

Parent Information Booklet



**Year 1
2022-2023**

Please keep this booklet to refer to throughout the year.

Parsloes Primary School

WELCOME TO YEAR 1

Dear Parents and Carers,

We would like to welcome you and your child to Year 1 and we look forward to working with you in the coming year. Year 1 is the beginning of Key Stage One and your child will begin to follow the National Curriculum. In Year 1 our highest priority is ensuring that your child becomes a fluent and confident reader. Our aim as class teachers is for your child to make the best progress that they can, as well as enjoying their time whilst they are here at Parsloes.

If you have any questions about your child's education and progress, please don't hesitate to speak to your child's class teacher. We sincerely hope that your child will have a wonderful time in Year 1 and excel in all that they do.

Kind regards,

Year 1 teachers – Miss Rehling (Bumblebee) and Miss Avery (Ladybird)

Phase Leader for EYFS and Year 1 – Miss Rehling

Assistant Headteacher – Mrs O'Hara

Our Vision

At Parsloes Primary School we believe in an enriched and progressive curriculum that is engaging for all. The children and their learning are at the core of all that we do. Our curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences. We believe our children deserve a curriculum that expands their life chances, enabling social equity and mobility.

Curriculum Intent



Our curriculum is language rich with reading at the heart of it. It is based upon our values and promotes positive emotional and physical health and provides experiences and opportunities that broaden children's cultural capital and supports the mindset that they can achieve anything.

Year 1 - Reminders to Parents

Attendance and Punctuality

There is a soft opening from 8.40am to 8.50am. Your child's regular and prompt attendance at school is crucial to their success, so please ensure they are on time every day. The most intensive lessons begin first thing in the morning. If your child is late, they will miss out on very important learning.

Reading

Children in Year 1 are taught to read using the Little Wandle Letters and Sounds programme. They will take a decodable reading book home and are encouraged to read daily. Accompanying this book is a reading record, where you can write comments on their reading progress. Please ensure that you sign your child's reading record at least three times each week. Please take the time to also question your child about the books that they are reading to you.



Your child will also be given a log-in for Bug Club, where they can access books online at the level determined by the teacher. This will be monitored weekly by the class teacher and forms part of the homework expectation.

Phonics Screening

Throughout the year, phonics and reading will be a priority. During the Summer Term there will be a phonics screening test to check their progress. Further information about this will follow in due course.

Uniform

The school has high expectations for school uniform. Full school uniform with the school logo must be worn daily. All children should wear appropriate black shoes for school. Please ensure that your child's name is written clearly on all of their belongings. We recommend that long hair is tied back for safety. Children should not wear jewellery in school, except from small studs if they have their ears pierced.

Water

Your child will need a named water bottle with a covered mouthpiece to access water throughout the day. We cannot provide or share cups in the classroom. Your child will be able to refill their water bottle throughout the day as necessary.

Break times

Each class has access to a range of playground toys to use at break and lunch times. Children are not allowed to bring their own toys into school to play with.

PE

Children should come to school wearing their PE kit on the days they have PE. This consists of a white T-Shirt, red shorts, black joggers and a black sweatshirt. Children should not wear earrings to school on their PE days and long hair must be tied back.

Bumblebee Class – Monday and Thursday

Ladybird Class – Wednesday and Thursday

Art Shirts

Please can you provide your child with an old shirt to be used during Art lessons.

Library

Your child will visit the school library with their class once a week, where they will have their opportunity to check out a book and take it home to read. Please ensure that your child returns the book the following week. There is a charge of £5 for any lost or damaged books.

Curriculum

During the first half of the Autumn Term, the classroom will be organised as it is in the Reception classrooms to enable the children to transition into Year 1. There will continue to be an emphasis on outdoor learning. Our theme for the first half term is 'What's in the Toy Box?'. Further curriculum updates will follow throughout the year in order for parents to support their child's learning.

How to support your child in Year 1

- Read with your child every day and ask them questions about the story.
- Help your child to complete their homework.
- Practise number bonds to 10.
- Practise the spellings which your child will come home from school with.
- Discuss with your child topics covered in school, using the half termly parent overviews.
- Encourage your child to be independent in their self-care, for example with toileting and using a knife and fork correctly.
- Encourage conversation through playing games and talking about your day.

