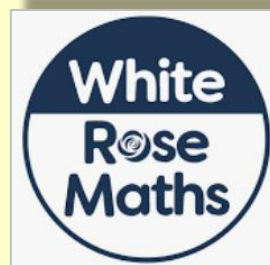




# Welcome to the Year 1 Curriculum Evening



# Welcome to the Year 1 Team

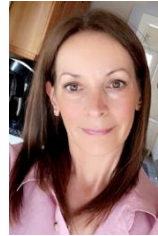
## The Teachers

Mrs. Brennan



Year 1 Teacher

Mrs. Hibbard



Year 1 Teacher

## Teaching Assistants

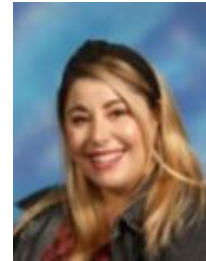
Mrs. Purshottam



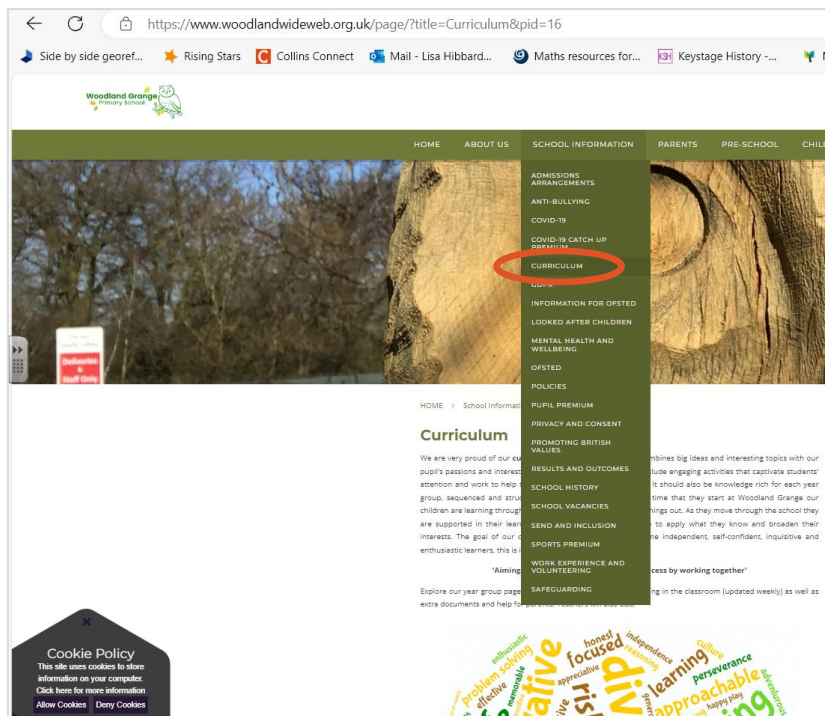
Mrs. Parekh



Mrs. Fisher



Website – links to school improvement plan and lots of useful information, including what we cover across the year in our long term plan.



- Our Curriculum Policy
- Our Long Term Plans
- Maths
- English
- Science
- Computing
- History
- Geography
- Design and Technology
- Art
- Personal, Social, Health and Economic (PSHE) Education
- RE
- Music
- PE
- French
- Forest School

# Year 1 Long term plan

Year 1 Curriculum LTP							
Woodland Grange Primary School							
2024/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Topic</b>	<b>Transport</b>	<b>Autumn Investigators</b>	<b>Houses, Homes &amp; Our School</b>	<b>Amazing Animals</b>	<b>Amazing Animals</b>	<b>Superheroes</b>	
<b>Literacy - Text Focus</b>	<ul style="list-style-type: none"> <li>We use 3 key texts, picture books, related to transport</li> <li>Riddle - poetry</li> </ul> <p>Suggested books for parents:</p> <ul style="list-style-type: none"> <li>The Hundred Dollar Bus by Alan Smith</li> <li>You can take anything on the bus by Patricia Chelmsford</li> </ul>	<ul style="list-style-type: none"> <li>We use 3 key texts, picture books, related to our topic</li> <li>Acrostic - L and P</li> </ul> <p>Suggested books for parents:</p> <ul style="list-style-type: none"> <li>Mr Gumpy's Outing by John Burningham</li> <li>Gravel by David Almond</li> <li>Richard Johnson</li> <li>Other adventures of Mrs Annet by Queenie Dale</li> <li>Goldilocks and the Three Bears by Leigh Hodgkinson</li> </ul>	<ul style="list-style-type: none"> <li>We use 3 key texts, picture books, related to our topic</li> </ul> <p>Suggested books for parents:</p> <ul style="list-style-type: none"> <li>Where we are by Oliver Jeffers</li> <li>Home &amp; School by DE. Howard &amp; David by Barbara Wolfson</li> <li>Wolf won't bite by Emily Gravett</li> <li>Home: Where our story begins by Birthe Tackstrupp</li> </ul>	<ul style="list-style-type: none"> <li>We use 2 key texts, picture books, related to our topic</li> <li>Poetry Free Art - Visit of Poetess</li> </ul> <p>Suggested books for parents:</p> <ul style="list-style-type: none"> <li>Lighthouse by William Sadler the painter (Ouseggs)</li> </ul>	<ul style="list-style-type: none"> <li>We use 3 key texts, picture books, related to our topic</li> <li>What a waste by Zoe Fries</li> <li>If I were the world by Mark Sperry</li> <li>Book of amazing animals by Oliver Jeffers</li> <li>Amazing animal journey by Chris Packham</li> </ul>	<ul style="list-style-type: none"> <li>We use 2 key texts, picture books, related to our topic</li> <li>Six Dots by Zoe Bryant</li> <li>Five Wives Poetry</li> </ul> <p>Suggested books for parents:</p> <ul style="list-style-type: none"> <li>America's coolest inventors</li> <li>Sand for a Superhero by Michael Rosen</li> <li>Who's going to find the monster by Wilma Blackson</li> </ul>	
<b>Talk Through Stories</b>	A rolling story book programme used to extend and deepen pupils' vocabulary through a range of key texts and planned tier two vocabulary						
<b>Drama opportunities</b>	<ul style="list-style-type: none"> <li>Naughty bus exercise</li> <li>Journey time - creating and acting out our own journey</li> </ul>	<ul style="list-style-type: none"> <li>Hibernating on the field</li> <li>Goldilocks crime - Poetry</li> <li>Performance - EF in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Hot seating the wolf</li> <li>Three little pig - retell with props</li> <li>Mr Alford's class</li> </ul>	<ul style="list-style-type: none"> <li>Visit school - linked to homework</li> </ul>	<ul style="list-style-type: none"> <li>Orchard in the past</li> <li>Zoo story</li> <li>Animal role play - how do they move, play and eat?</li> </ul>		
<b>Maths Weekly Mental Maths</b>	Place value within 20 White Rose	Addition and subtraction to 20 Addition & subtraction within 20 & 30 Shape	Place value within 20 Addition and subtraction within 20	Place value within 100 Length and height Volume and mass	Multiplication and division Fractions Geometry		
	All cooking we do includes measurement using grams and/or ml						
<b>Science</b>	<p><b>Identifying plants and their parts:</b></p> <ul style="list-style-type: none"> <li>What wild and garden plants can we find around our school?</li> <li>What parts of a plant grow above ground?</li> <li>What parts of a plant grow under the ground?</li> <li>How has these plants?</li> <li>What are the similarities and differences between plants that have flowers?</li> </ul>	<p><b>Seasons:</b></p> <ul style="list-style-type: none"> <li>Are all leaves the same?</li> <li>Which animals share our space?</li> <li>Do all trees shed their leaves?</li> <li>Are all flowers the same?</li> <li>Which birds eat our food?</li> <li>How has space changed over the year - autumn</li> </ul>	<p><b>Naming and describing materials:</b></p> <ul style="list-style-type: none"> <li>What material is this?</li> <li>Is all paper the same?</li> <li>Is all fabric the same?</li> <li>How can we group objects made of different materials?</li> </ul>	<p><b>Properties and uses of materials:</b></p> <ul style="list-style-type: none"> <li>Can the same object be made from different materials?</li> <li>What properties do materials have?</li> <li>Does it bend or stretch?</li> <li>Do all materials get wet?</li> </ul>	<p><b>Animals (vertebrates):</b></p> <ul style="list-style-type: none"> <li>Who's who in the animal world?</li> <li>What is special about birds?</li> <li>What makes an amphibian an amphibian?</li> <li>Do fish have gills?</li> <li>Are humans mammals?</li> </ul>		
<b>Computing</b>	<p>Technology around us</p> <ul style="list-style-type: none"> <li>Recognising technology in school and using it responsibly</li> <li>Developing familiarity with navigating, searching and keyboard skills</li> </ul>	<p>Digital Printing</p> <ul style="list-style-type: none"> <li>Creating appropriate tasks in programs to create art, and making comparisons with working non-digital</li> <li>Creating paintings in the style of an artist</li> <li>2 part: Purple, Blue, water on various papers</li> </ul>	<p>Digital Writing</p> <ul style="list-style-type: none"> <li>Using a computer to create and format text, before comparing to writing non-digital</li> <li>Keyboard skills</li> <li>Microsoft Word</li> <li>Basic bold, italic, underline, font and font size and Capital letters</li> <li>Changing text, text, colouring &amp;</li> </ul>	<p>Programs and Games</p> <ul style="list-style-type: none"> <li>Exploring subject links, then using them to sort and group objects by program</li> <li>2 Simple databases - sort and organise data with simple queries</li> </ul>	<p>Algorithms and Programs</p> <ul style="list-style-type: none"> <li>Writing short algorithms and programs for floor robots, and producing program outcomes</li> <li>Blue bars and that app</li> <li>2 Simple databases - sort and organise data with simple queries</li> <li>Flipping movements around a nap</li> </ul>		

