



courage class

Welcome to Year 1!

I'm Miss Allen.



Transition from EYFS to Y1

Classroom organisation – creating an enabling environment.



Transition from EYFS to Y1

Flexible learning approach – blend of guided instruction, focus groups and enhanced provision.





Phonics:

We use Unlocking Letters and Sounds which was validated by the DfE in December 2021.

In Year 1 through Phase 5a, b and c, the children learn any alternative spellings and pronunciations for the graphemes and additional common exception words.

By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling.

In Year 1 all children are screened using the national Phonics Screening Check.

Year One Autumn Term 1	Four (Revision plus Y1 NC requirements)	<p>Revisit Phase 4 work</p> <p>Adding -s and -es as a plural marker for nouns</p> <p>Adding -s and -es as a third person singular marker for verbs</p> <p>Adding the suffixes -ing and -ed to verbs</p> <p>Adding the suffix -er to verbs to change them to nouns</p> <p>Adding the suffix -er to adjectives</p> <p>Adding the suffix -est</p> <p>Adding the prefix un- to verbs</p> <p>Adding the prefix un- to adjectives</p> <p>Reading words with contractions</p>
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Year One Autumn Term 2	Five a)	<p>New graphemes for reading: ay ou ie ea oy ir ue aw wh</p> <p>ph ew oe au ey a-e, e-e, i-e, o-e u-e</p> <p>Teach the days of the week</p> <p>New phoneme /zh/</p>	oh their people Mr Mrs looked called
Year One Spring Term 1	Five a) (Mastery plus Y1 NC requirements)	<p>Revise new graphemes for reading</p> <p>Revise the days of the week</p> <p>Correct use of -nk ph -wh -tch -ve (NC)</p>	
Year One Spring Term 2	Five b)	<p>Alternative pronunciations of known graphemes for reading:</p> <p>a (as in acorn)</p> <p>a (as in fast)</p> <p>a (as in was)</p> <p>e (as in he)</p> <p>i (as in mind)</p> <p>o (as in no)</p> <p>u (as in unit)</p> <p>u (as in put)</p> <p>ow (as in snow)</p> <p>ie (as in chief)</p> <p>ea (as in head)</p> <p>er (as in her)</p> <p>ou (as in you)</p> <p>ou (as in could)</p> <p>ou (as in mould)</p> <p>y (as in by)</p> <p>y (as in gym)</p> <p>y (as in very)</p> <p>ch (as in school)</p> <p>ch (as in chef)</p> <p>c (as in cell)</p> <p>g (as in gent)</p> <p>ey (as in they)</p>	water where who again thought through mouse work many laughed because different any eyes friends once please

Year One Summer Term 1	Five c)	<p>Alternative spellings of phonemes:</p> <p>/ch/ (as in picture)</p> <p>/ch/ (as in catch)</p> <p>/j/ (as in fudge)</p> <p>/m/ (as in lamb)</p> <p>/n/ (as in gnat)</p> <p>/n/ (as in knit)</p> <p>/r/ (as in wrap)</p> <p>/s/ (as in listen)</p> <p>/s/ (as in house)</p> <p>/z/ (as in please)</p> <p>/u/ (as in some)</p> <p>/i/ (as in happy)</p> <p>/i/ (as in donkey)</p> <p>/ear/ (as in here)</p> <p>/ear/ (as in beer)</p> <p>/er/ (as in father)</p> <p>/ar/ (as in half)</p> <p>/air/ (as in there)</p> <p>/air/ (as in pear)</p> <p>/air/ (as in bare)</p> <p>/or/ (as in all)</p> <p>/or/ (as in four)</p> <p>/or/ (as in caught)</p> <p>/ur/ (as in learn)</p> <p>/ur/ (as in word)</p>
Year One Summer Term 2	Five c)	<p>Alternative spellings of phonemes:</p> <p>/ool/ (as in could)</p> <p>/ool/ (as in put)</p> <p>/ail/ (as in day)</p> <p>/ail/ (as in came)</p> <p>/eel/ (as in sea)</p> <p>/eel/ (as in these)</p> <p>/eel/ (as in happy)</p> <p>/eel/ (as in chief)</p> <p>/eel/ (as in key)</p> <p>/igh/ (as in pie)</p> <p>/igh/ (as in by)</p> <p>/igh/ (as in like)</p> <p>/oal/ (as in low)</p> <p>/oal/ (as in toe)</p> <p>/oal/ (as in bone)</p> <p>/l(y)ool/ (as in cue)</p> <p>/l(y)ool/ (as in tune)</p> <p>/l(y)ool/ (as in stew)</p> <p>/ool/ (as in clue)</p> <p>/ool/ (as in June)</p> <p>/ool/ (as in blew)</p> <p>/sh/ (as in special)</p> <p>/sh/ (as in station)</p> <p>/sh/ (as in sugar)</p> <p>/sh/ (as in chef)</p>