PARSLOES PRIMARY SCHOOL UNIFORM

The uniform, including the P.E. Kit, book bags etc. can be purchased from our online uniform supplier which is Premier Schoolwear, www.premierschoolwear.co.uk.

Uniform can be purchased and either delivered or collected from store. If you require any additional information please speak to the school office.

COMPULSORY UNIFORM

BOYS

Grey tailored trousers

White school polo shirt (with Parsloes motif)

Red school sweatshirt (with Parsloes motif)

Plain grey socks

Plain black **shoes (NO Trainers)**

No dyed hair or shaved fashion hairstyles

GIRLS

Grey pleated skirt or grey tailored trousers

White school polo shirt (with Parsloes motif)

Red school sweatshirt (with Parsloes motif)

Grey tights

White socks

Plain black **shoes** (flat heel with a back, **NO Trainers**)

Red or white hair accessories

No dyed hair or shaved fashion hairstyles

BAGS

Parsloes Book Bag only

Please do not send your child to school with any other bags, handbags or back packs.

OPTIONAL SUMMER UNIFORM (from April to October)

Children may wear the main uniform all year round, but during the hot weather boys and girls may wear grey tailored shorts with the white school polo shirt.

Girls also may wear a red gingham checked **dress** (not 2 piece suit) with white socks.

PLEASE NOTE:

All cardigans and sweat shirts **must** have the Parsloes Primary School motif. All shoes should have a back, should be flat heeled and **BLACK**. Please only have laced shoes if your child can do up their own laces otherwise have ones with velcro. Any clothing underneath the uniform especially in the winter months must not be seen, this includes long sleeve tops and leggings.

Children coming into school with the incorrect uniform will be asked to change.

The only jewellery pupils may wear are **studs** in pierced ears. These need to be removed by the child for all PE lessons (maybe easier to keep earrings out on P.E. days). Watches may only be worn if pupils know how to tell the time. Pupils wearing nail varnish or make up will be asked to remove it.

COMPULSORY P.E KIT

Red shorts (not cycling or Bermuda)

Plain white round necked T-shirt

Black plimsolls

All kits are to be kept in named Parsloes Primary School slipper bags and are hung on the pegs outside your child's classroom.

Plain tracksuit bottoms (black) & a plain (black) sweatshirt (over their white P.E. t-shirt) may be worn during the cold weather for outdoor P.E. (Reception only do indoor P.E.). Long hair must be tied back in accordance with health and safety regulations.

Curriculum Overview – English

<p style="text-align: center;"><u>Autumn 1</u></p> <p><u>Narrative 1</u> Genre / Plot Structure: Focus on sentence writing and punctuation.</p> <p><u>Narrative 2</u> Text: 'The Gigantic Turnip' by Aleksei Tolstoy Genre / Plot Structure: Cumulative Tale / Traditional Tale.</p>	<p style="text-align: center;"><u>Autumn 2</u></p> <p><u>Narrative 3</u> Text: 'How to Catch a Star' by Oliver Jeffers Genre / Plot Structure: Wishing Tale</p> <p><u>Non-Fiction 1</u> Text: 'How to Catch a Star' by Oliver Jeffers Genre / Plot Structure: Instructions</p>
<p style="text-align: center;"><u>Spring 1</u></p> <p><u>Narrative 4</u> Text: 'Handa's Surprise' by Eileen Browne Genre / Plot Structure: Journey Tale</p> <p><u>Non-Fiction 2</u> Text: Handa's Surprise by Eileen Browne Genre / Plot Structure: Information Report</p>	<p style="text-align: center;"><u>Spring 2</u></p> <p><u>Narrative 5</u> Text: 'Cinderella' – Ladybird First Favourite Tales Genre / Plot Structure: Rags to Riches</p> <p><u>Poetry 1</u> Text: 'If I Had Wings' by Pie Corbett</p>
<p style="text-align: center;"><u>Summer 1</u></p> <p><u>Narrative 6</u> Text: 'The Storm Whale' by Benji Davies Genre / Plot Structure: Finding Tale</p> <p><u>Non-Fiction 3</u> Text: 'Dear Greenpeace' by Simon James; 'Big Blue Whale' by Nicola Davies Genre / Plot Structure: Non-Chronological Report</p>	<p style="text-align: center;"><u>Summer 2</u></p> <p><u>Narrative 7</u> Text: 'The Gruffalo' by Julia Donaldson Genre / Plot Structure: Meeting Tale</p> <p><u>Poetry 2</u> Text: 'The Big Big Sea' by Martin Waddell</p>

Curriculum Overview – Themes

Autumn 1

What's in the Toybox?