<b>History</b>	<p><b>Transport Old and New:</b></p> <ul style="list-style-type: none"> <li>Sequence using timelines</li> <li>Significant figures: Fabrice mouster - Wright Brothers</li> </ul>	<p><b>Significant Figures:</b></p> <p>Any Johnson</p>	<p><b>Local history:</b></p> <p>Change over time to Oulton's high street and surrounding area</p>	<p><b>Significant historical figures:</b></p> <p>Many Study</p>	<p><b>Significant historical figures:</b></p> <ul style="list-style-type: none"> <li>Flanerie Nightingale</li> <li>Many Saccile and Florence Nightingale comparison.</li> </ul>	
<b>Geography</b>	<p><b>Contexts and Objects:</b></p> <ul style="list-style-type: none"> <li>Locating countries using globe, eggs and clothes both UK and international</li> <li>Look at similar trees and differences continents and ocean</li> <li>Capital cities in the U.K.</li> </ul>	<p><b>Weather &amp; Seasons:</b></p> <ul style="list-style-type: none"> <li>How the weather changes</li> <li>How we are affected by extreme weather</li> </ul>	<p><b>Our School:</b></p> <ul style="list-style-type: none"> <li>Where is our school?</li> <li>What place are there in our school?</li> <li>How do we get to school?</li> <li>Locate home address and its position in the world using google maps. Understand town, county, country, world</li> </ul>	<p><b>Where we live: Field work</b></p> <p>Annual lesson</p> <ul style="list-style-type: none"> <li>What are the key factors in our local area?</li> <li>What kind of place is that? Looking at what we know about the local community and who lives there in it</li> <li>Looking at maps to establish shapes, house plans and shops</li> <li>Weather and Seasons - linked to science.</li> </ul>		
<b>DT</b>	<p><b>Free standing structures:</b></p> <ul style="list-style-type: none"> <li>To understand what a free-standing structure is: looking at bridges and sculptures</li> <li>To evaluate free standing structures</li> <li>To know how to make paper stronger: affixer, sticks and glue paper</li> <li>To use simple techniques to design and make a chair for Baby Bear using paper</li> <li>To evaluate our product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria</li> </ul> <p>Additional:</p> <ul style="list-style-type: none"> <li>Create a wire wheel - looking at other wheel types and purposes</li> <li>Split pin paper for transportation</li> </ul>	<p><b>Mechanisms - Sliders and Levers:</b></p> <ul style="list-style-type: none"> <li>To explain a range of slider mechanisms e.g. pop up books and some collaboration cards</li> <li>To explore lever mechanisms such as scissors, nut-crackers and door handles</li> <li>To explain and make our own model slider and lever mechanisms</li> <li>To design, create and evaluate an Engineer and using a slider and lever mechanism.</li> </ul> <p>Additional:</p> <ul style="list-style-type: none"> <li>Making a shoe box habitat for simple homework</li> <li>Split pin animals</li> </ul>	<p><b>Preparing fruit and vegetables:</b></p> <ul style="list-style-type: none"> <li>Examine a range of fruit and vegetables</li> <li>Understand basic food hygiene and how to use simple utensils</li> <li>To design, make and evaluate a product for a Sports day refreshment</li> </ul> <p>Additional:</p> <ul style="list-style-type: none"> <li>Creates experiment accessories</li> <li>Design and make a special part of bear pines.</li> <li>String telephones</li> </ul>			
Use continuous provision (working area) for ongoing DT Skills including, cutting, joining and attaching suitable materials.						