Collins
BIG CAT

Reading:

At Moseley CE we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading.

In these crucial early stages of reading we primarily use books from Collins Big Cat series, to ensure complete fidelity to the Unlocking Letters and Sounds progression we follow.

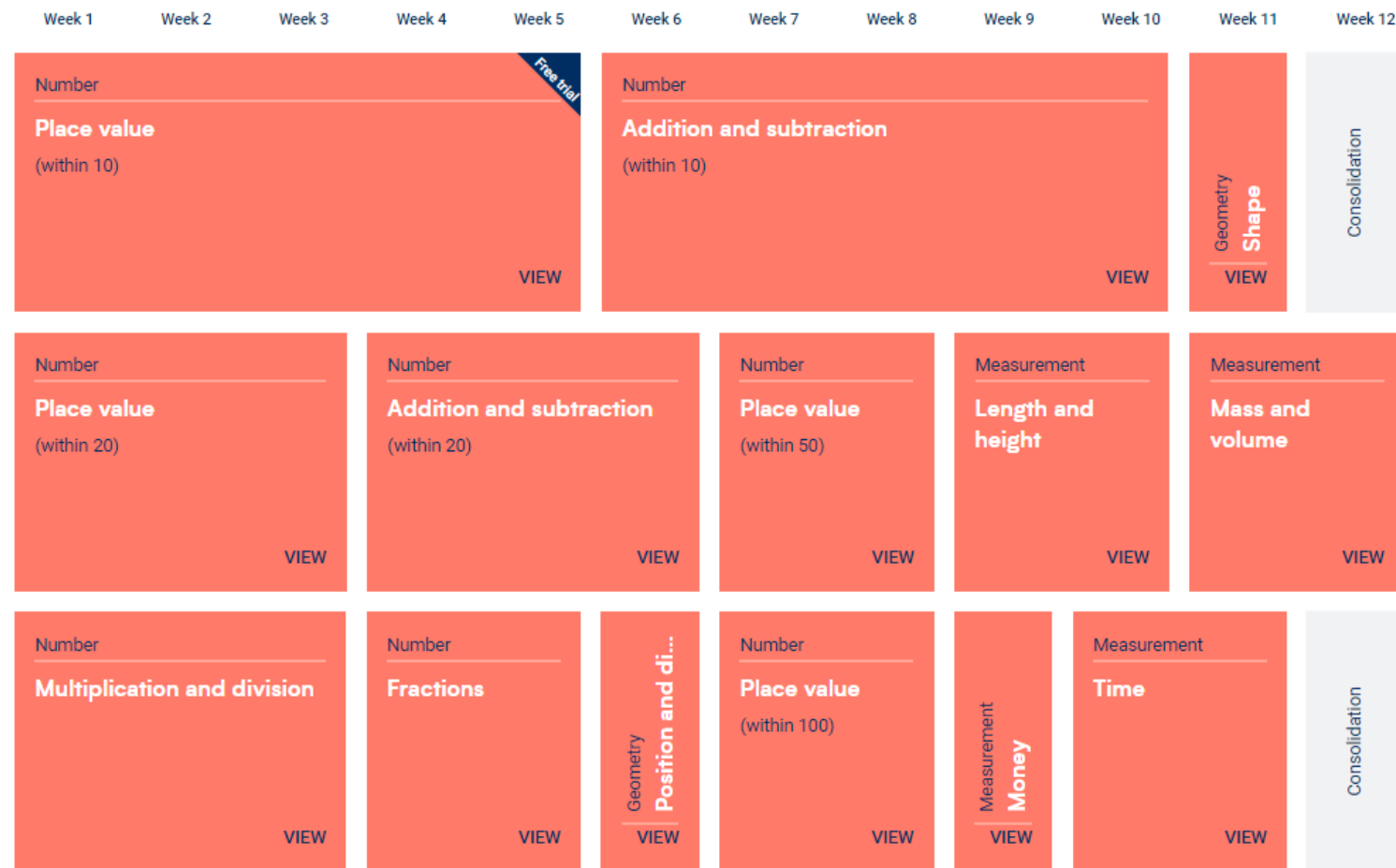
Please ensure your child is reading aloud to you everyday and that their reading books are brought to school everyday. Guided reading sessions take place x3 per week and books are changed on a Monday.

