



# Meet the Teacher Year 1

## 1J & 1N

**Mr Jardine & Miss Nisbet**

**Support Staff: Mrs Cross & Miss Harrison**

**HLTA's: Miss Lucas & Miss Beattie**



# Year 1 Staff

1J

Mr Jardine  
Miss Harrison  
Miss Lucas



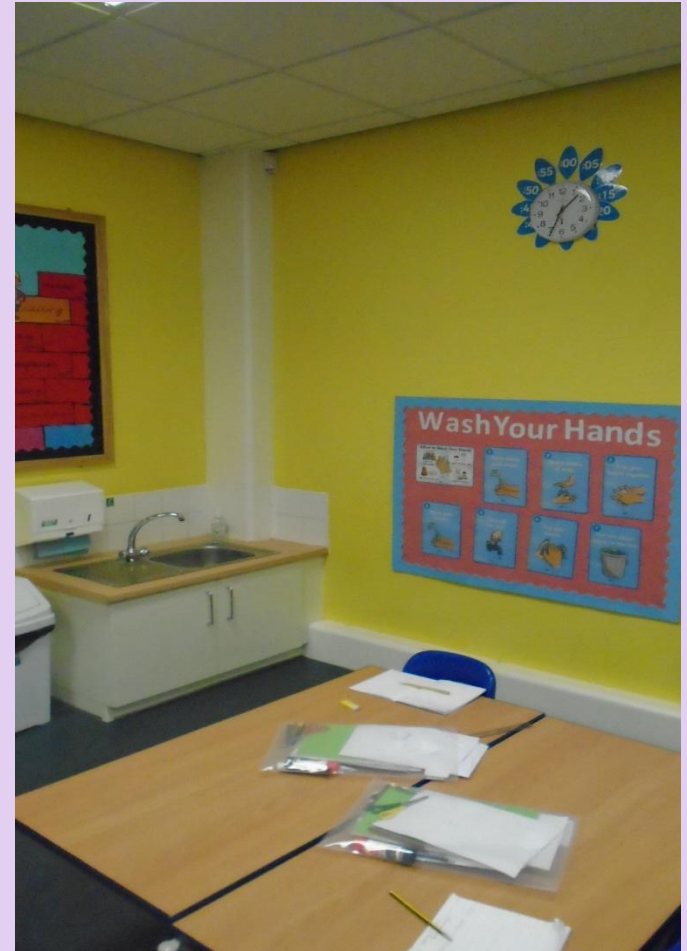
1N

Miss Nisbet  
Mrs Cross  
Miss Beattie



# Year 1 Classrooms

Silent Reading areas to sit in with your favourite story books.



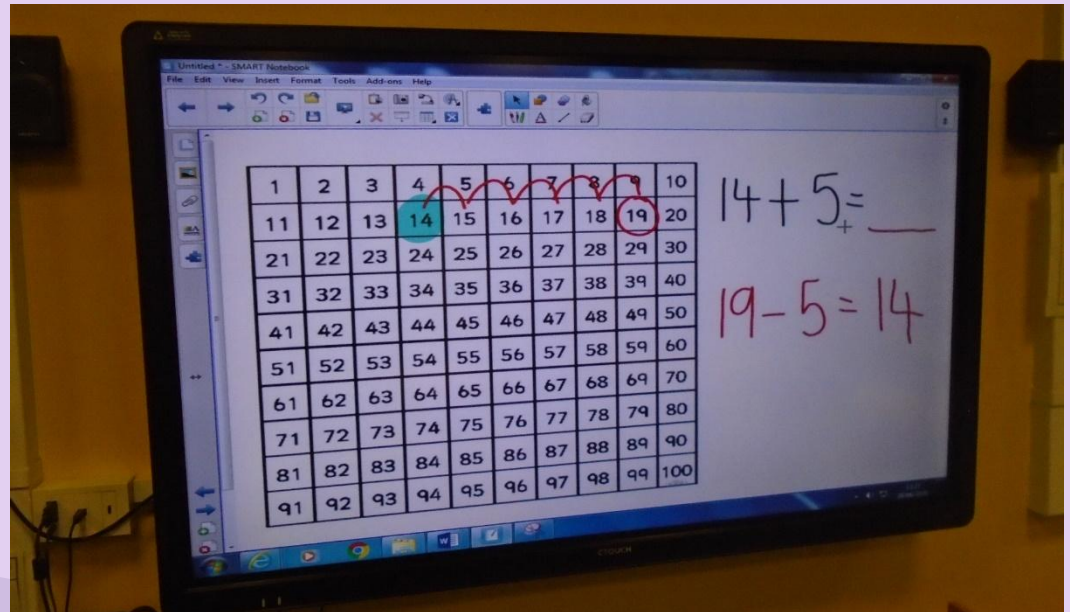
Washing corners (these come in very handy after painting)



