

Welcome to Year One

2024 - 2025



Abbey Farm
Educate Together Primary



Lorna



Tom

Meet The Teachers

Building on Reception

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Our foundation stage provides a firm foundation upon which all subsequent learning builds.

In Year One, we provide a safe, nurturing, creative environment which compliments the wonderful learning experiences the children have had in EYFS.

We continue the parental partnership that has already been established, while developing the children's levels of independence and self-help skills.

“Where they have come from is as important to consider as where they are going to.”

Our Curriculum

In Year One, we continue to have discrete lessons for;

Phonics

English

Mathematics

Learn Together

We have additional short sessions for;

Handwriting

NumberSense

Topic will now be taught in discrete lessons.

TOPICS

Autumn 1 Let's Celebrate

The children will learn about belief systems, such as Islam and Christianity, by exploring key celebrations. They will also explore balanced diets and learn how to prepare a range of foods... and try them!

Autumn 2 Explorers

The children will explore the life and journeys of significant explorers such as Christopher Columbus & Ibn Battuta. They will begin to understand that there are the seven continents, naming and locating them on globes, atlases and maps.

Spring 1 Toys

The children will explore the past by comparing the toys they play with to the ones that their parents and grandparents grew up with. They will study these, learn about wheels and axis to allow them to produce a moving toy for Flamingo class.

Spring 2 Mission To The Moon

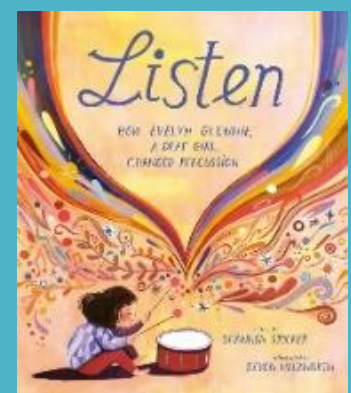
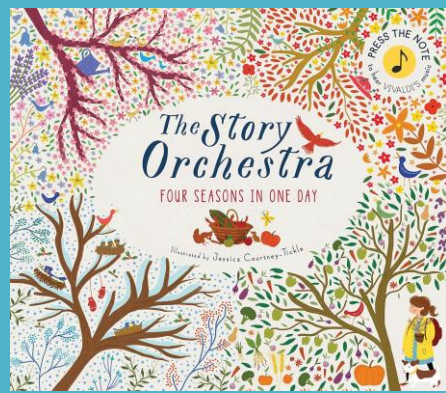
The children will explore their place in the solar system and think about how they might travel to the moon. They will also begin to think about how space is portrayed by artists such as Georgia O'Keefe.

Summer 1 The Great Outdoors

The children will become explorers, discovering the range of wildlife that lives in their gardens, the school and in Swindon. They will gather natural materials and start to consider how these can be manipulated to create textural collages.

Summer 2 Once Upon A Time...

The children will immerse themselves in storytelling at the Story Museum in Oxford. Across the term, they will become authors and performers themselves.



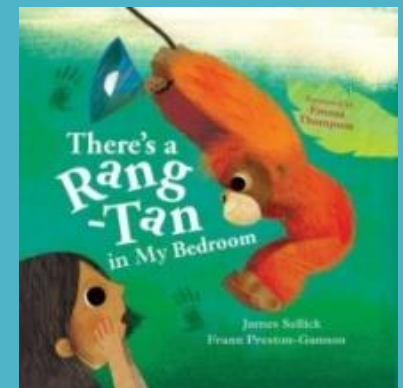
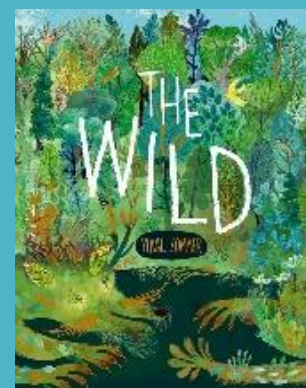
Moral & Spiritual Development

Equality & Justice

Learn Together

Belief Systems

Ethics and the Environment



Discovery Time

Your child will still have access to Discovery Time, allowing them to continue to explore their learning.

Each week, your child will be expected to complete four play projects:

Create

Compose

Calculate

Construct

These link directly to previously taught Year One skills and are an opportunity for children to practice and apply these independently.


“Play is the highest form of research”

Albert Einstein


We are Reflective



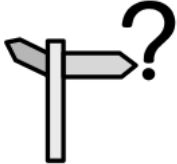
Plan




Who will you discover with?



What will you do?




Where is the best place to do this?




How are you feeling about it?




Do



Who can help with your learning?




What can help with your learning?




How are you feeling about your learning so far?




Review




Who do you want to share your learning with?



How do you feel about the end result?



What went well?



What will I change next time?

