

# Year 1

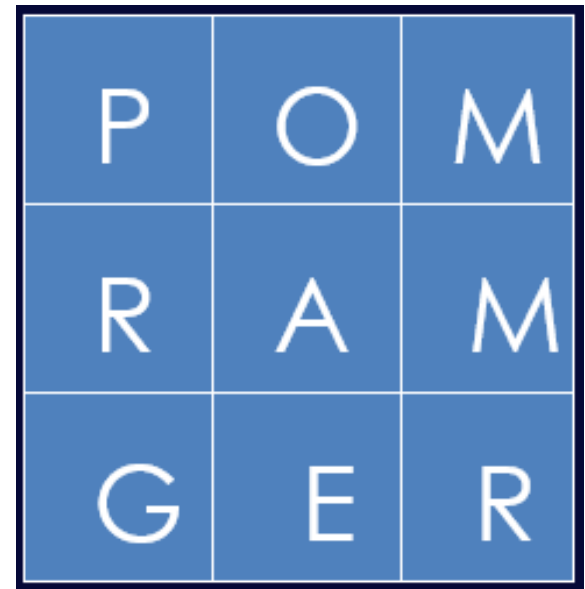
## Parent Welcome Meeting

While you are waiting try this...

How many words of 3 letters or more can you make?

What is the longest word you can make?

Can you find the 9 letter word?



# Today's parent workshop:

- Year 1 team
- Uniform expectations
- Year 1 Curriculum
- Newsletters and knowledge mats
- Character Education
- Homework and home reading
- Attendance
- Accidents at school
- Questions



# The Year 1 team

Bohuslava (Babs) – Year Group Leader YR1

## Adriatic

Nasiha

Noorjahan/  
Juthsnara

## Sargasso

Patricia

Rayhana

Shenaz

## Ionian

Babs

Remi

Asma

Across Year 1: Shaz – HLTA for KS1



# Uniform Expectations

- Dark grey/ black trousers (no tracksuits or jeans)
- White polo shirt
- Dark grey/ black skirt or pinafore
- Dark grey/ black shorts
- Blue gingham dress
- School jumper/ cardigan with logo
- Plain black shoes or trainers – no open toed sandals
- Pull on scarfs - blue/ dark grey/ white Hijab (optional)
- No Jewellery



# P.E Uniform Expectations

Your child will have P.E lessons twice a week (one indoor and one outdoor lesson)

## PE Kit

Plain white t-shirt with long or short sleeves

Plain black/dark blue shorts/leggings (summer) or joggers/leggings (winter)





Plain black plimsoll shoes / trainers

For girls – sports hijab (optional)

Please ensure that your child brings in their PE kit on their PE days.



# Year 1 Curriculum

	Autumn 1	Autumn 2
Core Text & Unit written outcomes	<p>4 weeks</p>  <p><b>Little Red</b> – by Bethan Woollvin  <b>Written Outcomes:</b>            Narrative- retell own version</p>	<p>2 weeks</p>  <p><b>Nimesh the Adventurer</b> - by Ranjit Singh  <b>Outcomes:</b>            Setting descriptions</p>
Core Text & Unit written outcomes	<p>2 weeks</p>  <p><b>Thank you, Omu!</b> by Oge Mora  <b>Written Outcomes:</b>            Retell of Omu's story            Description of favourite dish</p>	<p>2 weeks</p>  <p><b>Martha Maps It Out</b> - by Leigh Hodgkinson  <b>Written Outcomes:</b>            Martha's journey home            Own journey home            Description of classroom</p>
Poetry	<p>1-week unit:  <b>Performance Poetry</b>            Emus – Roger McGough</p>	<p>2 weeks -  <b>Performance Poetry:</b>            Acrostic and List poems</p>



# Year 1 Curriculum

## HISTORY

### Changes



## GEOGRAPHY

### Continents and oceans



# Year 1 Newsletter

## YEAR 1 AUTUMN 1 - CURRICULUM NEWSLETTER



### Helpful resources you can use at home

#### ENGLISH

##### **Trips**

- We will be reading fairy tales this term. You could go to your local library to read some books.
- Go to the Discover Children's Story Centre in Stratford. <https://discover.org.uk/>

##### **At home you could**

- Retell fairy tales you remember from your childhood. Most fairy tales were passed down orally so this is an excellent way for children to learn them!
- Listen to your child read their RWI (Read Write Inc) phonics book every night.
- Practise handwriting together.
- Practise your child's spellings every night. Make it fun by getting them to see how fast they can write, write in different colour pens, sing them, use foam letters in the bath!

##### **Websites**

- <https://www.storynory.com/archives/fairy-tales/>
- <https://www.youtube.com/@FairyTales.English>
- <https://www.worldoftales.com/#gsc.tab=0>

#### MATHEMATICS

##### **At home you could**

- Practise counting to 10
- Count to 10 with a variety of different objects
- Use maths language – more/ less/ greater/ the same/ equal
- Find one more or one less of a number
- Order numbers to 10
- Use counting songs online
- Practise writing numbers to 10
- Sort objects around the house
- Practise numbers bonds within 10

##### **Websites**

- <https://whiteroseeducation.com/parent-pupil-resources/maths>
- <https://numbots.com/schools/>
- <https://nrich.maths.org/>
- <https://www.topmarks.co.uk/maths-games/5-7-years/counting>
- <https://ictgames.com/mobilePage/placeValue.html>

#### SCIENCE

In science we are learning about *Animals Including Humans*.

##### **At home you could**

- Go through your science knowledge mat - learn the key vocabulary, the definitions and sticky knowledge.

##### **Websites**

<https://www.bbc.co.uk/bitesize/topics/z6882hv>

##### **Suggested Trips**

- Visit London Zoo (<https://www.zsl.org/zsl-london-zoo>)
- Science Museum (<http://www.sciencemuseum.org.uk/>)

#### HISTORY - Changes

##### **At home you could**

- Go through your history knowledge mat - learn the key vocabulary, the definitions and sticky knowledge.
- Discuss how our community have changed over time. Speak to your children about the local area and the people who live there today and ask them to think about what it could have looked like in the past.



# Year 1 Newsletter

## ENGLISH

**Core texts:** Little Red by Bethan Woollyin and Thank you, Omu!

### Our writing opportunities:

Description of characters  
Narrative – retell own version  
Description of favourite dish  
Retell of Omu's story

### Grammar

- Improving handwriting
- Writing simple sentences containing an appropriate verb
- Leaving spaces between words
- Using capital letters
- Using full stops

## HISTORY

**Big Question:** How is our community different today than a long time ago?

- How have I grown and changed in my life?
- What is it like around our local area?
- How is our local area different than a long time ago?

## ART

Pupils will be learning about Yayoi Kusama and Wassily Kandinsky – exploring pattern, colour and shape.  
Using a range of materials including oil pastels, watercolours, poster paints, fine liner pens, collage.

## PHONICS

- Set 1, 2 & 3 Read Write Inc
- High frequency (tricky) words

## MATHEMATICS

### Place value to 10

- Counting forwards and backwards to 10
- Count, read and write numbers to 10 in numerals
- Finding 10 from a larger group of objects
- Finding one more and one less of a number
- Ordering numbers
- Comparing objects and numbers
- Represent and use number bonds and related subtraction facts (within 10)
- Add and subtract one-digit numbers (to 10)

## Changes



How is our community different today than a long time ago?

## COMPUTING

Pupils will learn:

- To identify technology
- To identify a computer and its main parts
- To use a mouse in different ways
- To use a keyboard to type on a computer
- To use a keyboard to edit text

## SCIENCE

We are learning about: **Animals including humans**

- Identify and name variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals.

*Please see the science knowledge mat for further information.*

## RELIGIOUS EDUCATION

We will talk about:

- What does it mean to belong to a faith community?

## DT: Mechanism

Enquiry Question: **How can you make a picture move?**

- Pupils will explore sliders and their applications
- They will learn different methods to create sliders

## PSHE

We will talk about:

- Being in my world
- Understanding my rights and responsibilities

## PE

Adriatic, Ionian and Sargasso will be developing their health and wellbeing through various physical activities, including running.



# Year 1 Knowledge Mats



## Changes Year 1 Knowledge Mat

**Historical enquiry question:** How is our community different today than a long time ago?

Subject Specific Vocabulary		Exciting Books	
<b>timeline</b>	Representation of a period of time, where important events are marked		
<b>change</b>	A process through which something becomes different		
<b>past</b>	Gone by in time and no longer existing. Any time before the present.		
<b>present</b>	Existing or occurring now	<h3>Sticky knowledge</h3> <ul style="list-style-type: none"> <li><input type="checkbox"/> The recent past refers to the time period up to 80-100 years ago, within the lifetime of our great grandparents, grandparents, parents and our own lives.</li> <li><input type="checkbox"/> In this time period there have been lots of changes, including toys we play with, houses and furniture, and the area that we live in.</li> <li><input type="checkbox"/> There are many different reasons why things change, including the demand for things, changes in technology and changes in interests.</li> <li><input type="checkbox"/> Due to technology advances many people do their shopping for a range of things online and due to this a lot of shops are closing as they are not getting the customers coming in to the stores anymore.</li> </ul>	
<b>different</b>	Not the same as each other		
<b>community</b>	A group of people living in the same place		
<b>local</b>	A particular area or your own neighborhood		
<b>similar</b>	Looking or being almost, but not exactly, the same		
<b>shops</b>	A building where things are sold	<h3>Timeline</h3>	