Autumn 2

Up and Away



Spring 1

Sensational!



Spring 2

This is Me!



Summer 1

Time for Tea



Summer 2

Oh Help! Oh No! It's a Gruffalo!





What's in the Toybox?
Year 1 – Autumn Term 1



Topic Core Text



Old Bear by Jane Hissey

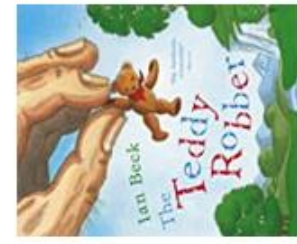
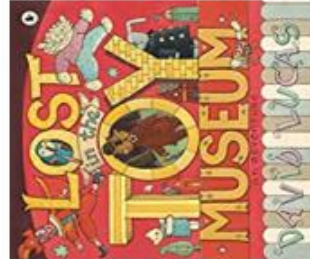
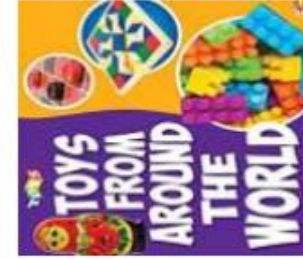
English – TalkForWriting



Text: The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey
Focus: We will be writing a cumulative story.

Key Vocabulary: enormous, budge, cheeky, scruffy, finally, whoosh, relief, delicious, tiny

Recommended Reads





Entry Point – Bring a toy to school

Science – *materials, property, test, predict, object,*

This half term we will be learning about different materials and their properties. We will carry out tests to explore different properties.

Key questions: What are different objects made from? How can we describe these materials?

Activity: Go on a material hunt – what can you find?



PE – *travelling, football, direction, space, dribble, balance*

This half term we will be learning to play invasion games.

Key questions: How can you move about?

Activity: Explore different ways you can move.



PSHE – *unique, family, likes, dislikes, hobbies*

This half term we will be talking about ourselves in positive terms and sharing information about the people and things that are special to us.



Key questions: Who is special to you?

Activity: Create a family portrait

Geography – *UK, England, Wales, Scotland, Northern Ireland, maps, globes, flags*

This half term we will be learning all about the UK and its countries. **Key questions:** What country do you live in?



Activity: Look at a map of the UK.

Exit Point – Class Assembly

History – *toys, past, present, now, then, before, after, change, evidence, same, different*

This half term we will be learning about toys from the past and present and how they have changed over time.

Key questions: What is your favourite toy?

Activity: Talk to an older family member and find out what their favourite toy was when they were younger.



Computing – *Mouse, keyboard, desktop, parts, type, technology*

This half term we will be learning basic computer skills such as typing and how to use a mouse.

Key questions: What are the key parts of a computer called?

Activity: Type you name using a keyboard.



Art – *primary, secondary, colour, mixing, tones, thick, thin, brush, paint*

This half term we will be learning about primary and secondary colours and using these to create a toy picture.

Key questions: What are the primary colours? How can you create different colours?



Activity: Practise mixing different colours.



'What's In The Toybox?'
Year 1 – Autumn Term 1

RE - *Family, belong, club, uniform, badges, Baptism, Christening, Godparents, symbolism*

This half term we will be learning about the idea of belonging and how Christians belong to Christianity.

Key questions: What groups do you belong to?

Activity: Create a family tree.





