

# Welcome to Year 1

Teachers: Miss Tolmie and Mrs Streete

KS1 TA's : Mrs Middlefell, Mrs Emmett and Miss Emmett



**Our value this term  
is: INDEPENDENCE**

# Weekly Timetable

| Day              | 9:00 - 9:20      | 9:20 – 10:15                          |          |   | 10:50–         | 11:10 – 12:00 |   | 1:00 – 3:00<br>(2:40 – 2:55 MaD) |       |  |
|------------------|------------------|---------------------------------------|----------|---|----------------|---------------|---|----------------------------------|-------|--|
| <b>Monday</b>    | Phonics          | English                               | Assembly | B | Guided Reading | Maths         | L | Science                          | Music |  |
| <b>Tuesday</b>   | Phonics          | English                               | Assembly | R | Guided Reading | Maths         | U | Topic                            |       |  |
| <b>Wednesday</b> | Spelling         | English                               | Assembly | E | Guided Reading | Maths         | N | PSHE                             | P.E.  |  |
| <b>Thursday</b>  | Phonics          | Handwriting / Comprehension / Library | Assembly | A | Guided Reading | Maths         | C | Topic                            |       |  |
| <b>Friday</b>    | Sharing Assembly | Phonics                               | English  | K | Skills         | Maths         | H | P.E                              | RE    |  |

# Morning Routine

- Hang up coats.
- Hand in Reading Record and Reading Book.
- Book Bag in tray. ( key rings)
- Register.
- Complete morning starter on table.

It's really important to be on time for school and if possible arrive early enough for your child to have social time beforehand.

Also as our value is independence we ask that the children **line up by themselves.**

# Phonics

All Year 1 Children have to sit the national Phonics Screening Check in June  
Phase 5

- Section a – pure sounds as seen in hand outs
- Section b – pure sound revision and alternative sounds for letters  
(i.e. a – ant, bath, angel, swan)
- Section c – alternative grapheme to phoneme representations  
(i.e. /ai/ angel, gave, main, say)

Additional support:

- Phonics practice packs – to be kept in book bags at all times
- Interventions during guided reading
- Phonics Screening Check information evening in Spring 1 (TBC)

# Spellings and Homework

## Spellings

- Handed out on Fridays
- Differentiated
- Reinforcing sounds learnt that week
- Tested on Wednesdays in green book
- Marked with corrections to be done at home on Thursdays

## Additional work at home:

- Sporadic work assigned to help with lessons
- Reading, writing and maths skills

# Reading

## School

- Daily Guided reading activities
- English lessons
- Reading to volunteers
- Children will be taught to change their own books this term.

## Home:

- Reading daily (school book, phonics/spelling practise, news or story time)
- Books are not expected to be completed in one sitting.
- Repetition is invaluable for fluency and comprehension.
- Example Comprehension questions included in handout

# Reading

## Reading Records:

- Children should be reading every day.
- To be filled in each time reading is practised (this can include Phonics practice)
- Use the activities to develop reasoning skills
- Phonics sounds on middle page

## Certificates

- Certificates are based on effort not ability
- Bronze: Filled in the whole record with comments from an adult.( 168 boxes and there are 165 days of school)
- Silver: above criteria + completed all of the activities
- Gold: above criteria + comments from the child about their book (this can be dictated), their reading and their personal targets.

# Reading Record Example

| Date  | Book Title | Comment   |
|-------|------------|---|
| 19.09 | Max's Cat  | Mark sounded out short words accurately. He needed support with his digraphs. Please can we keep the book one more day. |
| 20.09 | Max's Cat  | "I think Max felt sad when he lost his cat." Mark and I discussed caring for pets and feelings.                         |
|       |            |   |

# Writing

Handwriting – Letter join

Lots of finger strengthening activities

Letter-join 

Pupil Home Access Login  
Go to: [www.letterjoin.co.uk](http://www.letterjoin.co.uk)

Login Desktop Tablet

Username: **eg74422**  
Password: **home**

Username: **eg74422**  
Password: **Swipe Code L**  
(start top left)



# Maths

Teaching for Maths Mastery:

“children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.”

## White Rose Scheme

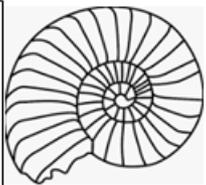
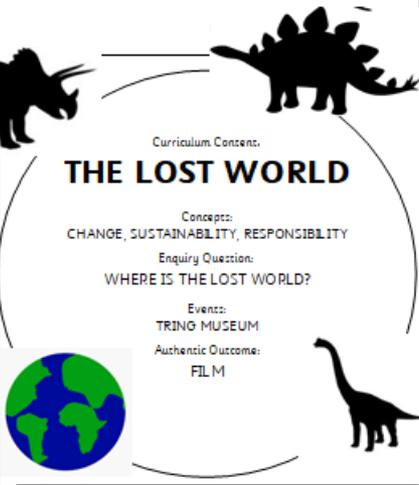
|        | Week 1                          | Week 2 | Week 3 | Week 4 | Week 5                                       | Week 6 | Week 7 | Week 8 | Week 9          | Week 10                         | Week 11 | Week 12       |
|--------|---------------------------------|--------|--------|--------|--|--------|--------|--------|-----------------|---------------------------------|---------|---------------|
| Autumn | Number: Place Value (within 10) |        |        |        | Number: Addition and Subtraction (within 10) |        |        |        | Geometry: Shape | Number: Place Value (within 20) |         | Consolidation |