# Year 1 Knowledge Mats

## Year 1 - Animals, including humans

Mammals	Birds	Amphibians	Reptiles	Fish
 warm-blooded 	 warm-blooded 	 cold-blooded 	 cold-blooded 	 cold-blooded 
skin fur or hair 	feathers wings beaks 	skin water in and out 	scales 	scales 
live young 	eggs with shells 	soft eggs spawn 	eggs with harder shells 	soft eggs 
breathe air 	breathe air 	breathe underwater then air 	breathe air 	breathe underwater 
human cat dog cow whale	robin blackbird sparrow duck	frog or toad	snake lizard	salmon cod trout

<b>carnivore</b>		<b>only eats meat</b>	
<b>herbivore</b>		<b>only eats plants</b>	
<b>omnivore</b>		<b>eats meat and plants</b>	

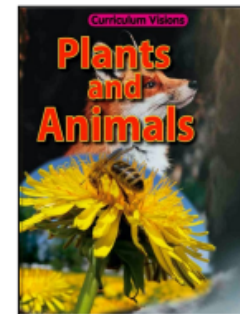
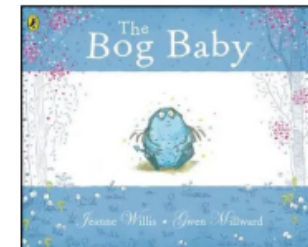
  

<b>sight</b>	<b>smell</b>	<b>taste</b>	<b>hear</b>	<b>touch</b>

### Subject Specific Vocabulary

<b>fish</b>	A fish is a scaly skinned creature with a spine that swims in water and breathes using gills.
<b>amphibians</b>	All amphibians begin their life in water with gills and tails. Examples are frogs and newts.
<b>reptiles</b>	Are animals that are cold-blooded. Most lay eggs and their skin is covered with hard, dry scales.
<b>birds</b>	Birds have feathers and wings. They lay eggs and are warm-blooded animals.
<b>mammals</b>	Mammals are also warm blooded animals. They breath air and have a backbone.
<b>carnivore</b>	A carnivore is a meat-eating animal that gets its food from killing other animals.
<b>herbivore</b>	A herbivore eats plants.
<b>omnivore</b>	An omnivore eats plants and meat.
<b>tame</b>	Domesticated animals that are not frightened of humans and do not try to hurt humans.
<b>wild</b>	Living in the natural environment and not belonging to humans.
<b>nocturnal</b>	Animals that are active during the night time.

### Suggested reading



# Character Education

## Character Education at Ben Jonson

### Autumn 1 Targets

- To perform a good deed at home everyday (**Personal Development**)
- To try a food or fruit that I haven't tried before (**Curiosity**)
- To practice my handwriting (**Discipline**)
- To talk about a country, I have visited (**Confidence**)
- To try my best at my work (**Perseverance**)
- To learn the ABCDE of Rights (**Citizenship**)



# Rights Respecting School Award (RRSA)



RIGHTS  
RESPECTING  
SCHOOLS



UNITED KINGDOM

# What's it all about?

The UNICEF UK RRSA supports schools across the UK to embed children's human rights in their ethos and culture.

The Award recognises achievement in putting the UN Convention on the Rights of the Child (CRC) at the heart of a school's practice to improve well-being and outcomes for every child and to help all children realise their potential.



@UNICEFDawe



unicef  
for every child

Do you want to know more about children's rights?  
[bit.ly/childrightsconvention](https://bit.ly/childrightsconvention)

# What does it involve?

- The whole school community learns about rights and sees them as underpinning our values, vision and mission.
- Mutual respect for rights informs all practice and relationships in school.
- External validation recognises that we have embedded children's rights into our school's practice and ethos.

# Accidents at School

## Head injuries

If your child sustains an injury to the head whilst at school, first aid will be administered and a member of the office staff will call you to inform you.

## Cuts and bruises

If your child sustains a cut or bruise whilst at school, first aid will be administered, an email notification will be sent to parents/carers.