CURRICULUM MAP

YEAR 1	AUTUMN 1 What's in the Toybox? (Old Bear)	AUTUMN 2 Up and Away (Where the Wild Things Are)	SPRING 1 Sensational (Handa's Surprise)	SPRING 2 This is Me! (Elmer)	SUMMER 1 Time for Tea (The Tiger Who Came to Tea)	SUMMER 2 Oh Help! Oh No! It's a Gruffalo (The Gruffalo)
English	Enormous Turnip Cumulative tale Reading: Group reading Phonics (Little Wandle): Review Phase 3&4; Begin phase 5	How to Catch a Star Wishing Story & Instructions Reading: Group reading Phonics (Little Wandle): Phase 5	Handa's Surprise Journey Tale & Report Reading: Group reading Phonics (Little Wandle): Phase 5	Cinderella & If I Had Wings Rags to Riches & Poetry Reading: Group reading Phonics (Little Wandle): Phase 5	The Storm Whale & Big Blue Whale Finding Tale & Report Reading: Group reading Phonics (Little Wandle): Phase 5	The Gruffalo & The Big Big Sea Overcoming the Monster & Poetry Reading: Group reading Phonics: Phase 5
Maths	Number Number and Place Value Addition and subtraction	Number Addition and subtraction Geometry Properties of shapes Number Number and Place Value	Number: Addition and subtraction Number and Place Value	Number Number and Place Value Length and height Weight and volume	Number Multiplication and division Number Fractions Geometry Position and direction	Number Number and Place Value Measurement Time Money
Science	Everyday Materials How can we classify materials? Seasonal Changes Changes Within Living Memory How have toys changed over time?	Animals Inc. Humans How do humans use their senses?	Animals Inc. Humans How can we identify different animals?	Animals Inc. Humans How can we identify different animals?	Animals Inc. Humans How can we identify different animals?	Plants How can we identify different plants?
History	Significant Events Why were the Wright brothers important? Events Beyond Memory How do we remember important events?	Place Knowledge What are the similarities and differences between Nigeria and the UK?	Human and Physical Geography What are the human and physical features of the town and countryside?	Significant Individuals Why are Florence Nightingale and Mary Seacole significant people from the past?	Geographical Skills How do we read a map?	
Geography	Locational Knowledge What countries make up the United Kingdom? Physical Geography What is the weather like in different seasons?	Belonging How do you belong to Christianity?	Belonging What does it mean to be a Hindu?	Families How do we belong to our friends and family?	Belonging What does it mean to be a Muslim?	Belonging What does it mean to be a Sikh?
Religious Education	Programming How can we program a Beebot to follow a set of instructions?	Multimedia How can we use a keyboard and mouse to create an image on the computer? Printing How do we print a repeated pattern?	Cooking and Nutrition How do we make a healthy fruit smoothie?	Joining How do we make a puppet from fabric?	Levers and Sliders How do we create an invitation using levers and sliders?	Communication How can we add and edit text using Microsoft Word?
Computing	Mechanisms How do we design and make a wheeled vehicle?	Jigsaw: Relationships Ball Skills: passing with hands (Basketball) Christmas Dance: perform dances using simple movement patterns	Jigsaw: Healthy Me Ball Skills: travelling and dribbling (Hockey) African Dance: perform dances using simple movement patterns	Jigsaw: Celebrating Difference Ball Skills: striking with equipment (Tennis) Gymnastics: travel and balance	Jigsaw: Dreams and Goals Athletics Dance: perform dances using simple movement patterns	Jigsaw: Changing Me Ball Skills: striking and fielding (Cricket) Gymnastics: travel and balance
Design & Technology	Painting How do we mix secondary colours?	Painting How do we mix secondary colours?				Sculpture How do we represent woodland creatures through plasticine?
Art						
PSHE	Jigsaw: Being Me in the World Ball Skills: travelling and dribbling (Football) Gymnastics: travel and balance	Jigsaw: Relationships Ball Skills: passing with hands (Basketball) Christmas Dance: perform dances using simple movement patterns	Jigsaw: Healthy Me Ball Skills: travelling and dribbling (Hockey) African Dance: perform dances using simple movement patterns	Jigsaw: Celebrating Difference Ball Skills: striking with equipment (Tennis) Gymnastics: travel and balance	Jigsaw: Dreams and Goals Athletics Dance: perform dances using simple movement patterns	Jigsaw: Changing Me Ball Skills: striking and fielding (Cricket) Gymnastics: travel and balance
Physical Education	Charanga How do pulse, rhythm and pitch work together?	Charanga How do pulse, rhythm and pitch work together?	Charanga How are pulse, rhythm and pitch used in different styles of music?	Charanga How are pulse, rhythm and pitch used in different styles of music?	Charanga How has music changed over time?	Charanga How has music changed over time?
Music						

End of Year Expectations – Writing

By the end of Year 1, a child of expected standard will meet the following criteria:

Begins to form lower-case letters in the correct direction, starting and finishing in the right place
Writes sentences by: 1. sequencing sentences to form short narratives; and 2. re-reading what has been written to check that it makes sense.
Spells words containing each of the 40+ phonemes already taught
Names the letters of the alphabet in order
Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences

End of Year Expectations – Reading

By the end of Year 1, a child of expected standard will meet the following criteria:

Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Reads accurately by blending sounds in unfamiliar words
Reads common exception words
Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
Develops pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; becoming very familiar with key stories, fairy stories and traditional tales.
Understands both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read; as they read, correcting inaccurate reading; discussing the significance of the title and events; and predicting what might happen on the basis of what has been read so far.

