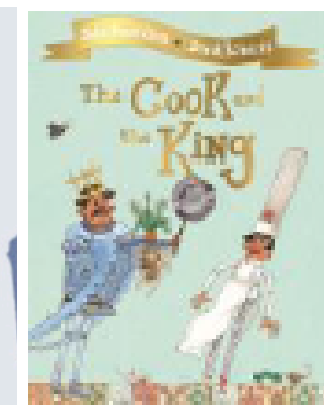
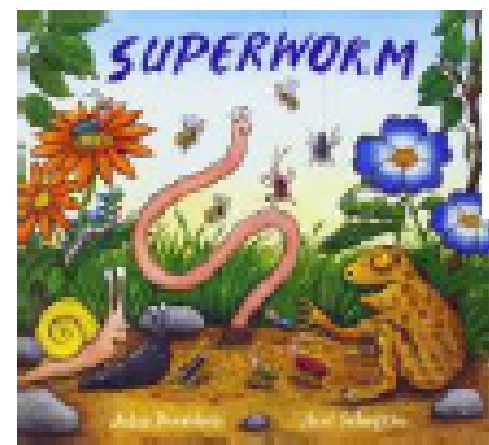
- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

#### 1d: Make inferences from the text

- What makes you think that?
- How do you feel about...?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

#### 1e: Predict what might happen on the basis of what has been read so far

- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme? e.g. good over evil.



# KEY INFORMATION

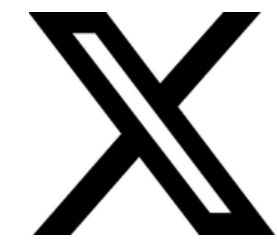


Children have a daily Phonics lesson where they learn a new sound. In addition to this they will bring home a reading book matched to their reading level. You can also access books online via the Collins Reading hub. Your child's log in details will be at the front their reading record.



Google Classroom Your child's log in details will be at the front their reading record.

Please ensure you are signed up to our Class Google Classroom. We update this regularly to share with you an insight into the Year 1 curriculum, events and recommendations to support your child.



**We update our school X page weekly with the adventures we have been on!**

# WHAT DOES MY CHILD NEED TO BRING TO SCHOOL?

Please can you ensure that your child brings to school:

- Reading Records and Reading Books - every day
- Water bottles are essential, even for children having school dinners and will be kept in classrooms.
- PE kits - we ask that PE kits are kept in school. The children will take them home each half term to be washed. Please ensure long hair is tied up and children are not wearing earrings. Our PE days are Tuesday and Wednesday.
- Children should come to school each day with a water-proof coat and (if they choose to) a playtime snack - we also have fruit daily in KS1. We just ask that any snack coming from home is nut free. **We are a nut free school.**
- Lunch box - if not ordering school dinners. School dinners are ordered in advance using your child's SwiftKitchen Key.





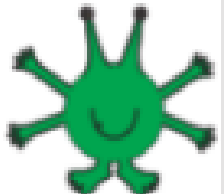
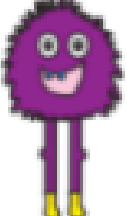


ABC

# PHONICS SCREENING CHECK



- National Statutory requirement for all children in Year 1.
- Screening checks are carried out on 8<sup>th</sup> June.
- Checks are completed with your child's teacher in a relaxed environment.
- 40 words which include alien and real words.
- Phonics meeting will be carried out in Spring term.

Section 2	Section 2
brend 	label
throst 	vanish
stret 	blossom
spraw 	thankful

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ABC

## KEY DATES

TBC - MINIBEAST DAY

WEDNESDAY 3<sup>RD</sup> DECEMBER - CHRISTMAS PLAY

TBC - STAIRCASE HOUSE

SUMMER TERM - SUMMER EDUCATIONAL VISIT

FRIDAY 10<sup>TH</sup> JULY - BEACH DAY



**ANY QUESTIONS?**

**THANK YOU**

