



Welcome to Year 1

My name is Mrs Larke and I am looking forward to being your teacher in Year 1 in September. Mrs Barnet will be the TA in the mornings to support the class.

We have an exciting year ahead with lots of interesting learning and I know we have already had lots of fun on the transition day!

Our PE days will be **Tuesdays** and **Fridays** so please come in your school PE kit on those days. We do outside PE on Tuesdays so warm kit will be needed. No earrings please or they will not be able to participate due to health and safety.

Please ensure you bring a labelled, full water bottle, freshly filled with water each day to stay hydrated whilst in school. Fruit is provided in Key Stage 1 for a morning break snack, but you are welcome to bring your own fruit into school as a back- up if you are not keen on the type of fruit provided on that day. It is usually either: apples, pears, satsumas, tomatoes and bananas.

I will send out a Friday message on Parent Hub, summarising our learning each week and any key messages.

In Year 1 we encourage you to hear your child read at home on four occasions each week. Two paperback school reading books, a Rhino Readers online book and a reading word list will be sent home on a Monday.

We are following the Twinkl Phonics scheme in Key Stage 1. This will continue to build on the phonics progress they have made with Mrs Donaldson in Reception. Your child will have daily phonics lessons and those who are on pink or red books, will receive booster sessions to ensure that they will soon be ready to start the year 1 phonemes.

Please find attached to this letter a curriculum overview for our first half term.

If you require any more information or have any questions, then please do not hesitate to contact me via email at the school office. If it is not an urgent message, please leave a note in the reading diary.

Kind regards,

Mrs Larke.

<u>Science</u> <u>Animals – including humans</u> • To identify, name, draw and label the basic parts of the human body and say which part is associated with each sense. • To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • To identify and name a variety of common animals that are carnivores, herbivores and omnivores.	<u>Phonics</u> • Revising phase 4 phonemes from Reception • Ay, ai, could, should, said, so • Oy, oi, would, want, have, like • Ie, igh, oh, their, some come • Ea, ee, Mrs , Mr, were, there	<u>Geography</u> <u>Around our school.</u> • What Is Our Local Area Like? • To use simple fieldwork & observational skills to study the surrounding environment in the context of children’s own locality.
<u>English</u> <u>Books: Last stop on market street, Little Leaders</u> • To write clear sentences independently that they can read themselves. To collate these into a re-count text or an information text. • To revise their spelling knowledge from phase 3 and 4. • To begin to read phase 5 decodable texts linked to their phonics learning.	Year 1- Autumn 1 	<u>Maths</u> <u>Place value</u> • Writing, ordering and reading numbers to 10, including spelling them in words. <u>Addition and subtraction</u> • Adding and subtracting within ten • Number bonds to 10. • Solving problems mentally using addition and subtraction number facts to 10.
<u>Art- Drawing. Making your mark</u> • To know how to create different types of lines. • To explore line and mark-making to draw water. • To apply an understanding of drawing materials and mark-making to draw from observation .		<u>Music</u> <u>Theme- Musical Vocabulary (under the sea)</u> • To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre