

Meet the Teacher

Year:1

Teacher -Miss Langhorne, Ms Rowe,

Support Staff- Ms Nur, Miss Bryan, Mrs Aulak, Ms Holley

Our class timetable is.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Wake and Shake	Wake and Shake	Wake and Shake	Wake and Shake	Wake and Shake
8:40	Creative Writing	Creative Writing	Creative Writing	Creative Writing	Creative Writing
	8:40- 9:00 Keep up/ Catch up	8:40- 9:00 Keep up/ Catch up	8:40- 9:00 Keep up/ Catch up	8:40- 9:00 Keep up/ Catch up	8:40- 9:00 Keep up/ Catch up
8:50	Register	Register	Register	Register	Register
9:00	Phonics/ Reading	Phonics/ Reading	Phonics/ Reading	Phonics/ Reading	9:00-10:00 Assembly
9:30	Phonics Groups/ Reading	Phonics Groups/ Reading	Phonics Groups/ Reading	Phonics Groups/ Reading	
10:30	Literacy/ Topic	Literacy/ Topic	Literacy/ Topic	Literacy/ Topic	Literacy/ Topic
10:45	Keep up/ Catch up	Keep up/ Catch up	Keep up/ Catch up	Keep up/ Catch up	Keep up/ Catch up
11:30	L	U	N	C	H
12:45	Register/ Mindfulness	Register/ Mindfulness	Register/ Mindfulness	Register/ Mindfulness	Register/ Mindfulness
1:00	Maths	Maths	Maths	PE	Maths
1:20	Maths Groups	Maths Groups	Maths Groups		French
2:00	Continuous Provision	Continuous Provision	Continuous Provision	Music	
	Reading	Reading	Reading		
2:30	Mastery Number	Mastery Number	Mastery Number	Reading	Mastery Number
2:45	Assembly	Assembly	Assembly		
3:00	Home Prep	Home Prep	Home Prep	Home Prep	Home Prep
3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Things to know

Spellings will be given out on Monday's.

Spelling test is on Friday.

Reading every night - children will have books changed on specific days - these are written in their reading records.

PE days are Thursday (but can be subject to change), please ensure children come into school wearing PE kit on this day.

Things to know



Standards - non negotiables

Phonics - Little wandle

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

- Practice the sounds and tricky words which are given with spellings.

Maths - White rose maths app - Practice key skills at home

Our year overview - English

The children will have handwriting practice every morning and will also have a phonics lesson and opportunities to apply skills learnt in their topic work.



Year 1 Target Sheets

Expected Greater Depth



In reading I should be able to:

Match all 40+ graphemes to their phonemes (end of phase 5)
Apply phonics knowledge to decode regular words
Blend sounds in unfamiliar words
Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
Read compound words, for example, football, playground, farmyard, bedroom
Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
Read phonetically decodable texts with confidence
To respond with increasing confidence, accuracy and fluency, giving the correct sound to graphemes (letters or groups of letters) for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.
Read words containing 's, es, ing, ed, er, est' endings
Read words which have the prefix -un added
Add the endings -ing, -ed and -er to verbs where no change is needed to the root word
Read words of more than one syllable that contain sounds I know
Say what I like or dislike about a text
Link what I read or hear read to my own experiences
Retell key stories orally using narrative language
To recognise and join in with predictable phrases in a text
Understand and talk about the main characteristics within a known key story
Learn some poems and rhymes by heart
Use prior knowledge, context and vocabulary provided to understand texts
Check that the text makes sense to them as they read and correct miscues
Begin to draw inferences from the text and/or the illustrations
Make predictions based on the events in the text
Explain what I understand about a text and join in discussions about a text.
To check that a text makes sense to them as they read and begin to self-correct.
Read fluently without hesitation.
Read without over reliance of sounding out and blending.
Clearly articulate what I have learned.
Apply what has been learned to peer teach and explain my learning.

Reading

The children read with an adult at least 6 times a week in small groups. This helps to practice their blending skills, fluency and comprehension.

In the Summer term they will have a phonics screening check to assess their phonics knowledge.

Please listen to your child read every day.

In reading I can:

Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
Know which books to select for specific purposes, e.g. for my science, history and geography learning
Use dictionaries to check the meaning of unfamiliar words
Discuss and record words and phrases that writers use to engage and impact on the reader
Know and recognise some of the literary conventions in text types covered
Begin to understand simple themes in books
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
Explain the meaning of words in context
Ask questions to improve understanding of a text
Infer meanings and begin to justify them with evidence from the text
Predict what might happen from details stated and deduced information
Identify how the writer has used precise word choices for effect to impact on the reader
Identify some text type organisational features, for example, narrative, explanation, persuasion
Retrieve and record information from non-fiction
Make connections with prior knowledge and experience
Begin to build on others' ideas and opinions about a text in discussion
Explain why text types are organised in a certain way
Locate and use information from a range of sources, both fiction and non-fiction
Compare fictional accounts in historical novels with the factual account
Appreciate the bias in persuasive writing, including articles and advertisements
Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce
Use inference and deduction to work out the characteristics of different people from a story
Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary)
Skim, scan and organise non-fiction information under different headings
Refer to the text to support predictions and opinions
Recognise complex sentences
Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest
Clearly articulate what I have learned.
Apply what I have learnt to peer teach and explain my learning.

Maths No Problem

Parent Teaching Support Manual

<https://mathsnoproblem.com/en/parent-videos>



Our year overview maths

recognise, find and write fractions of a discrete set of objects

relate fractions to division

recognise angles as a description of a turn

recognise angles as a property of shape

identify right angles.

identify an acute angle as a smaller angle than a right angle and obtuse as greater than a right angle.

identify perpendicular lines.

identify parallel lines

identify horizontal and vertical lines

Draw and describe a 2-D shape using angle and side properties

describe 3-D shapes

measure the perimeter of 2-D shapes.

calculate the perimeter of 2-D shapes

Choose my own techniques to tackle and solve problems of greater complexity

Present my work in a clear and organised way, choosing appropriate methods of recording

Explain work clearly and accurately using mathematical language

Use reasoning to make predictions, conjectures(proving ideas) and generalisations

Ask my own questions and form ideas for their own investigations

Recognise how to use my maths skills in a variety of familiar and unfamiliar contexts

count in hundreds to 1000

count in hundreds, tens and ones

recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)

compare and order numbers up to 1000.

count from 0 in multiples of 50

find 10 or 100 more or less than a given number using number patterns

count in fours and eights.

understand the commutative law of addition and form a family of addition and subtraction facts

add a 3-digit number to ones without renaming

add a 3-digit number to ones with renaming

add two 3-digit numbers with renaming the ones and tens

subtract ones from a 2-digit number without renaming

subtract multiples of 10 from a 3-digit number without renaming

subtract from a 3-digit number with the regrouping of 1 ten into 10 ones.

subtract two 3-digit numbers with renaming

solve word problems using addition and subtraction

understand and learn the 3 times table and recall and use the 3 times table

understand and learn the 4 times table and recall and use the 4 times table

recognise the pattern in the 4 and 8 times tables.

understand and learn the 8 times table and recall and use the 8 times table

understand the relationship between multiplication and division

use the 3,4 and 8 times tables for division.

multiply a 2-digit number by a 1-digit number without regrouping

multiply a 2-digit number by a 1-digit number with regrouping, using the standard algorithm.

divide a 2-digit number by a 1-digit number without regrouping

divide a 2-digit number by a 1-digit number with regrouping

read and write length and height in metres and centimetres

read and write length in kilometres and metres

to compare lengths in mm, cm, M and Km.

read weighing scales to determine mass in grams or kilograms.

measure volume in millilitres and litres and read and write volume in litres and millilitres

measure capacity in millilitres and litres and read and write capacity in litres and millilitres

add different combinations of coins to make an amount

add pounds and pence without renaming

add pounds and pence with renaming

subtract pounds and pence without renaming.

subtract pounds and pence with renaming.

tell time using a.m./p.m.

tell time to the minute

tell time using both analogue and digital methods

tell the time on an analogue clock using Roman numerals

Measure time in minutes and hours

convert minutes into seconds and seconds into minutes

find the number of days in each month, year and leap year

present data using picture graphs.

interpret and present data using bar charts

count in tenths

add fractions with the same denominator within 1 whole

subtract fractions with the same denominator within 1 whole

recognise and show equivalent fractions

find the simplest form of a fraction

compare fractions with the same and different denominators.

Our
awesome
curriculum
for the
year...

AUTUMN 1 - WE ARE HEALTHY CHIEFS	AUTUMN 2 - OUR COMMUNITY	SPRING 1 - OUR TRIP TO THE MOON
<p>Animals inc humans</p> <p><u>Science Outcomes for Assessment</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Working Scientifically - using their observations to compare and contrast Animals at first hand or through videos and photographs. 	<p>Animals including humans</p> <ul style="list-style-type: none"> Identify and name the animals that live in Canning Town. Identify and sort those that are carnivores, omnivores and herbivores. Pupils should have plenty of opportunities to learn the names of the main body parts Including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth through games, actions, songs and rhymes. Working scientifically- using their observations to compare and contrast and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells. 	<p>Working scientifically using our local environment</p> <ul style="list-style-type: none"> They should use simple features to compare objects, materials and living Things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language Parting, observing leaves left in books over time.
<p>Computing systems and networks – Technology around us.</p> <ul style="list-style-type: none"> 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 the keyboard to edit text To create rules for using technology responsibly 	<p>Data and information – Grouping data</p> <ul style="list-style-type: none"> How can we paint using computers? Using shapes and lines Making careful choices Why did I choose that? Painting all by myself Comparing computer art and painting 	<p>Programming A – Moving a robot</p> <ul style="list-style-type: none"> To explain and run a command on a device using buttons To follow an instruction and give directions To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem
<p>Chronology / changes in diet</p> <ul style="list-style-type: none"> Chronological knowledge British History Continuity and change in and between periods Historical enquiry 	<p>Local History</p> <ul style="list-style-type: none"> Chronological knowledge Historical enquiry Continuity and change Similarity / Difference Significant people 	<p>The Moon Landing</p> <ul style="list-style-type: none"> World History Chronological knowledge Similarity / Difference Significant people and events
<p>Where is our food from?</p> <ul style="list-style-type: none"> Contextual world knowledge Geographic Knowledge 	<p>What's in our local area? Fieldwork</p> <ul style="list-style-type: none"> Contextual world knowledge Geographical enquiry Geographic Knowledge 	<p>What does the U.K. and world look like from space?</p> <ul style="list-style-type: none"> Contextual world knowledge Geographic Knowledge
<p>Food: preparing fruit</p> <ul style="list-style-type: none"> Technical knowledge 	<p>Structures: free standing structures</p> <ul style="list-style-type: none"> Designing Planning 	<p>Strange new worlds</p> <ul style="list-style-type: none"> Colour Form