Maths



We follow the White Rose Maths scheme at Moseley. It follows the concrete, pictorial and abstract model.

This is the yearly overview that shows the breakdown of when each of the subject areas will be taught across the year. Again, see the website for more information.



My life timeline

First
birthday
party!



First day
of school

Started
Year 1



Now

The year
I was
born



Summer has the **most**
daylight hours.

Winter has the **fewest**
daylight hours.

Wider curriculum this half term. .

Mark-making

How would you make these marks?



Key information

1. PE days are on Wednesdays and Fridays. Please make sure your child is wearing their school PE kit on these days.
2. We will be visiting the library on Tuesdays for children to select a library book to take home to share with you. Please make sure library books are brought into school on Tuesdays.
3. Please listen to your child read aloud everyday. Each week, they will bring home a guided reading book which has been selected to provide appropriate challenge.
4. During the Autumn term, there will be a weekly optional “hold a sentence” activity set on Seesaw as homework. Instructions for how to complete this activity will be given on Seesaw. “Hold a sentence” is designed to develop children’s sentence construction skills as well as their grasp of common exception words and segmenting for spelling.



Numbots



Numbots is an online platform that includes games designed to improve fluency and accuracy in mental addition and subtraction.

All children will be assigned a Numbots login so they can practice at home.

EYFS and KS1 Nativity

10th December,
2pm at St Mary's
Church



Year 1



Environment
Week Service -
18th June
2:30pm at St
Mary's Church.