<b>Art</b>	<p><b>Jill Tansley:</b></p> <ul style="list-style-type: none"> <li>Drawing skills - Line and shape</li> <li>Know the name of a famous artist</li> <li>Use key facts about the artist</li> <li>Use key facts about their work</li> <li>Draw a range of different textures</li> <li>Use different lines and shapes to create a piece of art in the style of Jill Tansley</li> <li>Describe similar lines and differences between pieces of artwork</li> </ul>	<p><b>Joe Raffinelli:</b></p> <ul style="list-style-type: none"> <li>2D artwork, clay &amp; paper sculpture</li> <li>Knowing key facts about the artist compared to other artists</li> <li>Knowing what textures are used how different textures can be described</li> <li>Experimenting with clay to make a coil pot in the style of Joe Raffinelli</li> <li>Identifying similarities and differences between our own &amp; other artists artwork</li> </ul>	<p><b>Paul Coombe:</b></p> <ul style="list-style-type: none"> <li>Developing a wide range of art &amp; design techniques</li> <li>Know key facts about the artist</li> <li>Use sketches parallel to draw different lines</li> <li>Experiment with different colours</li> <li>Showcase</li> <li>Identifying similarities and differences between our own &amp; other artists artwork</li> </ul>	<p><b>Brigitte Riley:</b></p> <ul style="list-style-type: none"> <li>Wilson's artistic - wallpaper art</li> <li>Printing using cardboard fibre and paper</li> <li>Paul Elva - collage</li> </ul>	<p><b>Henry Rousseau:</b></p> <ul style="list-style-type: none"> <li>To know key facts about Henry Rousseau and be able to compare it artwork to others</li> <li>To know that different lines can be used to create an effect</li> <li>To know which colours to mix together to create a desired effect</li> <li>To be able to share their artwork with their peers, talking about similar things</li> </ul>	<p><b>Christa Rijzewall:</b></p> <ul style="list-style-type: none"> <li>To know key facts about Christa Rijzewall and be able to compare it artwork to others</li> <li>To use techniques taught to create a paper mache sculpture</li> <li>To be able to select the correct materials and colours to paper sculpture</li> <li>To be able to select the correct materials and colours to French sculpture.</li> </ul>
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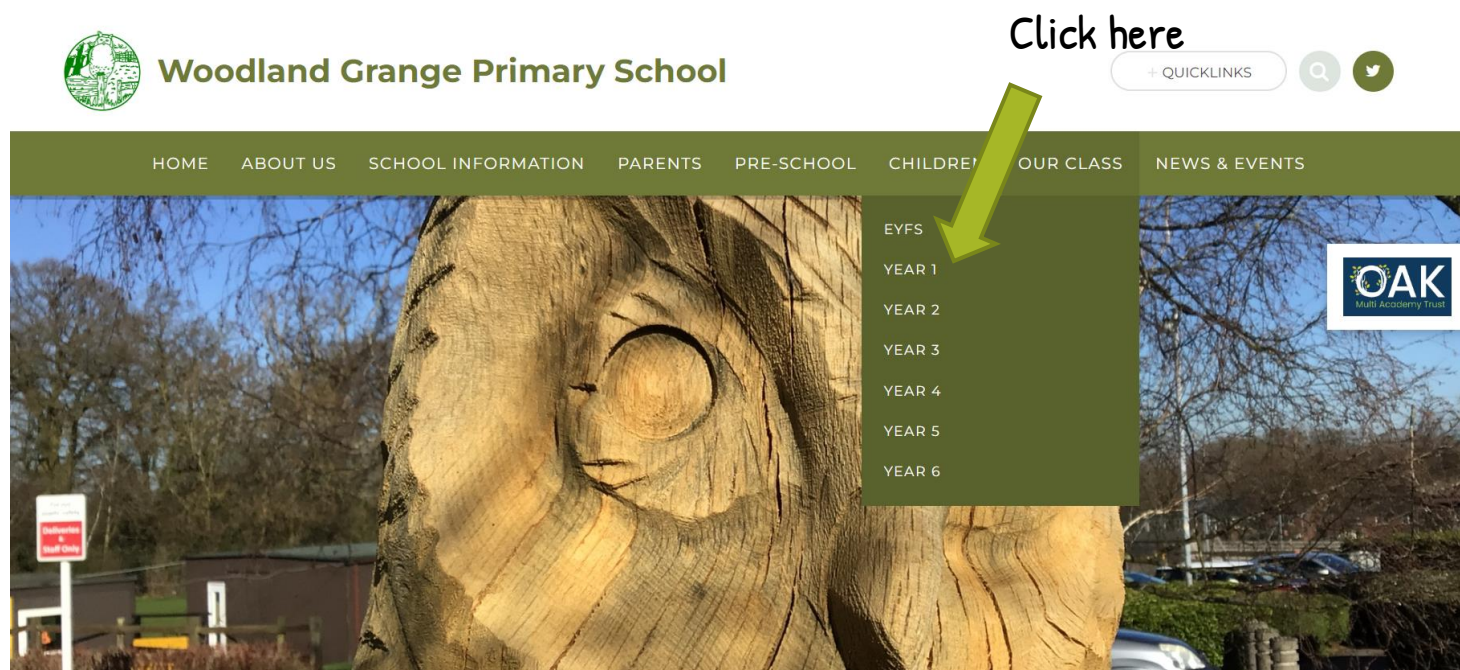
<b>Music</b>	Pulse	Verse	Rhythm	Pitch	Music Technology, structure and form.	20 <sup>th</sup> Century Music
<b>PE</b>	Target games and fitness	Fundamentals: Sand/nacra	Basic Ball skills	Gymnastic Twisting games	Team Building	Stroke and field skills
<b>RE</b>	A1: What does it mean to belong to a faith community? A2: What do Christians believe God is		E1A2: Who is Jewish and how do they live?		A1: Who do Christians say made the world? A2: How should we care for the world and for others and why does it matter?	
<b>PSHE</b>	A1: <b>Healthy and Wellbeing - Aiming High</b> Having high aspirations.		A1: <b>Responsible, TEAM</b> collaboration, good listening, being kind, bullying.		A1: <b>Relationships, Be Yourself</b> - emotions, changes, feelings	A2: <b>Money in the wider world - Money</b> - spending and saving, the difference between what we want and what we need.
<b>British Values</b>	A1: Democracy - Having a voice - We all have a voice. Making it fair. This is our house by Michael Rosen Rule of Law: Living Together/Gaming Along - exploring right and wrong co-operation		Individual liberty- embracing our beliefs, opinions and free speech. Nick Brown's text 'You choose and Happy' by Miss Van Houst.		A1: <b>Mutual respect and tolerance for diversity</b> A2: <b>Encouraging diversity</b>	
<b>Forest school (Holistic)</b>	British values are also taught through circle/sandpit time, assemblies and with a story to support children's understanding.					
	The class has a 4 week block		With a story to support children's understanding.	Other class have a 4-week block		

It is definitely worth a look at our curriculum coverage in year one across the year...but too much to discuss tonight.