Interventions

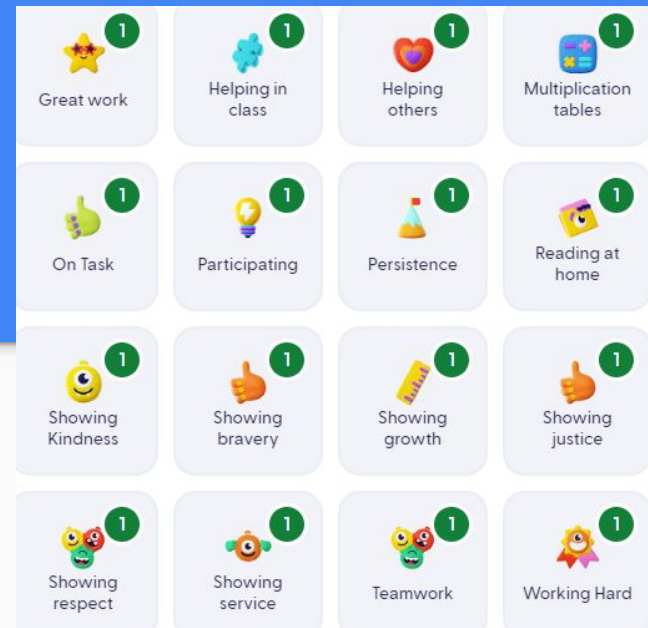
Each day there will be an allocated time for struggling learners to go over concepts and consolidate their learning.

Class Dojo

We will be using Class Dojo as our positive reward system for children and they can get dojos for many things including -

Please join our Year 1 class

<https://www.classdojo.com/ul/p/addKid?target=class&class=CXSVFEC>



Online safety

We will start the Year with Online safety lessons for your children using Google

https://beinternetawesome.withgoogle.com/en_us/interland

Please be aware the only way to ensure your child is safe when online is when you are online with them!

Online safety

At St Luke's, we aim to provide our pupils with strategies on how best to stay safe online. Keeping our pupils safe online is of the utmost importance to us and so we are committed to having an ongoing dialogue of the issues that pupils face when using the internet, as this is unavoidable in our world today.

Specific online safety lessons based on different subjects (cyberbullying, accessing appropriate content, managing online footprint etc.) are carried out every half term. However we are aware that much of our pupils' use of the internet will occur at home, away from the school's filters.

So below are a list of useful websites, advice and resources that you may find helpful when navigating the issue of online safety with your child.

Thinkuknow <http://www.thinkuknow.co.uk>

National Online Safety <https://nationalonlinesafety.com/resources/platform-guides/>

NSPCC <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Childnet <http://www.childnet.com/parents-and-carers>

CEOP <http://ceop.police.uk/safety-centre/>

BBC <https://www.bbc.com/ownit>

SafetoNet <https://safetonet.com/>

Also, keep an eye out for updates on issues arising and other concerns on popular game apps and websites on School Ping. Some of you might be aware that through the last year a few caution leaflets and news feeds have been shared on School Ping to alert parent on some of these dangers.

Safeguarding at St. Luke's - if you have any concerns see one of our team below



Safeguarding Team & who to report to if you have concerns:-



Designated Safeguarding Lead - Matt Hipperson HT - & Primary rep on the Newham Safeguarding Children's Board (NSCB)



Deputy Safeguarding Officer – Helen Tarbuck Assistant/Head



Family Support Officer – Debbie Phillip – Attendance & Missing in Education



Learning Mentor & Pastoral Lead – Sarah Martin



Plus our CAMHS Nurse Veronica Riviera-Gould



Message from Matt Hipperson HT



At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions, but if you have anything about the school as a whole (please email your teacher if it is something about their class) then please email me on:

ht@st-lukes.newham.sch.uk

Thank you!

Any questions?

Class email is - Y1@st-lukes.newham.sch.uk