End of Year Expectations – Maths

By the end of Year 1, a child of expected standard will meet the following criteria:

Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number
Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens
Given a number, identifies one more and one less
Represents and uses number bonds and related subtraction facts within 20
Recognises, finds and names a half as one of two equal parts of an object, shape or quantity
Compares, describes and solves practical problems for: 1. lengths and heights eg long/short, longer/shorter, tall/short, double/half; 2. mass/weight eg heavy/light, heavier than, lighter than; 3. capacity and volume eg full/empty, more than, less than, half, half full, quarter; and 4. time eg quicker, slower, earlier, later.
Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times
Recognises and names common 2-D and 3-D shapes, including: 1. 2-D shapes eg rectangles (including squares), circles and triangles; 2. 3-D shapes eg cuboids (including cubes), pyramids and spheres.

Year 1 spellings

Red	Orange	Yellow	Green	Blue	Indigo	Violet
I	be	do	our	they	this	friend
a	we	to	said	here	come	school
the	go	but	with	one	some	house
is	so	was	ask	from	could	looked
me	no	has	had	once	have	today
he	of	you	what	push	where	pull
she	my	are	put	were	your	full
and	like	look	there	says	then	love

Number bonds within 10 - addition

$3 + 4 =$	$1 + 1 =$	$2 + 7 =$
$6 + 4 =$	$3 + 5 =$	$4 + 2 =$
$2 + 1 =$	$2 + 5 =$	$9 + 1 =$
$3 + 3 =$	$4 + 4 =$	$1 + 3 =$
$2 + 3 =$	$1 + 4 =$	$2 + 2 =$

Maths Olympics – Heat 1

Number bonds within 10 - subtraction

$8 - 4 =$	$5 - 4 =$	$7 - 2 =$
$10 - 0 =$	$9 - 3 =$	$9 - 6 =$
$4 - 2 =$	$9 - 1 =$	$5 - 2 =$
$10 - 3 =$	$7 - 1 =$	$10 - 2 =$
$9 - 2 =$	$8 - 3 =$	$7 - 3 =$

Maths Olympics – Heat 2

<u>Number bonds within 20 - addition</u>		
$12 + 5 =$	$2 + 10 =$	$4 + 15 =$
$11 + 9 =$	$14 + 4 =$	$15 + 1 =$
$1 + 12 =$	$13 + 4 =$	$7 + 13 =$
$14 + 2 =$	$1 + 17 =$	$12 + 2 =$
$1 + 14 =$	$12 + 3 =$	$4 + 10 =$

<u>Number bonds within 20 - subtraction</u>		
$19 - 5 =$	$13 - 2 =$	$18 - 3 =$
$10 - 10 =$	$18 - 2 =$	$19 - 6 =$
$19 - 7 =$	$20 - 2 =$	$18 - 5 =$
$20 - 3 =$	$19 - 3 =$	$20 - 2 =$
$18 - 1 =$	$17 - 2 =$	$15 - 1 =$

Maths Olympics – Heat 3

Mixed number bonds within 20

$5 + 5 =$	$12 - 2 =$	$10 + 1 =$
$15 - 4 =$	$2 + 16 =$	$10 - 3 =$
$17 - 2 =$	$14 - 4 =$	$1 + 17 =$
$4 + 12 =$	$11 - 2 =$	$6 + 13 =$
$1 + 18 =$	$5 + 13 =$	$20 - 12 =$
$17 - 3 =$	$4 + 16 =$	$4 + 10 =$
$3 + 13 =$	$17 - 10 =$	$11 - 4 =$
$19 - 1 =$	$14 + 1 =$	$12 - 5 =$
$2 + 18 =$	$15 - 10 =$	$11 - 6 =$
$12 - 3 =$	$1 + 11 =$	$6 + 10 =$
$11 + 6 =$	$12 - 1 =$	$14 + 4 =$