Weekly updates about upcoming learning will be updated on the website too.  
Photo updates throughout the year

# Check out our year group page!!

- We update this page at the end of every week for the following week.
- Key areas of learning



Click here

It looks like this...PTO



# Year 1 Website page example...

## Year One Home Learning Page WB: 16.9.24



**Literacy:** We have finished exploring the Naughty Bus book and are starting a new book focus this week. We will continue to develop our sentence writing skills through our new texts this week. We will be exploring the book Mrs Armitage on Wheels, focusing on the beginning and middle parts of the story.

**Everyone's Welcome:** This terms text is 'Going to the Volcano' by Andy Stanton and we will be focusing on how we are all different and how we can all play together.



**Talk Through Stories:** This week we will be reading the book 'Perfectly Norman' by Tom Percival and using the following words throughout the week – see if you can use these words in your day to day conversations!

extraordinary  
uncomfortable  
swooping  
miserable  
hesitantly  
problematic  
wonderful  
nervously



**Phonics:** The 'oa' phoneme written as 'o-e' and 'ow' e.g., home, rope, bone, glow, snow and grow. Common exception words were and when.

Sounds			Common Exception Words			
i	l-e	ie	some	one	said	come
y	o-e	ow	do	so	were	when
oe	o	ey	have	there	out	like
			little	what		

**Maths:** Counting backwards within 10, 1 less, comparing groups by matching and understanding "fewer, more same".

**Science:** We will be looking at the parts of plants that grow under the ground and will be making observational drawings of a carrot plant with its roots.



**Art:** We continue to explore the works of Jill Townsley by drawing and sketching.

### Classroom activities:

- This week the children will be cooking Traffic light pizzas. We will work with groups of children throughout the week and be sending home their cooking to taste at home. They will help read a simple recipe and practise their grating and slicing skills. Please let us know if your child has any special dietary requirements.

### Spellings:

We have a spelling quiz (not test) every Tuesday morning. This is your spelling list for next Tuesday's quiz. Please refer to your booklet or homework book for this week's spellings to practise at home.

### Week 2

- pie
- tie
- spy
- September
- tree
- see
- bus
- come
- do
- so

### Parent notices:

- Please could you make sure that your child has their reading book and purple diary in their book bags every day.
- Some of the children still need a pair of plimsoles to wear indoors and a PE kit.

# Transition through Year 1

## Moving on from Foundation Stage

- Easing the transition process - continued play provision through our open plan base.
- Continuing learning from the EYFS goals - Statutory guidance.
- Same but different.

## Progressing through Year 1 and moving on towards year 2

- Play based learning continues.
- More whole class teaching.
- Larger group work followed on from whole class taught sessions.
- One must do job to achieve throughout the week.
- Increased level of homework and independence to complete work - don't panic!

Tapestry - Unfortunately, this does not link to National Curriculum assessment framework.

Twitter - regular updates to keep you posted on learning in year 1.

# Learning in Year 1



**Trips**



**Cross-curricular**



**Group work**



**Skills-based**

**Motivated to learn**

**Play based**





# Topics in Year 1



2024/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Transport	Autumn Investigators	Houses, Homes & Our School		Amazing Animals	Superheroes



# Routines and Timetabled sessions

- **School Day:** 8.45am and finishes at 3.15pm: Punctuality is monitored.
- **Keeping you informed:** Check the year 1 website page which is updated every week.

Any other business we may put a note on the boards outside - can you please share these on your WhatsApp group for parents who might miss this.

- **Snack box:** small, healthy snack box. Please chop/slice grapes! No NUTS.
- **20 minute playtime break** - no need to send a big packed lunch snack - some children are struggling to eat everything in their playtime.

# PE kits:

- **Outdoor PE:** Wednesday – come in your outdoor kit, suitably dressed for all weathers.
- **In door PE:** Thursday – leave an indoor kit in school.
- **Jewellery:** No earrings or religious bracelets.
- **Clubs** – Make sure you have the correct clothing to change into for certain clubs.



Squirrel



Fox



Rabbit



Badger



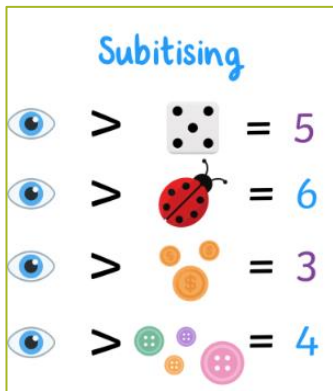
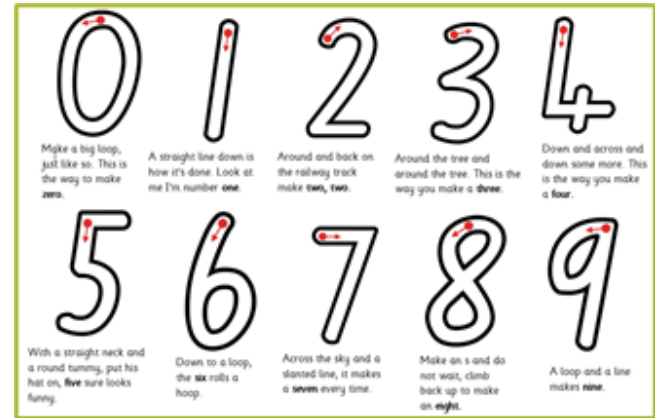
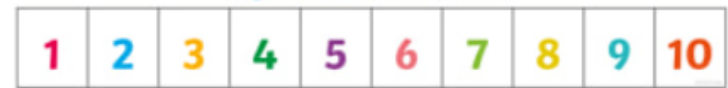
# Maths in Year One



- We base our learning on White Rose Maths.
- Maths is taught through carpet sessions, group activities and independent classroom tasks
- Problem solving questioning that link to everyday scenarios
- Still working in practical and hands on approach but a big step up from Foundation Stage Curriculum

# Maths in Year One

- There is an importance on recognising numbers (numerals) by sight...
- As well as forming them correctly...using our number formation strategy.



- And we work on subitising – the ability to recognise the number of objects in a group without counting them.

0	1	2	3	4	5	6
zero	one	two	three	four	five	six
7	8	9	10	11	12	13
seven	eight	nine	ten	eleven	twelve	thirteen
14	15	16	17	18	19	20
fourteen	fifteen	sixteen	seventeen	eighteen	nineteen	twenty

- In year 1 we also focus on recognising and writing numbers as words – which is supported in their spellings.

16

17

19

20

21

22

24

25

26

28

Can the family all travel in a six seater car?

Explain how you know.



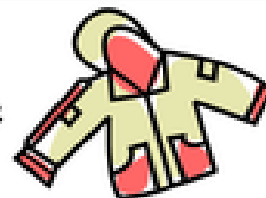
There are 4 chairs in a circle. 1 more chair is added, how many chairs are there in the circle now?

In Year One there is a higher emphasis on reading math's problems and problem solving. Can children pick out the key information needed to find the answer?

I have 3 pencils in my pot. It fits 10.  
How many more can fit in the pot?



There are 10 buttons on my coat.  
I have fastened 2, how many more are there to do?



# Reading in Year One



# What is Rocket Phonics?



## Phonics and reading scheme:

- As part of the Oak Academy Trust we use the DFE approved Rocket Phonics Scheme and reading materials to support our teaching of reading and writing.
- Phonics is taught daily from Foundation Stage through to year 2.
- We teach two new graphemes each week – alternative spellings for sounds such as:



- And some common exception tricky words.
- You can find out the sounds or graphemes that we are learning each week on our website page.

### Phonics

As part of the Oak Academy Trust, Woodland Grange Primary School are starting this academic year with a new Systematic Synthetic Phonics Programme. From Pre-school to Year 2 we will now be using Rocket Phonics to support our teaching of reading and writing instead of our previous scheme which followed Letters and Sounds alongside Jolly Phonics.

[Click here for the Rocket Phonics Parent Guide about the scheme.](#)

[Click here for the phonics progression document for Rocket Phonics at Woodland Grange](#)

The Rocket Phonics scheme has sound mats. The children use these in school; we have shared them here for you to use at home to support their letter and sound correspondences.

- Rocket Phonics sound mat 1
- Rocket Phonics sound mat 2
- Rocket Phonics sound mat 3
- Rocket Phonics sound mat 4

Please follow the link below to watch a short video which models how to pronounce the sounds correctly, rather than using the letter names. This will then support your children and mirror what we are doing in school.

- [How to pronounce pure sounds](#)

The handwriting and letter formation strategy has also been updated to support the Rocket Phonics scheme. Our guides for lower case, capital letters and number formation are below:

- [Lower case letter formation](#)
- [Capital letter formation](#)
- [Number formation](#)
































# Phonics sound mats:

- Sound mat 1 & 2 cover the sounds and words covered in Foundation Stage.
- Sound mat 3 & 4 cover the sounds covered in year 1.

Foundation  
Stage:  
Mats 1&2


























Woodland Grange Primary School

Foundation Stage Rocket Phonics Sound Mats

I	l	<b>Rocket Phonics Sounds Mat 1</b>	s	a	t	i	p	all
the								are
to		sun	apple	tap	insect	pan		some
go	n							one
no		net	mouse	dog	goat	octopus	cat	said
into	k							come
he		kite	duck	elephant	umbrella	rabbit	hat	do
she	b							so
we		bat	frog	cliff	ladder	shell	dress	were
be	j							when
me		jug	van	web	fox	yellow	zebra	have
was	v							there
my	w							out
you	x							like
her	y							little
they	z							what

Woodland Grange Primary School



















Foundation Stage Rocket Phonics Sound Mats

I	<b>Rocket Phonics Sounds Mat 2</b>	zz	qu	ch	sh	th	all
the							are
to	fizzy	queen	chick	sheep	thumb		some
go	ng						one
no		train	bee	light	boat	book	said
into	ar						come
he		car	fork	purse	owl	coin	do
she	air						so
we		chair	manure	hammer	wheel	dolphin	were
be	a-e						when
me		cupcake	acorn	scene	shield	peach	have
was	a						there
my	e-e						out
you	ie						like
her	ea						little
they							what

Year 1:  
Mats 3&4































Woodland Grange Primary School

Year One Rocket Phonics Sound Mats

some	<b>Rocket Phonics Sounds Mat 4</b>	oor	augh	ce	ci	cy	their
one							people
said	door	daughter	celery	city	cycle		Mr
come	ge						Mrs
do		giraffe	gymnast	bread	house	fence	looked
so	ch						called
were		chef	bridge	package	mother	bottle	asked
when	mb						could
have		school	knot	sign	writing	hatching	water
there	ture						where
out		picture	pyramid	scissors	whistle		who
like	y						again
little	sc						thought
like	st						through
what	(w)a (qu)a						many
oh	ti ci ssi						laughed

Woodland Grange Primary School




























Year One Rocket Phonics Sound Mats

some	<b>Rocket Phonics Sounds Mat 3</b>	i	i-e	ie	y	o-e	their
one							people
said	child	time	pie	spy	rope		Mr
come	ow						Mrs
do		oe	o	ey	unicorn	cube	looked
so	snow						called
were		snow	piano	key	push	flute	asked
when	ue						could
have		statue	ew	er	ir	ou	water
there	blue						where
out		screw	herbs	bird	cloud	soup	who
like	au						again
little		astronaut	strawberry	should	father	ball	thought
like	or						through
what		world	deer	ere	here	square	many
oh	ere						laughed

# Letter formation:

- Lower case letter formation
- Upper case letter formation - moving into year 1



























Woodland Grange Letter Formation

						
Back over the rainbow, big fat tummy, up, down and jump off.	Down in the lift, bounce up, round the roundabout and tuck in.	Back over the rainbow, curl round and stop.	Back over the rainbow, up in the lift, down and jump off.	Out and loop the loop.	Back over the rainbow, down and fishy tail, off and cross.	Back over the rainbow, big fat tummy, up, down and monkey tail.
						
Down in the lift, bounce up, over the hill and jump off.	Down, jump off and splat.	Down monkey tail, jump off and splat.	Down in the lift, bounce up, stick its tongue out, down the slide and jump off.	Down in the lift and jump off.	Down, bounce up, over the hill, over another hill and jump off.	Down, bounce up, over the hill and jump off.
						
Back over the rainbow, big fat tummy and join.	Down, bounce up, around the roundabout and tuck in.	Back over the rainbow, big fat tummy, down and kick.	Down, bounce up and over.	Back over the rainbow and curl around the snake's tail.	Down in the lift, round the bend, off and cross.	Down, round the bend, up down and jump off.
					When joining handwriting in Year 2 please add the joiner to the letters below: 	
Down the slide, up the slide.	Down the slide, up, down and up again.	Down the slide, off and down the other slide.	Down, round the bend, up, down and monkey tail.	Zip along, down the slide and zip along again.		