MOSELEY
CHURCH OF ENGLAND
PRIMARY SCHOOL



E-Safety

REGULATIONS

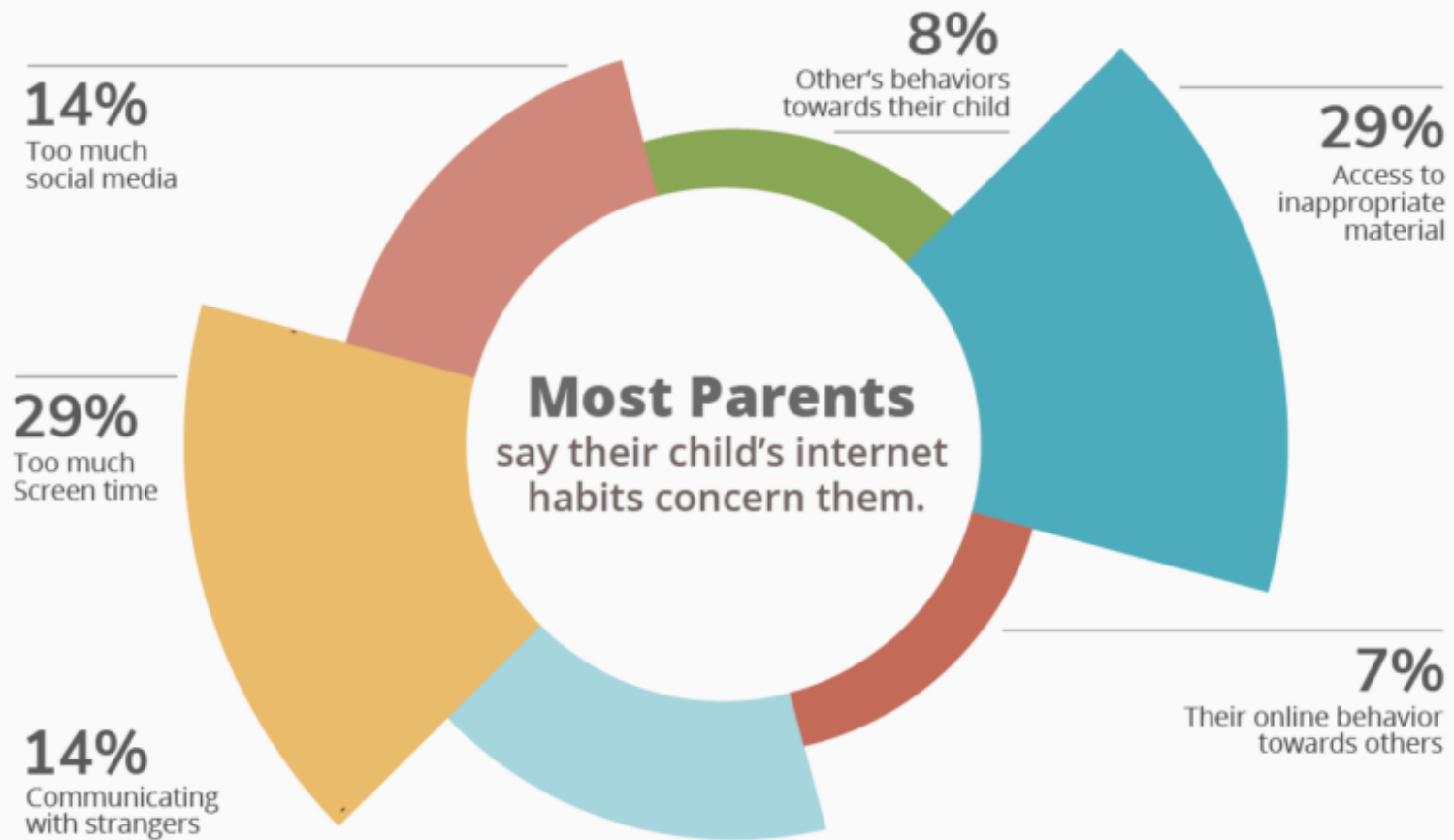


RESPONSIBILITY

COMPLIANCE

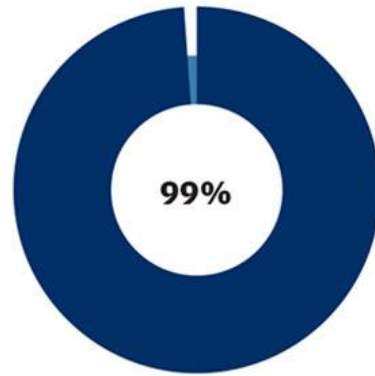
FILTERING

What's **most concerning** to parents?



