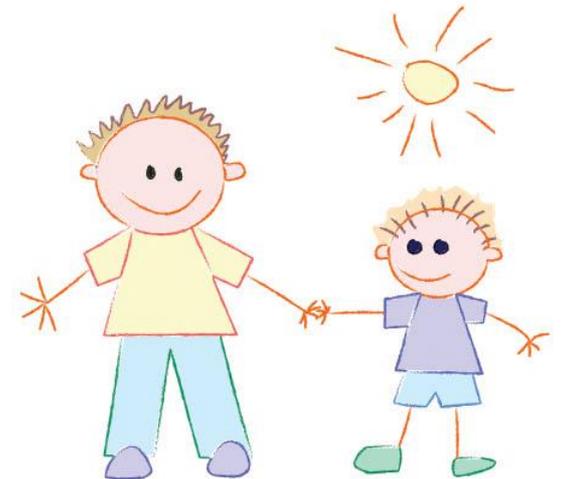


# Welcome to our Year 1 information session



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Our aim of this meeting is to provide information that will help you to develop your child's education.

Parents are a child's first and enduring teachers. You play a crucial role in helping your children learn. Children achieve more when schools and parents work together in partnership.

Parents can help more effectively if they know what the school is trying to achieve and how they can help. We value your feedback, so please let us know what you find difficult and require support with. We would also like to know what you find to be useful to help us continue to develop the important relationship between school and home.

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When you asked your Reception child what they had done at school, the answer was often, 'I played.' But their school day in Year 1 can seem very different – and a bit of a culture shock. In Reception, children get used to a play-based, free-flowing educational experience. They might be guided by the staff, but a lot of the time, they get to choose what they play with, when and with whom. They gravitate towards the things they enjoy doing, and how they spend their time is largely in their own hands. In contrast, the Year 1 learning experience tends to be more formal. The national curriculum sets out clear learning goals across every subject, and there are targets including knowing certain number facts and being able to spell a list of words accurately.

There appears to be a lot more furniture and fewer toys, as children spend more time sitting at tables with a greater focus on pencil and paper tasks.

# Our daily routine

	Morning session				Afternoon session				
<b>Monday</b>	9-9.30 PHSEE	9.30-10 Phonics & letter join	10-10.45 PE Team Taught	11-11.45 Maths	11.45- 12 Mental Maths	1-1.15 CW Or PHSEE	1.15-2.15 English	2.25-3.00 Music	3-3.10 Mindful moments
<b>Tuesday</b> APP 9.30-12.00	9-9.30 Phonics & letter join	9.30-10.30 Science GB	10.30- 10.45 Mental maths	11-12.00 Outdoor Learning S Wren		1-1.15 CW Or PHSEE	1.15-2.15 Computing	Theme	
<b>Wednesday</b>	9-9.30 Phonics & letter join	9.30-10.30 Maths	10.30- 10.45 Mental maths	English		1-2.15 Guided Reading A group with each adult and then rotate.		Theme	
<b>Thursday</b>	9-9.30 Phonics & letter join	9.30-10.30 Maths	10.30- 10.45 Assembly	English Poetry Mrs Ricketts		1-1.40 PE	1.40 -2.00 Spelling test	2.00-3.00 RE Mrs Ricketts	
<b>Friday</b>	9-9.30 Phonics & letter join	9.30-10.30 Maths	10.30- 10.45 Assembly	English		1-1.15 CW Or PHSEE	Theme	Theme	

# What are we learning?

## Autumn 1

## Autumn 2

<p><b>Why are humans not like Bog Babies?</b></p> <p><b>Book - Bog Baby</b></p> <p><b>Science - animals</b></p>	<p>Why can't a penguin live in the desert?</p> <p>Book - Lost &amp; Found</p> <p>Science – hot &amp; cold places Geog – Poles and equator</p>
<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>
<p><b>What do Aliens think of life on Planet Earth?</b></p> <p><b>Book - Beegu</b></p> <p><b>Science – materials</b></p>	<p>Is the X-Box better than Grandma and Grandad's old toys?</p> <p>Dogger</p> <p>History – changes from within living memory</p>
<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>Which birds and plants would Peter Rabbit find in our park/ Haughton Dale?</b></p> <p><b>Book -The Rabbit Problem/ Peter Rabbit</b></p> <p><b>Geog – Weather and Seasons</b> <b>Sci – identification/ labelling of plants, labelling of the structure of plants</b></p>	<p>Where d and did the wheels of the bus go?</p> <p>Book - The Naughty Bus</p> <p>Geography – Local Area History - changes from within living memory</p>

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# Mathematics Learning

At Manor Green Primary Academy, children develop mathematical understanding of number, calculation, shape and space, measure and data handling. Great emphasis is placed upon children being able to apply these mathematical skills to problems in contexts. Our aim is to help children to recognise the relevance of mathematics in the world around them and to develop a curiosity and excitement about making mathematical discoveries.



# Expectation in Mathematics

There are clear national expectations about what every child should be achieving in mathematics.

**Number and Place Value underpin all mathematical learning. Year 1 children need to be able to confidently:**

- 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 twos, fives and tens
- identify one more and one less
- identify and represent numbers using objects and pictures

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.