Our Timetable Term One

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	EARLY MORNING WORK				
9:00	REGISTER				
9:01	PHONICS	PHONICS	PHONICS	PHONICS	PHONICS
9:30	BRAIN BREAK				
9:35	MATHS	MATHS	WRITING	WRITING	LEARN TOGETHER
9:50	DISCOVERY TIME	DISCOVERY TIME	DISCOVERY TIME	DISCOVERY TIME	DISCOVERY TIME
11:45	HANDWRITING				
12:00	LUNCH				
13:00	REGISTER				
13:05	HISTORY	COMPUTING	MUSIC	SCIENCE	PE
13:20	DISCOVERY TIME	DISCOVERY TIME	DISCOVERY TIME	DISCOVERY TIME	
14:45	STORY				
	HOME TIME				

Our Timetable Term Three

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	EARLY MORNING WORK				
9:00	REGISTER				
9:01	PHONICS	PHONICS	PHONICS	PHONICS	PHONICS
9:30	BRAIN BREAK				
9:35	MATHS	MATHS	WRITING	WRITING	WRITING
10:00	DISCOVERY TIME	DISCOVERY TIME	DISCOVERY TIME	DISCOVERY TIME	DISCOVERY TIME
11:45	HANDWRITING				
12:00	LUNCH				
13:00	REGISTER				
13:05	HISTORY	ART	LEARN TOGETHER	DESIGN TECHNOLOGY	PE
13:40	DISCOVERY TIME	DISCOVERY TIME	DISCOVERY TIME	DISCOVERY TIME	
			MUSIC		
14:45	NUMBER SENSE				
15:00	STORY				
	HOME TIME				

Our Timetable Term Six

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	EARLY MORNING WORK				
9:00	REGISTER				
9:01	PHONICS	PHONICS	PHONICS	PHONICS	PHONICS
9:30	BRAIN BREAK				
9:35	MATHS	MATHS	WRITING	WRITING	WRITING
10:00	DISCOVERY TIME	DISCOVERY TIME	DISCOVERY TIME		DISCOVERY TIME
11:45	HANDWRITING				
12:00	LUNCH				
13:00	REGISTER				
13:05	HISTORY	GEOGRAPHY	LEARN TOGETHER	SCIENCE	PE
		DISCOVERY TIME	DISCOVERY TIME	DISCOVERY TIME	
			MUSIC		
14:45	NUMBER SENSE				
15:00	STORY				
	HOME TIME				

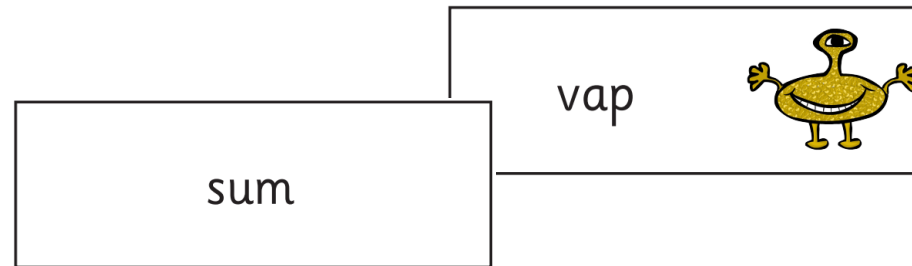
Phonics Screening Check

What is the Phonics Screening Check?

Children in Year One throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year Two will also take the check if they didn't pass in Year One.

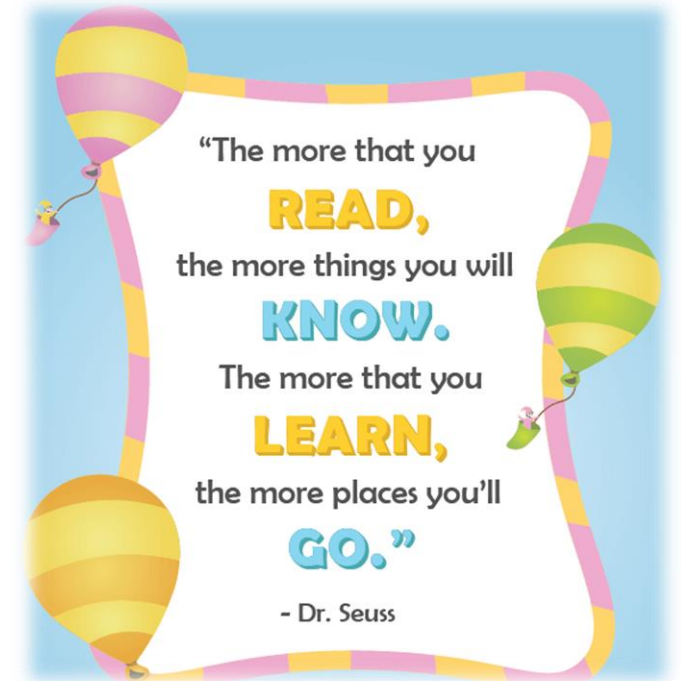
How do we carry it out?

The check contains 40 words. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words). Each child will sit one to one and read each word aloud to their teacher. Each child will complete the check at their own pace.



How can I help?

The screening check doesn't tell us anything we don't already know about your child. You can help your child by listening to them read as regularly as you can.





“The more that you

READ,

the more things you will

KNOW.

The more that you

LEARN,

the more places you'll

GO.”

- Dr. Seuss




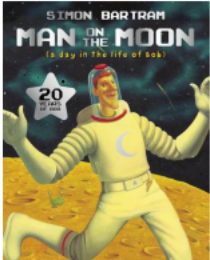
Updates from Otter Class

Termly Overviews

Term Four Space: Mission to the Moon

In this topic, we will be exploring the Earth's place in the solar system. We will gain an understanding of the order of the eight (four rocky and four gas) planets and look closely at how the sun is the natural source of light. We will learn about the history of space travel, with a focus around Neil Armstrong and the people that helped NASA to achieve their goal of landing on the moon. In addition, we will learn about a local astronaut, Tim Peake, and his journey to the International Space Station (ISS). By looking out of the windows of the ISS, we will discover the four countries of the United Kingdom; making conclusions and comparison of human and physical geographic features.

Every week, your child will continue to explore their learning in provision, at the tutor table and by completing their four play projects: compose, construct, create and calculate.

Learn Together	Mathematics	English
<p>In Learn Together, we will:</p> <ul style="list-style-type: none"> demonstrate an appreciation of the diversity of family types within the class and school: families with foster children, blended families, male and female parents, single parents, same-sex parents, children who live with other family members, adopted children. identify when and how we feel loved and how we express love to others. <p>This term will focus on the following rights:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>NO DISCRIMINATION</p> </div> <div style="text-align: center;">  <p>IDENTITY</p> </div> <div style="text-align: center;">  <p>AIMS OF EDUCATION</p> </div> </div> <p>ARTICLE 2: All children have rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.</p> <p>ARTICLE 8: You have the right to an identity - an official record of who you are. No one should take this away from you.</p> <p>ARTICLE 29: You should be taught to understand your own rights and to respect other people's rights, cultures and differences.</p>	<p>Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.</p> <p style="text-align: center;">Place Value (within 50)</p> <p>Week 1:</p> <ul style="list-style-type: none"> To count forwards and backwards within 50. <p style="text-align: center;">Length and Height</p> <ul style="list-style-type: none"> To compare lengths and heights <p>Week 2:</p> <ul style="list-style-type: none"> To measure length using non-standard units (objects) To measure length in centimetres. <p style="text-align: center;">Place Value (within 50)</p> <p>Week 3:</p> <ul style="list-style-type: none"> To understand the structure of 20, 30, 40 and 50. To count by making groups of tens. <p>Week 4:</p> <ul style="list-style-type: none"> To understand the structure of numbers to 50. To partition into tens and ones. <p>Week 5:</p> <ul style="list-style-type: none"> To order on a number line. To estimate on a number line to 50. <p>In our fluency sessions, we will be focussing on:</p> <ul style="list-style-type: none"> doubles finding 1 more or 1 less using mental methods. quickly recalling number bonds to 10. <p>Your child could use the White Rose 1-minute application to practice number facts at home: https://whiterosemaths.com/1-minute-maths</p>	<p>Across the term, we will be looking at our focus text 'Man on the Moon' by Simon Bartram. This book explores the life of Bob; who is a cleaner, entertainer and shop owner. He knows lots of things about the moon but he fails to notice something going on behind his back and ends up populating the Earth with a range of unusual guests.</p> <div style="text-align: center;">  </div> <p>We will use this focus book as inspiration to write a range of text types including posters, character descriptions, fact files and recounts. Our main focus when writing will be composing sentences orally, using capital letters for the start of sentences and proper nouns, full stops and finger spaces and re-reading our work to ensure it makes sense. We will continue to use 'because' and 'and' to extend clauses. In addition, we will build upon our knowledge of adjectives and will explore how to use these to make our writing more interesting.</p> <p>Across the term, we will be learning to read and spell the following tricky words:</p> <p style="text-align: center;">oh their once our laugh because eye people thought who whole friend two your many any</p>

Weekly Newsletter via SWAY



Key Reminders

Every day, your child needs to bring their:

- water bottle
(labelled)
- book bag
- waterproof coat
(labelled)

PE is on **Friday**.

Children need to **wear their PE kits** to school.

Trainers **without** laces where possible.

Reading books are changed every **Monday**.

Your child needs their book in school every day.

Your child will need a bag of **spare clothes** (inc. socks and underwear) in school.

Please clearly **label all clothes**.

Your child will still get **messy** so please continue to send them to school in **suitable clothing**.

Read with your child as regularly as you can.