# Year 1 Homework

Homework will be sent home as a paper copy. Your child will have a homework book to complete any additional work in, such as extra spelling or handwriting practice.

Homework will be given on **Friday** and due back by **Wednesday**.

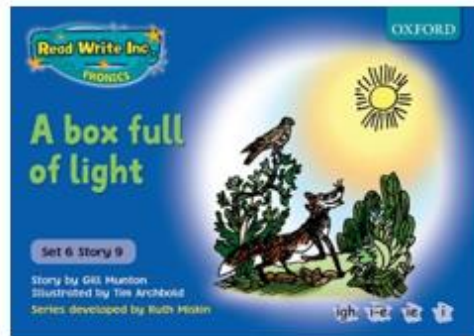
**The following homework is set each week:**

- **Handwriting** - will be work to consolidate and practise what they have learned in class.
- **Reading:** - every day for at least 15 mins and reading record to be signed every day by an adult.
- **Spellings** - up to 10 words each week and tested the following week.
- **Mathematics** - will be work to consolidate and practise what they have learned in class.



# Home reading

At Ben Jonson the children have the following books to read at home...

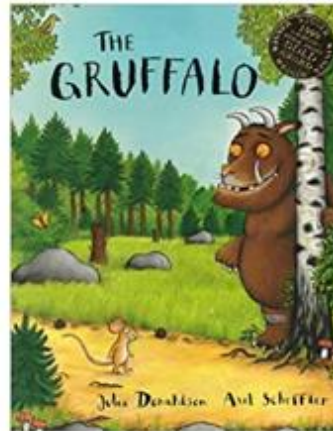


A Read Write Inc book (if they are still on RWI)  
The children should be able to read this book independently.



A levelled book given to them to read with an adult/older sibling at home. This should be logged in their reading record (see next slide).

**The school has just spent over £1000 on new take home books – please take care of them!**



A book they have chosen from the library. This may be one that an adult/older sibling needs to read to them.

**There is a £5 charge for a lost library book.**

# Home reading



We love to hear your comments but, as a minimum, please sign the reading record so we know you have listened to your child read.

Date	Book title and page number	Comments
1/12	Don't throw it away	✓
6/12	Too Much Talk! (12)	The farmer was pulling a yarn out and it wasn't coming up, and she was talking
7/12	Too Much Talk! (12)	The farmer got scared because someone was talking and there was some other people for the dog the farmer got scared and an alarm.
8/12	Too Much Talk! (12)	a wherman saw him running and the farmer said "a yarn was talking to me and then a dog was talking to me!"
9/12	Too Much Talk! (12)	Wow!
15/12	The Flying Fish (12)	In this page it was like a boy on Sunday school, what's your drawing story? ✓
20/12	How To Make A Clown Costume (12)	The boy is showing how to make a clown that and he said to a cone with the paper and cut the crest.
21/12	How To Make A Clown Costume (12)	The boy said after you have the part stick the dots.
30/12	How to make a clown costume (12)	then he said fold some paper and draw line down down.
1/01	How to make a clown costume (12)	he said to cut the paper up to the line and stick it inside the cone.

# Home reading

**At Ben Jonson we encourage parents/carers to....**



**Listen to their child read for 10-15 minutes every day.**



**Read themselves** – children who see adults reading, and enjoying it, are much more likely to want to read themselves



**Read aloud to their child** - talking about the words and pictures, and sharing ideas about the book



**Surround their child with books** – you don't need hundreds of books at home, but go to the library or bookshop regularly to borrow books, spend time together, browse and make choices. In this way, reading becomes a habit.

# The importance of reading!



## Supporting Readers at Home



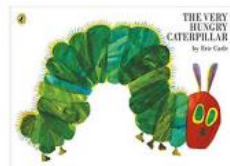
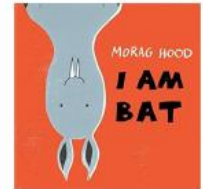
Open University research suggests there are three important ways to support readers and a love of reading.



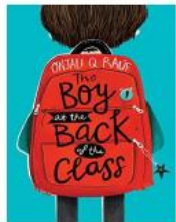
Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



Children who read, and are supported as readers, develop strong reading skills and do better at school.