Foundation  
Stage:

We will talk  
about this in  
a minute...

Capital Letter Formation

# Reading in Year 1

## In school:

- Your child will be read with at least once a week in school, either a 1-1 reading session or in a group for a guided reading session.
- Home support – is crucial for developing fluency and sight vocabulary – regular short bursts.
- Two books/reading materials a week – we will only change books if they have comments in their diary to let us know that they have also read at home.
- Please make sure that your child has their reading books and diary in their bag every day!



- We will also send home a 'choosing book' every week. This is a book to share at home.
- Some children may have a book and a blending bag, depending on their reading skills.
- Higher focus on building fluency and word recognition, re-reading sentences and using their reading finger.
- Please have a go at the comprehension questions to gather a deeper understanding of what they have read.

# Expectations:

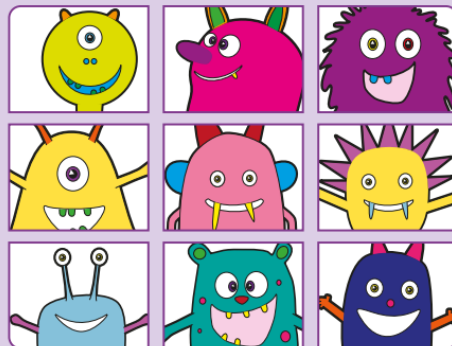
**By the end of year 1 the government's expectation is that:**

- Children should be able to read common exception words with all the 40+ phonemes taught.
- In June your child will take part in the Year 1 Phonics Screening Check – Do NOT WORRY!
- We will do lots of preparation in school for this and send home information near the time.

## Key stage 1

### Phonics screening check

Pupils' materials



# Reading Reward Scheme

We will collect in ALL purple reading diaries every Thursday:
















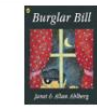












- Every child that has read their school reading books 3 or more times a week at home will get a stamp on their bookmark.
- So please comment in their diaries every time you have read.
- Every 6 stamps earns a reward: See reward scheme.
- Every Friday: Every child that has had their bookmark stamped will also get their name drawn out of a hat to see who is the class star reader of the week! 1 x per class and library.



# Talk Through Stories

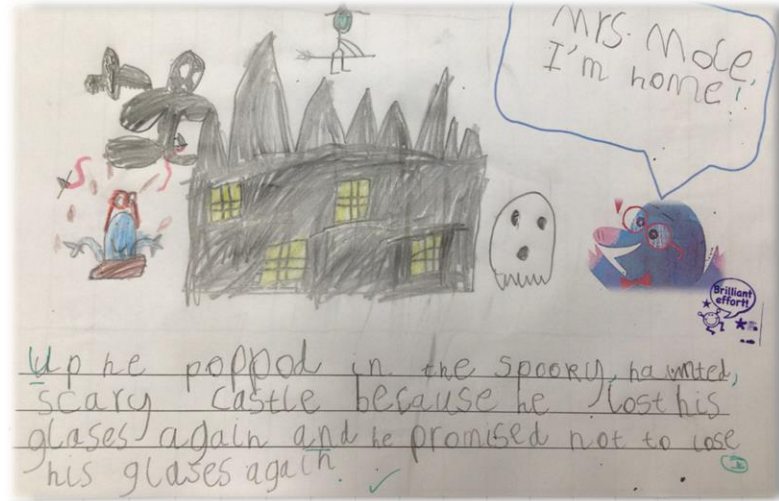
- A new focus book each week.
- This book is read every day.
- We focus on using key words from the text - tier 2 vocabulary not only when sharing the text but throughout the day...
- And we eventually see these words appearing in conversations and their writing!

Talk Through Stories Tier 2 Vocabulary

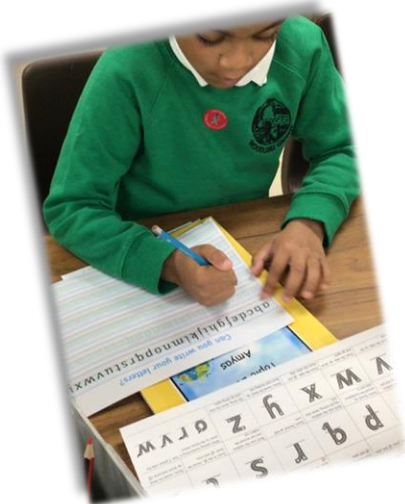
YEAR 1							
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer 2	Summer 2
extraordinary uncomfortable swooping miserable hesitantly problematic wonderful nervously							escaped gasped rescue distress vanished crept leapt shrieked
hunting silent fuis bounced swooped brave flapped							adorable mysterious grabbed massive rummaged fearsome fortunate treacherous
peered startled glow faded necessary somersault gentle exploring							fierce shivering roaring trembled peculiar shrieking tremendous twinkling
forgetful remarkable suddenly noticed shining excited perhaps surprised adored tattered encountered mystery discovered peering unfortunately speechless							smash fierce terrible terrified miserable screamed goaded cosy settled goaded curling up glow hooked twinkly puzzled cosy
							










This supports oracy skills and widens your child's vocabulary.

# Writing in Year One



Short Date:  
16.9.24



 Say the sentence.	 Use capital letters	 Use finger spaces	 Use full stops	 Write on the line	 Spell some CEW's	 Use question marks & exclamation marks	 Use adjectives	 Use conjunctions



# Writing in Year 1

## Handwriting

- We use our letter formation sheets.
- We work on handwriting in our daily phonic sessions and this massively supports fluent writing. Learning the correct pattern and form is crucial.
- We have handwriting practice twice a week – Capital letters are a big part of year 1.
- Joining – this will begin to be taught in Year 2.