Our wall displays are kept up to date with examples of our amazing pieces of work.

Each classroom also has a working 'word wall' where we can showcase our growing vocabulary.

To support teaching and learning across all subjects, both Year 1 classrooms have their own fantastic interactive whiteboards.





Our outdoor space to take our learning outside of the classroom; lets hope for plenty of warm and dry days next year!

Different role play areas are set up outside, throughout the year, depending on what we are learning about.

Children seem to love the history topic on 'Toys' the most!





We also have a special reading hut. The children will be able to read their favourite books in peace and quiet and have their own mini 'sofa' to sit comfortably on as they enjoy their story.

# Timetable

Day	8.50 - 9.05 am	9.05 – 9.30 am	9.30 – 9.50am	9.50am – 10.40am	10.40- 10.55 am	10.55 – 12.00	12.00 – 1pm	1.00- 1.05pm	1.05- 2pm	2.00 – 2.15 pm	2:15– 2.55pm	2.55pm – 3.20pm
M	Registration and morning tasks	Phonics	Guided Reading	English	Break time	Maths	Lunch time	Registration	R.E	Break time	Computing	Whole School Assembly
T		Phonics	Guided Reading	English		Maths			Geography		Art/DT	Singing Assembly
W		Phonics	Guided Reading	English		Maths			Music		PE	Story Time /Home time
Th		Phonics	Guided Reading	English		Maths			PE		Science	Story Time /Home time
F		Spellings	Guided Reading	English		Maths			DT/PHSE		Golden time	Celebration Assembly

# Daily routines

8.50–8.55 Children enter from KS1 yard

8.55–9.05 Morning Register / order lunches

9.05–9.35 Phonics (streamed)

9.35–10.05 Guided reading

10.05 –10.40 English / Maths

10.40 – 10.55 Break

10.55 – 11.55 English / Maths

11.55–13.00 Lunch

13.00–13.15 Handwriting/Mental maths

13.15–14.00 Foundation subject

14.00–14.15 Break time

14.15–14.50 Foundation subject

14.50 – 15.15 Monday, Tuesday, Friday – Assembly or story time.

15.20 Home time; 1J exit through 2A classroom doors & 1N exit through 2C classroom doors

# Year Group information

- ▶ **Homework** – each term, homework challenges will be set and we will ‘show & tell’ these in class; handwriting homework will also be added later in the year.
- ▶ **Reading requirements** – we read lots in Year 1 and you will have a reading diary to record any additional reading done at home; we should be completing at least 20 minutes of home reading each day.
- ▶ **Spellings / Phonics** – we have a spelling test each Friday (differentiated) and these spellings go out each Friday for the following week; our spelling tests support the phonics’ focus of that given week; we will also provide pupils with ‘Reading Eggs’ log in details to help support their phonics and reading development.
- ▶ **Reading Books**– each week, two reading books will be sent home and these will be swapped each Monday; practice reading these books at home and record any reading that you do in their reading diary daily; staff in school will also use these books to read with your child in class during Guided Reading sessions each morning.
- ▶ **PE Kit** – Children should come to school wearing PE uniform on PE days which are Wednesdays and Thursdays.
- ▶ **Awards Assembly** – each Friday, we will celebrate the achievements of our wonderful pupils; weekly certificates will be awarded for English, Maths and Star of the Week; we will also recognise and celebrate a ‘word of the week’ and exemplary behaviour.
- ▶ **School councillors** – two councillors (a boy & girl from each class) will be elected to represent their class as part of the school council.
- ▶ **Sports Leaders** – two sports leaders (a boy & girl from each class) will be elected to represent their class as a sports leader.