# Writing

During Year 1, children are taught to write sentences by:

- saying out loud what they are going to write about .
- re-reading what they have written to check that it makes sense
- discussing what they have written with the teacher or other pupils
- leaving spaces between words
- joining short sentences using **and**
- punctuating sentences using a capital letter and a full stop, question mark or exclamation mark

The best way to get better at writing is to practise it by writing in meaningful situations with real purpose.



# Handwriting

All children from nursery upwards will be taught cursive handwriting. All children from Year 2 upwards are expected to be fluent in this style. All children in Year 3 upwards will be using joined handwriting throughout their writing and will be using a handwriting pen, provided by the school.

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

a b c d e f g h i j k l m n o p  
q r s t u v w x y z

The quick brown fox jumped over  
the lazy dog.



# Phonics

- In Year 1 the children will take part in a National Screening Test for Phonics.
- This will take place in June 2019.
- The children will take part in daily Phonics lessons that will aim to teach them strategies to decode and read both real and nonsense words.
- We will track your child's progress in phonics throughout the school year and report their progress to you at Parent's evenings.
- Once your child has taken part in the screening test, their score will be shared with you in their end of year report.



# Reading

- The children will change their books each week. This may be done more than once.
- Each child will read a minimum of twice a week individually.
- The children will also have a guided reading session each week in small groups.
- Flashcards will be sent home with the children. These could be from the twelve sets of words or could be phoneme (sound) flashcards.

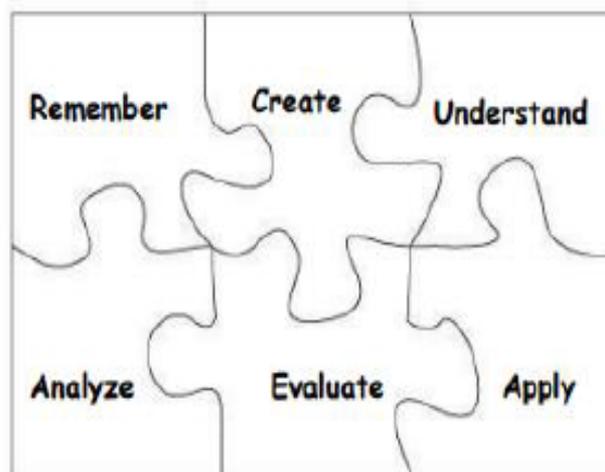


# Homework

- Homework has been sent out in the grid. These activities are not compulsory and can be done in any order throughout this half term.
- We will send a set of spellings to practice. The children will have a spelling test on Friday.
- We may also on occasions send home learning tasks related to something specific we are learning e.g. Collecting some autumn objects or researching a particular topic.

**Manor Green Primary Academy**  
**Home Learning Grid – Year 1 – Autumn term**

Remember	Understand	Apply	Analyse	Create	Evaluate
<p>Write down your number bonds to 10.</p> <p>Remember you correct formation of letters and numbers!</p>	<p>Write down what you would do if you found a Bog Baby.</p> <p>Think carefully about your full stops and capital letters!</p>	<p>Can you match each letter of the alphabet with the name of an animal or creature?</p>	<p>Compare herbivores and carnivores. Find some examples.</p> <p>What are their differences?</p> <p>How are they the same?</p>	<p>Create a brand new animal! E.g. Build it Draw it Write about it</p> <p>Remember to bring your animal in to show everyone!</p>	<p>Write a short book review about the Bog Baby?</p> <p>This should include a brief summary, what was your favourite part and how many stars you would give it.</p>
<p>Write down 3 interesting facts about your favourite animal.</p> <p>Remember to include everything you need in your sentences!</p>	<p>Draw and label a creature you would see at the zoo.</p> <p>What are the different parts?</p> <p>Can you write a 'fun fact' about them?</p>	<p>Research Blackpool Zoo on the internet – answer these 5 facts about the zoo...</p> <p>When did it open?</p> <p>Which animals live there?</p> <p>?</p> <p>What do the tigers eat?</p>	<p>Why are humans not like tigers?</p> <p>Create a poster to answer the question!</p>	<p>Draw or paint a picture of a wild/Zoo animal. Use any sort of media you like (paint, collage, pencil, chalk, glitter, etc)</p>	<p>Can you write about your trip to Blackpool Zoo? What did we do? What did you see? Which was your favourite animal? etc</p>



Tasks on the grid are divided into different areas as shown by the 6 different coloured columns. The titles of the columns are based on the type of thinking required as described in Bloom's taxonomy. (Bloom's Taxonomy is named after Benjamin Bloom, a psychologist who developed the classification of questioning according to six levels of higher level thinking). We all learn and understand things differently and so therefore we have chosen different activities that will interest and challenge the children. Alternative ideas are welcome! Children choose one activity from each section of the grid. Once they complete an activity they can colour in the jigsaw piece with the corresponding colour for that column. If you think of alternative ideas – just add them to the grid.

We hope you have lots of fun and we look forward to sharing your exciting homework choices.

Kind regards, Mrs Pickerill and Mrs Rigg



# Snacks and Drinks

- Children are welcome to bring in a named water bottle of their own or a school one which will be available to them throughout the day when needed.
- Snacks: Children may bring one healthy snack for break. The children will receive a piece of fruit or a vegetable for snack time in the morning if they do not bring their own.
- If you wish your child to have milk at snack time, you must register and pay for the term on cool milk website.

<https://www.coolmilk.com>