For more ideas see the OU website:  
[www.ourfp.org](http://www.ourfp.org)





# BJ Reading Canon

- 9 books = bronze badge
- 18 books = silver badge
- 27 books = gold badge

# Attendance

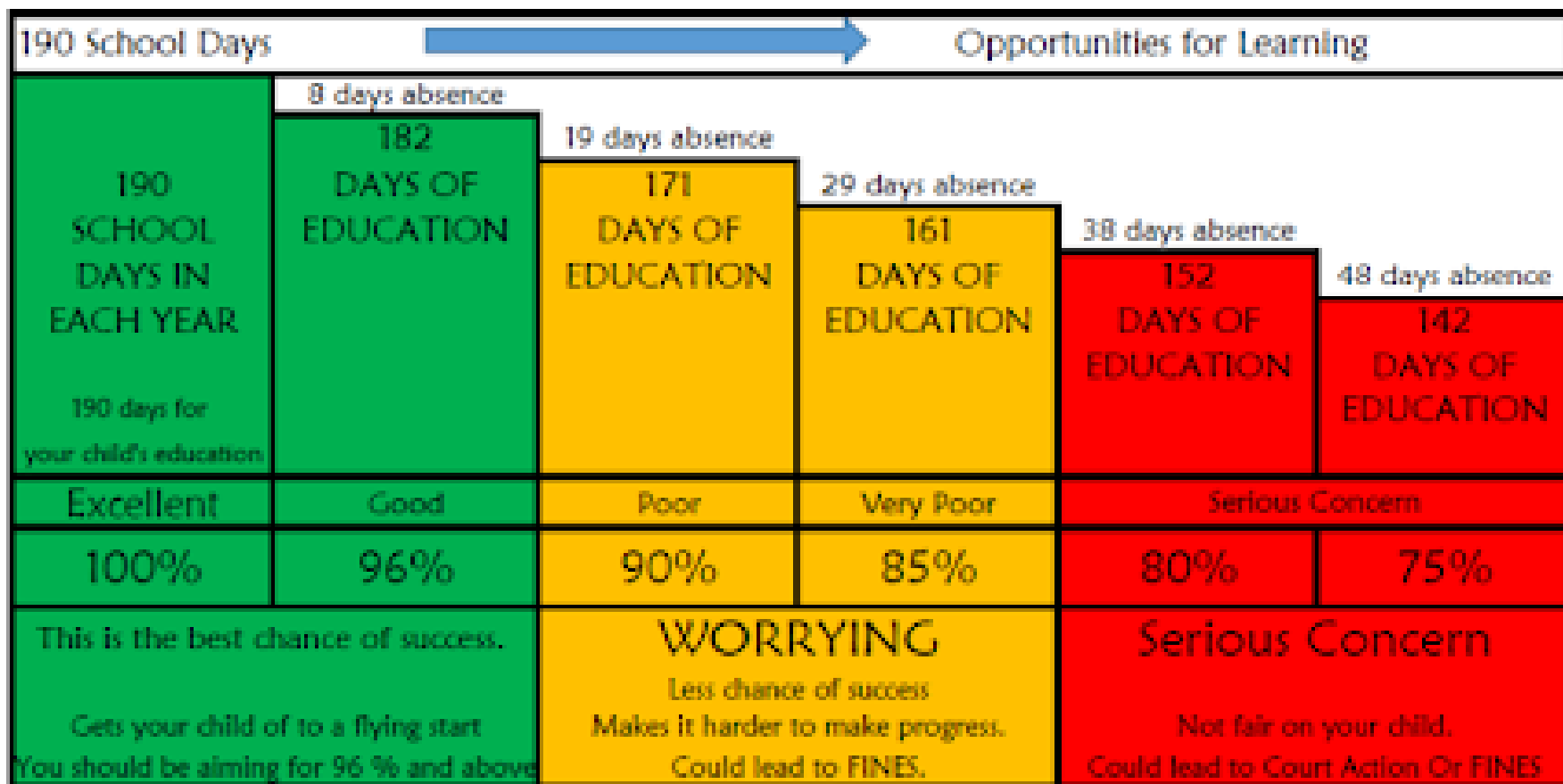
**"The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment"** - [Working together to Improve school attendance \(DFE September 2022\)](#).

**Our school aim is 96% for every child.**

Term time holiday is unauthorised and could lead to penalties from the borough.



# Attendance



# We need your support!

- Make sure that the children are spending their time completing their homework.
- If they are struggling then please talk to the class teacher.
- Make sure they are reading every day.
- Remind them to bring in their P.E kits on a Monday and taken home on a Fridays.

PE: - twice a week (Adriatic – Tuesday and Wednesday)

(Sargasso – Tuesday and Wednesday)

(Ionian – Tuesday and Friday)



**Questions?**



# Thank you for coming today.

## Year 1 Team

At Ben Jonson we are:



*brave*



*kind*



*curious*



The Ben Jonson Way