# Key Stage Targets

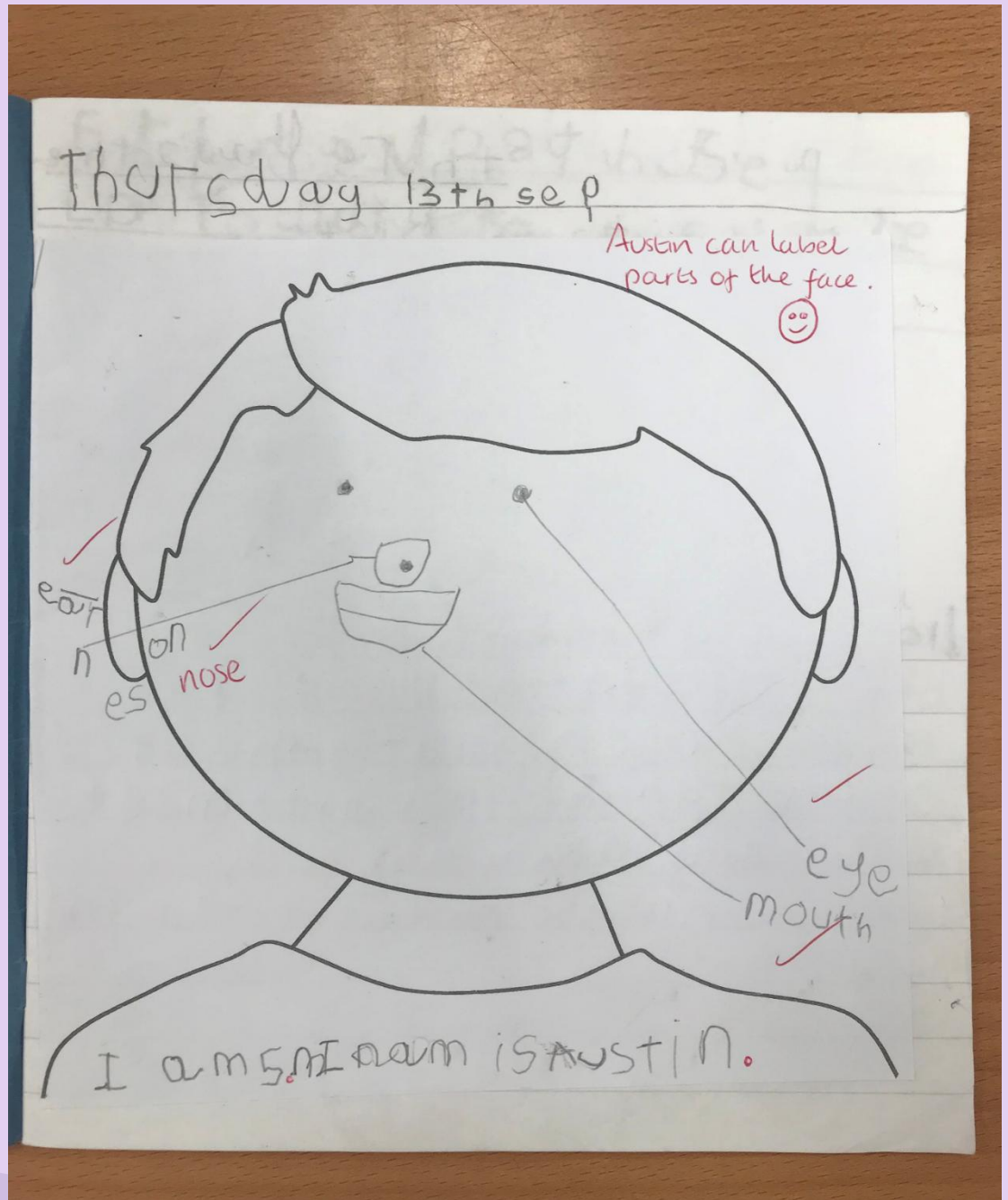
- To begin working much more independently with a gradual move away from continuous provision.
- To know, on sight, the correct sound to grapheme for all 44 phonemes; (National Phonics Screening Test for Year 1 pupils – held in June 2027)
- To learn all of the key words for Year 1; these words will be in the front of the Reading Diary
- To learn several poems off by heart and perform these to the rest of the school.
- To develop a ‘I am a Clever Writer’ strategy and become clear about what they want to write.