0 Make a big loop, just like so. This is the way to make zero.

1 A straight line down is how it's done. Look at me I'm number one.

2 Around and back on the railway track make two, two.

3 Around the tree and around the tree. This is the way you make a three.

4 Down and across and down some more. This is the way you make a four.

5 With a straight neck and a round belly, put his hat on, five sure looks funny.

6 Down to a loop, the six rolls a hoop.

7 Across the sky and a slanted line, it makes a seven every time.

8 Make an 8 and do not wait, dip back up to make an eight.

9

Woodland Grange Letter Formation

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>
Back over the rainbow, big fat turning, up, down and jump off.	Down in the left, bounce up, round the rainbow and tuck in.	Back over the rainbow, curl round and stop.	Back over the rainbow, up in the left, down and jump off.	Out and loop the loop.	Back over the rainbow, down and jolly red, off and cross.	Back over the rainbow, big fat turning, up, down and monkey tail.
<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>
Down in the left, bounce up, over the hill and jump off.	Down, jump off and split.	Down monkey tail, jump off and split.	Down in the left, bounce up, stick his tongue out, down the slide and jump off.	Down in the left and jump off.	Down, bounce up, over the hill, over another hill and jump off.	Down, bounce up, over the hill and jump off.
<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>	<b>u</b>
Back over the rainbow, big fat turning and jolt.	Down, bounce up, around the rainbow and tuck in.	Back over the rainbow, big fat turning, down and tuck.	Down, bounce up and over.	Back over the rainbow and curl around the snail's tail.	Down in the left, round the bend, off and cross.	Down, round the bend, up down and jump off.
<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>	<b>z</b>	<b>o r v w</b>	
Down the slide, up the slide.	Down the slide, up, down and up again.	Down the slide, off and down the other slide.	Down, round the bend, up, down and monkey tail.	Zip along, down the slide and up along again.		

Capital Letter Formation

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>
<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>
<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>		



# Writing in Year 1



We follow a rich book based curriculum for our teaching.

This includes a variety of texts from a range of diverse authors as well as a range of characters, events and plots.

This celebrates a diverse and language rich exposure to texts that you may not find on the high street...but we do share supplementary texts on the website within our long term plan.

This is also why we choose not to share all of our key texts with you as we encourage your child to:

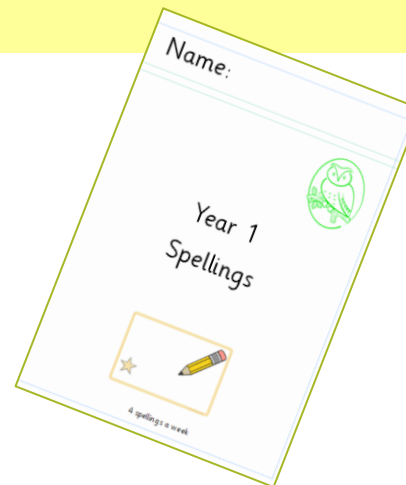
- Make predictions.
- Anticipate what may happen.
- And use these skills to support their own imagination and creativity when writing.
- Be exposed, inspired and motivated to write about a book that we cover and experience together.
- Poetry is also covered every term.

The image shows a curriculum map for Year 1 English. It is a grid with columns representing different units or topics and rows representing different terms or weeks. The map includes various icons, text boxes, and a small 'OAK' logo in the top right corner. The content is dense and organized, providing a detailed overview of the English curriculum for the year.

# Spellings Year 1


## Booklets:


- It is a quiz and not a test.
- It is a whole class opportunity to practice spelling words we may be covering in phonics.
- The scheme is tailor made to fulfil the National requirements but works in conjunction with our daily Rocket Phonics teaching.
- Typically we send home 10 words a week.
- However, we understand that every child is different and so adapt the spellings expected for all through different booklets or homework.
- Any questions, please speak to your class teacher.




Week 4 spellings


1. Segmenting practice: Look and write the words.

      \_ \_ \_ \_  
i k t

      \_ \_ \_ \_  
k d i

2. Segmenting practice: Look and write the words.

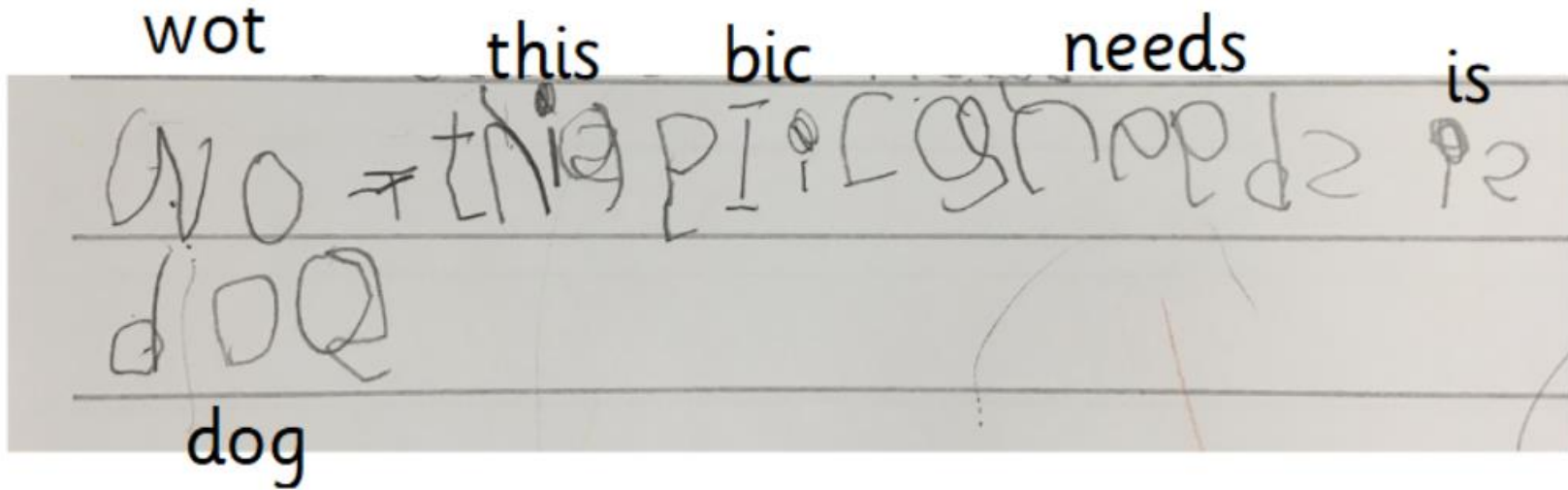
      \_ \_ \_ \_  
a p t

      \_ \_ \_ \_  
t n a

3. Practise: Copy each word three times.

the the the  
The The The  
I I I

# Writing in year 1



What this bike needs is a dog.

# Expectations for the end of Year 1.

Billy you are helpful  
and fearless because  
you keep lots of useful  
things in your hair.  
So you can give  
a cookie to the beast  
and feed the animals.

# Writing in Year 1

## Writing for a purpose:

- We are always encouraging writing for a purpose, at school through our continuous provision, homework and various opportunities.
- We write daily in school across our curriculum and make it as exciting as possible –
- This may explain why we do not always share our 'key text' with you...
- We are consistently providing your child with writing opportunities to enable them to develop the skills to:
  - – write a sentence which someone else can read back.
  - –spell words using the 40+ phonemes taught.
  - –include the correct punctuation of a capital letter, finger spaces and a full stop – *consistently!*
- So there is a lot for them to think about when they are writing.
- This is their end of year goal but there are plenty of opportunities to support them at home by...