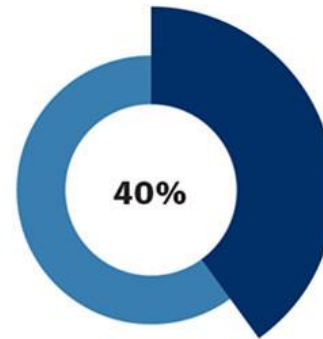
CHILDREN'S INTERNET USE AND SAFEGUARDING RISKS

Time online



of 12- to 15-year-olds average 3 hours a day online

Social media profile



of 8- 11-year-olds have a social media account

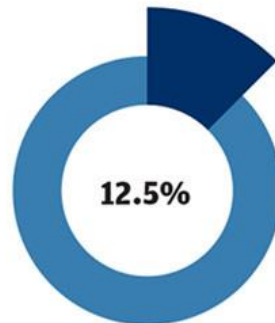
Parents' concerns



1 in 2 parents of 5- to 15-year-olds are very/fairly concerned about companies collecting data about their children

Source: Media Use and Attitudes Report, Ofcom, January 2019

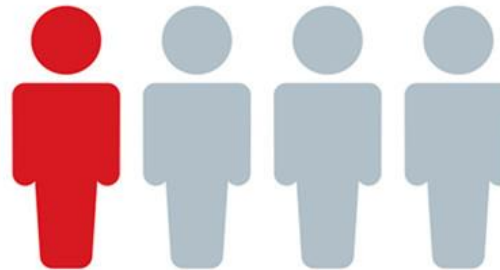
Bullying on social media



of young people said they'd been bullied on social media

Source: The Children's Society

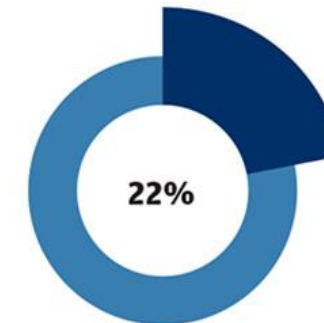
Sharing sexual images



young people said they'd shared a sexual image of peers

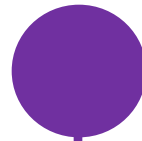
Source: Childnet

Unsolicited contact



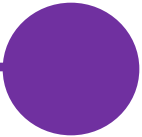
of 12- to 15-year-olds had been contacted by a stranger online

Source: Media use and attitudes survey, Ofcom, January 2019

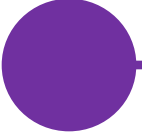


Seesaw is a pupil-driven digital portfolio!

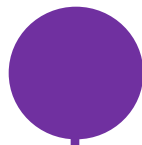
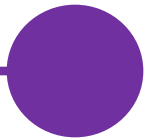


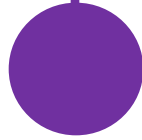


Seesaw is an app that allows children's work to be created into a digital portfolio. This work can then be shared throughout the year with teachers and parents.



Parents will be provided with instructions on how to download the app and join Seesaw to view their child's portfolio. Parents will only be able to view **their** child's work that has been added to the student journal.





When parents and children sign in using their Home Learning Code, they can complete activities, view their journal and view announcements.

- Parents and pupils will **not** see other pupils' work.
- Store codes securely. Only share codes with those who need them.



If you are having trouble signing in, make sure you are using the CLASS app and the app is updated from the App Store or Play Store.



To Do



In Progress



Done



Calendar





Folders

Thursday, 5 September



Practice - All About Me

1. Click **Add Response** Add Response.
2. Click  Audio to listen to audio directions on each page.
3. Complete the activity.
4. When you're ready to add to your journal, click the green  Check.

Waiting for Response

+ Add Response



Assigned on 5 Sep 2024 19:40



Journal



Activities



Notifications

Thank you!



I hope this information is helpful and gives you a better understanding of what the children will be covering during their time in Year 1.



If you have any further questions, please don't hesitate to contact me via the office at:
enquiry@moseleyce.bham.sch.uk



Alternatively, you can pass on messages to me during drop off and pick up times.



Thank you.



Miss Allen.