# Year Group Key Skills / Objectives

## English

- Say sentences, before writing, and hold them in memory.
- Write simple sentences using finger spaces, capital letters and full stops.
- Re-read sentences to check for errors.
- Use capital letters for the pronoun I , days of the week, places and names.
- Sequence events and ideas in the correct order.
- Use simple phrases from their reading to open and close stories.
- To independently write simple stories, recounts, information texts and poems.
- To apply their phonics knowledge when attempting to spell unfamiliar words.

# English writing example (Pre Key Stage)

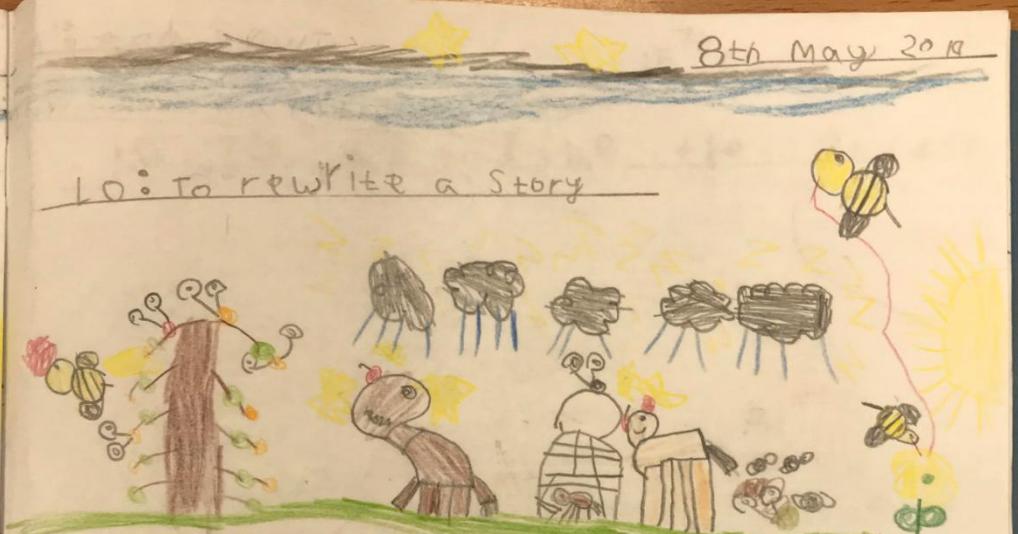


# English writing example (WT)

7 2019

8th May 2019

LO: To rewrite a story



I <sup>wanted</sup> wanted a pet <sup>from</sup> of the pet shop <sup>pet</sup> shop.

So I <sup>rang</sup> rang them up. So they sent me  
a pig but it was <sup>too</sup> too <sup>muddy</sup> muddy. ✓

So my mum sent it back.

So they sent me a <sup>cow</sup> cow but it  
was <sup>too</sup> too muddy. So my dad  
sent it back. ✓ So they sent  
me a dog ✓ but it ~~it~~ was  
perfect.