# Writing in Year 1

## Writing for a purpose:

- Can they write a few items out from your shopping list to find when you are out?
- Can they write a postcard to a friend about where they have been? (Mrs. Hibbard & Mrs. Brennan always love getting a postcard at school!)
- Could they help write out a favourite cooking recipe?
- Or could they write about what they have been up to in their free time and add to our class newspaper – which is in the book corner for all to read!



# Parents Evening Dates:

Please use your Arbor App for access:

You should be able to book a 10 minute slot.

- Wednesday 2<sup>nd</sup> October between 3.30pm and 6m
- Thursday 3<sup>rd</sup> October between 3.30 and 6pm
- Monday 7<sup>th</sup> October between 3.30pm and 6pm
- Please speak to your class teacher about any concerns.

# Thank you for listening to Year 1 curriculum evening.

Any questions that you still may have please email them to the office with the subject of FAO Year 1 teachers.

Office email – [office@woodlandgrange.leics.sch.uk](mailto:office@woodlandgrange.leics.sch.uk)

**Before you go...We have some whole school messages...**





# WHOLE SCHOOL MESSAGES

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# Pupil Premium

Pupil Premium was introduced to help schools to offer additional support the children. It is an annual amount (£1,455 per child) paid directly to school. We use the money to support the education of your child in many ways, including:

- Additional, personalised tuition
- Paying for school trips or clubs
- Paying for school uniform

There is no stigma attached to applying for this funding, we encourage and support any family wishing to apply. A child may be eligible for free school meals (FSM) and therefore pupil premium, if families are in any of the following categories:

- Income based Government support (e.g. Job seekers allowance)
- They have children in the care of the local authority
- They are in the armed forces

**If you think your child is entitled to pupil premium, email [freeschoolmeals@leics.gov.uk](mailto:freeschoolmeals@leics.gov.uk) or call 0116 3056588 or 0116 3057093**



# School Trips & Visits

We are delighted that school trips are organised across the school. They add memorable experiences and enhance the learning in the curriculum. They are carefully chosen by staff, building a cohesive offer for the children as they move through the school. Some trips are outside of school, some in school visits.

Trips have to be funded otherwise they cannot go ahead. We rely on all payments being made as otherwise this impacts our wider school budget, prevents us from being able to provide other opportunities for the children and can result in the trip being cancelled.

We will look to schedule trips as early as we can, so there is plenty of time for payments. We will always support those families in receipt of Pupil Premium (paying 50% of the overall cost). Payment plans are also available, contact the school office for more information.



# Whole School Performances

This year we will be organising whole school performances for pupils across the year by covering different faiths and cultures. Christmas is always a busy time in school with many productions requiring rehearsal and performance time in the hall. We also feel that this doesn't reflect the community that our school serves. As a result year groups will use the following festivals as the theme for a production, performance or assembly.

Year 1 – Rosh Hashanah

Year 2 – Vaisakhi

Year 3 – Christmas at the Church (St Peter's in Oadby)

Year 4 - Diwali

Year 5 - Eid

Year 6 - Christmas at the Church (St Peter's in Oadby)



# Parking

We would ask families to make the Grange farm car park as their number one choice when parking at school. It is only a 3 minute walk from school and cuts down the congestion outside of school.

We will continue to issue our 'polite parking reminders' to cars outside of school. Please do not be offended if you find one on your car. We receive emails from local residents about lack of access and there have been instances where the bus is unable to drive along Beaufort Way (this would be the same for any emergency vehicle) due to school traffic.

Please remember the following:

- Do not block road junctions, residents driveways or bus stops
- Do not use the school entrance to perform a U-turn
- The school car park is for staff only (or families that require disabled access)
- Do not Park on the yellow zig zag lines outside school
- Ensure you leave enough room on pavements for pedestrians, pushchairs/prams to pass
- Switch off your engine whilst you are waiting outside school



# Frontiers



We will be implemented 1:1 devices for all pupils from year 1 to 6. You will have received information at the end of the summer term.

The devices will be used to support and enhance teaching and learning in the classroom.

Pupils will still be taught in the usual way. The iPad will be used in place of a shared text or resource that would have been used in a lesson.

Children will still use exercise books in the same way as before.

Apps will be used to set share resources, assignments and quizzes. Devices will also make learning more accessible for all pupils.

There is no charge to parents and devices will remain in school.



# Other messages

**Late arrivals:** Please sign in at the school office, do not go straight to the classroom.

**Holiday requests:** Holidays are not authorised during term time except for exceptional circumstances. Request forms are on the school website. Unauthorised holidays will be referred to Leicestershire County Council who may issue a penalty notice.

**Medical appointments:** We will ask for evidence of any medical appoint that your child is attending for this to be authorised. Please be aware that such appointments do affect your child's attendance percentage.

**School dinners:** Should you wish to change your child's dinner requirements please email the school office and not your class teacher. You may still be charged if changing from a hot meal if the office has not been notified. This will be non refundable as the school will have already paid for these meals. Children in Reception and KS1 qualify for the Government Universal Free School Meals, however the catering staff still require a full weeks notice of any changes.

**Forgotten Items:** Please try and send your child in with everything they need for the day. Forgotten packed lunches, homework, water bottles, instruments and clothing will only be passed across to your child at a convenient time so as not to disrupt the class which we try to keep to a minimum.

**Be on time:** Please make sure that your child is here for a 8.45am and collected at 3.15pm

**Arbor:** You can download the Arbor app. Useful for in app messages (e.g. absence).



# FoWG

The Friends of Woodland Grange (FOWG) are our parents group. They are a voluntary group, made up from parents and carers across the school. They organise events and raise money on behalf of the school, with every penny going to benefit every pupil at Woodland Grange.

In the past they have raised money for playground equipment, classroom resources and technology in school.

They need your help! Get in touch with your year group Whatsapp rep to find out more.







# Uniformerly



FOWG are selling pre-loved uniform.

Purchasing options and donating items can be arranged throughout the year, by contacting us on [fowg.uniformerly@gmail.com](mailto:fowg.uniformerly@gmail.com) or contacting your [WhatsApp rep.](#)

Donations to the school reception or to pre-school will not be accepted.

## WANTED...

### Items with the school logo:

- ✓ School cardigans/ jumpers
- ✓ PE t-shirts
- ✓ PE jumpers
- ✓ Book bags

### Other items:

- ✓ Wellies
- ✓ Trainers
- ✓ School boots & shoes

Items need to be  
~ clean  
~ in good condition  
~ size label attached  
~ no name labels

**reduce, reuse, donate**