# Science

## Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
  - observing closely, using simple equipment
  - performing simple tests
  - identifying and classifying
  - using their observations and ideas to suggest answers to questions
  - gathering and recording data to help in answering questions
- 
- Animals , including humans
  - Seasons including weather

# Concept Curriculum

|  |   |   |
|--|---|---|
| <p><b>ENGLISH</b></p> <p>Dinosaur Fact Files<br/>         Dinosaur Poems<br/>         Fossil Hunters Comprehension<br/>         FunnyBones<br/>         Harry and the bucket full of Dinosaurs</p> |   | <p><b>PE</b></p> <p>Real PE<br/>         Tag Rugby<br/>         Tag Rugby tournament<br/>         Aparatus<br/>         Play time games</p> |
| <p><b>SCIENCE</b></p> <p>Living things and their Habitat (Y2)<br/>         Seasons—Autumn (Y1)<br/>         Animal &amp; Humans (Y1)</p>   |   |   |
| <p><b>COMPUTING</b></p> <p>E-Safety<br/>         Logging on/off<br/>         Digital Content<br/>         Editing</p>  |   |   |
| <p><b>ART / DT</b></p> <p>Shoebx (Habitat / Scenery)<br/>         Skeleton / Fossils<br/>         Texture<br/>         Clay modelling<br/>         Digital Art</p>                                 |   |   |
| <p><b>MUSIC</b></p> <p>Weather<br/>         Dinosaur</p>   |   |   |
| <p><b>RE</b></p> <p>Harvest, Diwali, Christmas story<br/>         Y2: Bible Stories<br/>         Y1: Creation Story</p>  |   |   |
| <p><b>PSHE</b></p> <p>School Rules / Class Rules<br/>         House System<br/>         School values: Independence<br/>         Being Me<br/>         Celebrating Differences</p>                 | <p><b>HISTORY / GEOGRAPHY</b></p> <p>Mary Anning<br/>         Ichtyosaurus<br/>         Dorset Coast<br/>         Continents of the World<br/>         Phil Manning<br/>         Mission Jurassic<br/>         North Wyoming Desert<br/>         Chronology</p> |   |

# Website

<https://dropmoreinfant.eschools.co.uk/website>

Home About Us Parent Information Teaching & Learning News Calendar Vacancies Contact

WE CURRENTLY HAVE PLACES AVAILABLE. PLEASE CONTACT THE SCHOOL FOR MORE INFORMATION.

Curriculum  
Kindness Awards  
Parent Information Evenings  
RECEPTION CLASS  
YEAR 1 CLASS  
YEAR 2 CLASS

## Welcome!

Dropmore Infant School is a small, friendly school in an idyllic rural setting that has educated children in the local area for over 200 years. It is surrounded by open countryside with a large playing field and landscaped areas, including an adventure playground, pond, vegetable plots, orchard and wild flower area. The school has benefited from much refurbishment and improvement over the recent years, but still retains its unique charm with the old thatched roof building.

At Dropmore Infant School children are at the centre of everything that we do. We are strongly committed to developing the 'whole' child, both personally and academically and are in a fortunate position to offer small class sizes. We provide an interesting, challenging and creative curriculum which caters for all abilities in a safe, happy and stimulating environment. We aim to create the foundations for all children to become successful, confident and independent learners.

[Read more...](#)

IT Discovery Day  
(September 2017)

# End of Year 1 Targets

## Reading

|  |
|--|
| read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*            |
| read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* |
| <u>read</u> many common exception words.*  |
| read aloud many words quickly and accurately without overt sounding and blending                                   |
| <u>sound</u> out many unfamiliar words accurately.   |
| answer questions in discussion with the teacher and make simple inferences   |

# End of Year 1 Targets

## Writing

|   |                 |
|---|-----------------|
| write sentences that are sequenced to form a short narrative (real or fictional)  |                 |
| demarcate some sentences with   | capital letters |
|   | full stops      |
| segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others |                 |
| spell some common exception words*  |                 |
| form lower-case letters in the correct direction, starting and finishing in the right place   |                 |
| form lower-case letters of the correct size relative to one another in some of their writing  |                 |
| use spacing between words.  |                 |

- Handwriting scheme may change slightly
- Joined up writing taught later in the year if child is ready

# End of Year 1 Targets

## Maths

read and write numbers in numerals up to 100

partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them

add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )

recall at least four of the six number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ ) • count in twos, fives and tens from 0 and use this to solve problems

know the value of different coins

name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).