# English writing example (WIN)

1<sup>st</sup> May 2019

LO: Information Writing - Bumble



Bumble is fluffy and playful. He is soft because the keepers brush Bumble. Bumble needs some food and water. All dogs need a caring home. Dogs need an owner so they won't get lonely. Dogs are fluffy as well. There is 9100 dogs in the UK. Bumble is a cute little puppy. *FM Well done!*  
*SP owner, lonely*

# English writing example (GD)

Lo: To retell Buster <sup>Thursday 28<sup>th</sup> June</sup> the Biker Ad  
It was Christmas Eve and Tilly was bouncing on her bed at night time until her mum came in. Buster was watching the little qu bounce up ~~and~~ down with happiness. He was also nodding his head at the same time. ~~Outside her~~ dad was building the boomy trampoline. It was cold outside. When dad took a breathe, smoke came out of his mouth. Dad was wearing a scarf, some <sup>gloves</sup> ~~gloves~~, and a hat. When it was quiet the animals snook into the front ~~garden~~ <sup>and</sup> they looked at the ~~trampoline~~ and jumped on it. They began <sup>to</sup> play on it. The first ~~two~~ <sup>two</sup> animals were two foxes. The two foxes were fluffy and cute. Next came a grey Badger and a defensive hedgehog with a red squirrel.

# Year Group Key Skills / Objectives

	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)		
Spring		Number: Addition and Subtraction (within 20)		Number: Place Value (within 50)			Measurement: Length and Height		Measurement: Weight and Volume			
Summer		Number: Multiplication and Division		Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Money	Measurement: Time		

- ▶ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- ▶ count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- ▶ given a number, identify 1 more and 1 less
- ▶ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- ▶ read and write numbers from 1 to 20 in numerals and words
- ▶ read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- ▶ represent and use number bonds and related subtraction facts within 20
- ▶ add and subtract one-digit and two-digit numbers to 20, including 0
- ▶ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$

# Year Group Key Skills / Objectives

- ▶ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- ▶ recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- ▶ recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity
- ▶ compare, describe and solve practical problems for:
  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - mass/weight [for example, heavy/light, heavier than, lighter than]
  - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
  - time [for example, quicker, slower, earlier, later]
- ▶ measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume
  - time (hours, minutes, seconds)
  - recognise and know the value of different denominations of coins and notes
  - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- ▶ recognise and use language relating to dates, including days of the week, weeks, months and years
- ▶ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- ▶ recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
- ▶ describe position, direction and movement, including whole, half, quarter and three-quarter turns

# Curriculum Matrix

Lostock Hall Community Primary School



## Year 1 Curriculum Matrix

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Out of this world	Toy Story!	At the bottom of the Garden	Animal Kingdom	Beside the seaside!
English	<p><b>Handwriting</b> Sitting at a table correctly, correct pencil hold, forming letters correctly, sitting letters on the line, tall letters (ascenders)</p> <p><b>Text: Peace at Last</b> Sentence writing - time adverbial opener, full stops, recall sentences, using <i>first, then, next, after that, then, finally</i>, consolidation of handwriting</p> <p><b>Text: Alan's Big Teeth</b> Retell – past tense, chronological order, simple sentences, correct structure, time adverbial opener, capital letter, full stop</p>	<p><b>Text: Oliver's Vegetables &amp; Oliver's Fruit Salad</b> Retell - using <i>They, He, The, It</i> as openers, capital letter, full stop, using adjectives</p> <p><b>Text: Supertato</b> Retell – consolidation of all skills so far</p> <p><b>Topic: Fruit Salad</b> Instructions, using present tense</p> <p><b>Text: Edgar the Dragon (visual)</b> Retell, time words, openers, adjectives, using 'and' to join two words</p> <p><b>Text: The Bear &amp; the Hare (visual)</b> Christmas acrostic poem, consolidation of all skills</p>	<p><b>Text: Traction Man</b> Retell &amp; character description, using openers Suddenly, Quickly, As quick as a flash etc, using ! at the end of exciting sentences, present tense (character description), consolidation of 'and'</p> <p><b>Text: Toys in Space</b> Diary entry, using personal pronoun 'I', writing in first person</p> <p><b>Text: The Three Little Pigs</b> Retell, using a wider variety of openers</p> <p><b>Text: Toy Story (visual)</b> Retell, using a wider variety of exciting openers, using !, using 'and' to join words and clauses</p>	<p><b>Text: Ladybird, Ladybird</b> Repeating poem, consolidation of skills</p> <p><b>Text: Jack &amp; the Beanstalk</b> Retell &amp; own story, questions starting with Will &amp; What, use of ?, wider variety of time adverbials</p> <p><b>Text: The Queen's Handbag</b> Retell, using capital letters for place names</p> <p><b>Topic: Growth</b> Instructions, using 'and' to join words and clauses</p> <p><b>Text: Superworm</b> Diary entry, using adjectives to describe thoughts and feelings</p>	<p><b>Text: The Very Hungry Caterpillar</b> Retell, using capital letters for days of the week</p> <p><b>Topic: Life Cycles</b> Explanation, present tense, use of scientific language</p> <p><b>Text: Why the Elephant has a Trunk</b> Retell, 'ed' suffixes, consolidation of skills</p> <p><b>Text: We're Going on a Lion Hunt</b> Informal letter, 'er' &amp; 'est' suffixes</p> <p><b>Text: Catch It (visual)</b> Retell, using 'Who' to begin a question sentence</p> <p><b>Topic: Animals</b> Riddles, using the conjunction 'and', use <i>I have, I am, You</i> as openers</p>	<p><b>Text: Bright Stanley</b> Retell, punctuation at the end of a sentence</p> <p><b>Text: Somebody Swallowed Stanley</b> Diary entry, Year 1 common exception words &amp; Year 1 spelling rules (editing own writing)</p> <p><b>Text: The Snail &amp; the Whale</b> Retell, improve sentences using adjectives</p> <p><b>Topic: School trip</b> Recount, consolidating previous skills, AFL</p> <p><b>Text: Dolphin Boy</b> Retell, consolidating previous skills, AFL</p>
Maths	<p>Number Counting, writing, ordering, comparing, number bonds Addition and subtraction Positioning</p>	<p>Number Counting, writing, ordering, comparing, patterns, number bonds Addition and subtraction Shape and patterns Length and height</p>	<p>Number Counting, writing, comparing, patterns, more/less, tens &amp; ones Problem solving Addition and subtraction word problems</p>	<p>Problem solving Addition and subtraction word problems Multiplication &amp; division Fractions</p>	<p>Number Counting, finding tens and ones, comparing, patterns</p>	<p>Number Counting, writing, ordering, comparing, patterns, number bonds Addition and subtraction Shape and patterns Length and height</p>
	Numbers within 20		Numbers within 50		Numbers within 100	
Science	<p>Humans senses &amp; body parts</p>	<p>Seasonal Changes Observe changes across seasons, describe weather linked with seasons.</p>	<p>Everyday Materials Identify material objects are made from, describe the basic properties of materials, group objects based on properties.</p>	<p>Plants Identifying common plants and flowers, describing the basic structure</p>	<p>Animals and Humans Identify herbivores and carnivores, describe and compare the structure of different animals</p>	
	Observe plants throughout the year					
	Observe seasonal changes throughout the year including sunlight, weather and link with plants					

<b>Computing</b>	Key Skills Review; Online Safety; Exploring Purple Mash, Internet, communication and networks	Maze Explorers; Lego Builders Code and computational thinking	Animated Story Books/Amazing Authors Text, multimedia, art and design through computing, 2Create a story	Coding Simple creating and debugging programs, coding and computational thinking	Grouping and Sorting; Pictograms Coding and computational thinking, databases and graphing	Spreadsheets; Technology outside school simple spreadsheets with 2Calculate, communications and networks
	Online Safety					
<b>RE</b>	<b>Christianity Creation Story</b> Does God want Christians to look after the world?	<b>Christianity Christmas</b> What gifts might Christians in my town have given Jesus if he had been born here?	<b>Christianity Jesus as a friend</b> Was it always easy for Jesus to show friendship?	<b>Christianity Palm Sunday</b> Why was Jesus welcomed like a king?	<b>Judaism Shabbat</b> Is Shabbat important to Jewish children?	<b>Judaism Rosh Hashanah and Yom Kippur</b> Are Rosh Hashanah and Yom Kippur important to Jewish Children?
	Linked to Artists, craft makers and designers					
<b>Art &amp; Design</b>	Drawing and painting skills Self-portraits and portraits of their friends	3D Sculpture Clay Diwa Lamps (Diwali)	Drawing and shading skills Still life Drawing	3D Sculpture and painting Creating mini beasts	Textiles Weaving and plaiting	Collage Create seaside scenes inspired by artist Robin Brooks
	Linked to Artists, craft makers and designers					
<b>Design Technology</b>	Eat More Fruit and Vegetables Design, make, taste and evaluate a fruit salad healthy varied diet/food sources/food hygiene		Moving Pictures Design, make and evaluate a moving mechanism sliders and linkages		Beach Huts Design, make and evaluate a 1920s beach hut strong, stable structures	
	Continuous provision: Construction					
<b>Music</b>	<b>All about Me</b> Learn new songs and explore the concepts of pulse and rhythm	<b>Superheroes</b> To identify changes in pitch and tempo and understand how to use these in music. To compose their own superheroes theme tune	<b>Fairy Tales</b> Create sounds to represent different characters and moments in a story. To explore dynamics using percussion instruments and to create rhythmic patterns	<b>Animals</b> Listen and respond to music representing animals. Learn and perform a song and create a short accompaniment	<b>Under the sea</b> Explore under the sea through music, movement, chanting and the playing of tuned percussion instruments	<b>By the Sea</b> Explore how to represent the sounds of the seaside, using bodies and instruments. Discuss how music can convey a mood
	Continuous provision: Construction					
<b>PE</b>	<b>Gymnastics</b> sequencing, balancing	<b>Throwing</b> Underarm & Overarm throws Dance Class B & Healthy Movers Class A with Specialist Coach	<b>Ball Skills</b> kicking, catching and bouncing Dance Class A & Healthy Movers Class B with Specialist Coach	<b>Dodgeball</b> ball skills, organised team game, develop tactics Yoga with Specialist Coach	<b>Sports Hall Athletics &amp; Bench Ball</b> ball skills, throwing, jumping, catching	<b>Athletics events</b> running, throwing, jumping Sports Day Races & Dance from the Heart
	Continuous provision: Construction					
<b>Role Play</b>	Home	Post Office / Santa's Workshop	Toy Shop	Garden Centre/ Home	Vets/ Home	Farm Shop/ Home
<b>PSHE</b>	Me and My Relationships Rules Feelings Friendships	Valuing Difference Same or different Anti-bullying Special People	Keeping Myself Safe Healthy Me Super sleep Who can help	Rights and Responsibilities Hygiene Looking after our money Basic first aid	Being my Best Healthy Eating Catch it, bin it. Self esteem	Growing and Changing My wonderful body Taking care of a baby Surprises and secrets

A copy of this Year 1 Curriculum Matrix can also be found on the school website; this will also include any updates and changes for the upcoming year.

# Trips and Curriculum Enhancements

- ▶ Blackpool Zoo
- ▶ Poetry performance (for parents)
- ▶ Key Stage 1 Sports Day (for parents)
- ▶ Arts Week presentation
  
- ▶ Specialist sports coaching
- ▶ Afterschool club opportunities
- ▶ Key Stage 1 Sports competitions with South Ribble School Sport Partnership
  
- ▶ Academic – intervention groups, (phonics, maths booster, Talkboost) Precision teaching and maths enhancements.
- ▶ Reading Buddies and streamed phonics intervention groups

# Questions

We sincerely hope that this presentation has covered most aspects of Year 1, if however you do have any questions ahead of next year, please do not hesitate to send an email to:

[year1@lostockhallcps.co.uk](mailto:year1@lostockhallcps.co.uk)

Should you ever require a formal meeting with your class teacher, speak with them directly (either before school or at home time) and we can arrange a specific date or time to meet.

As a Year 1 staff, we are very much looking forward to seeing all of you in September and embarking on an exciting new school year!