



# *Year 1*

## *Curriculum Information Autumn Term 2022-23*

### **Staff:**

1M: Miss Martin (PSHE Subject Lead)

[lucy.martin@st-teresas.merton.sch.uk](mailto:lucy.martin@st-teresas.merton.sch.uk)

1H: Miss Hodgson (History Subject Lead)

[lisa.hodgson@st-teresas.merton.sch.uk](mailto:lisa.hodgson@st-teresas.merton.sch.uk)

### **Support:**

Mrs Kennett/ Miss Williams/ Ms Agnieszka

*"Love proves itself by deeds, so how am I to show my love?" St Therese of Lisieux*

### **PE**

PE lessons for Year 1 are on **Mondays and Wednesdays** with Mr Paul and Mr Hanson.

Children need to come to school **already dressed** in their P.E kit and will remain in the kit all day.

**Immersion day**

### Immersion day (Dressing up)

As part of launching different topics we are going to ask children to dress up according to the theme of our key text. A letter with further information and ideas will be provided at least two weeks prior to the day.

## Parent Consultations

Parent consultation evening – **18/10/2022**  
between 1.30pm and 7.00pm

## Harvest Festival

Year 1 are preparing a special Harvest Festival assembly that you will be able to watch them perform in school on the **17/10/2022**. Details to follow. We encourage you to help your child practice their lines and songs!

## Home Learning

Children will receive homework on **Fridays**. This will consist of Maths and a Reading comprehension task/Grammar. This will be due in the following **Wednesday**. Homework will be kept in blue homework folders.

Spellings will be sent out weekly. Please ensure that your child practices their spellings every week ready for a spelling test which will take

place on **Fridays**.

Children are expected to read each evening, discussing the book with an adult and to record this in their reading record books daily, these will be provided ASAP

## Key Skills

Children will be practising counting from 0-100, forwards and backwards. In addition, they need to be able to count in 2s, 5s and 10s and recall number bonds to 10 and 20.

Children should be reading for a minimum of 10 minutes per day at home with an adult. Please question your child's comprehension of text and record daily in their reading records.

Children should practise writing their letters correctly. Once they are able to form their letters correctly, they can then begin to develop their cursive handwriting.

Children should be practising phonics at home. When writing, children should sound out the word slowly in order to hear all of the letter sounds they need to spell the word.



## Our Curriculum

At St Teresa's we have adopted a **thematic and creative approach** to our curriculum which helps children to see how subjects are both 'independent' and 'interdependent' enabling them to see 'the big picture' of their learning, make connections through and across different subjects, and talk about a theme from multiple perspectives. The particular 'theme' chosen- **Enquire (Science), Explore (Geography), and Discover (History)**, is always relevant to the children and is designed to be exciting and engaging for that

particular cohort. Whilst these subjects (Science, History, Geography) are at times the main drivers, the themes are cross-curricular and other subjects are taught as part of the termly theme.

Much of this will be based on good quality texts. We will be placing much emphasis on good quality writing and the children will be writing regularly in a range of genres. Details of the units for this term can be found below.

## *Learning Journey*

### **If you go down to the woods today...**

We will be reading and discussing the stories, '*The Gruffalo*' and '*Yeti and the Bird*'. Children will be retelling the stories through story mapping and role play. They will write predictions, explore character and settings and rewrite their own versions of the story.

### **Out of Space!**

In this unit we focus on books that center around space exploration: '*Beegu*' and '*Astro Girl*.' Children will be retelling the story and creating diary entries for the characters, writing in role, writing commands and 'how to' guides. We will also look at real life astronauts and write a non chronological report based on this.



## **RE**

This year we are using the RE scheme, named *Come and See* to deepen children's understanding of faith, please see details of units below:

**Families- God's love and care for every family:** We will be exploring how everybody belongs to the family of God and how it is in the love of a family that most Christians experience the reality of Church.

**Belonging- an invitation to belong to God's family:** We will be discussing how Baptism enables people to belong to God's family in a very special way.

**Waiting- Advent, a time to look forward to Christmas:** We will learn how Advent is a time of waiting in joyful hope for Jesus. We will explore the ways of using this time to prepare for Jesus's coming at Christmas.

## **Reading**

In Year 1 children should:

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words
- Read common exception words
- Read words accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: 1. listening to and



discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;

2. becoming very familiar with key stories, fairy stories and traditional tales.

• Understand both the books they can already read accurately and fluently and those they listen to by:

1. checking that the text makes sense to them as they read;

2. as they read, correcting inaccurate reading;

3. discussing the significance of the title and events; and

4. predicting what might happen on the basis of what has been read so far.

**By the end of Y1, a child should be able to:**

• **Read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge.**

• **Read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first. Reading of common exception words (eg you, could, many or people) should be secure meaning a child can read them easily and**

**automatically**

We are keen to expose children to as many good quality texts as possible. Please read with your child for 10 minutes each evening, question their understanding and record this in the reading record books provided. Where possible please continue to read aloud to your child.

In Y1, we focus on **phonics** and how to link letter sounds to read words which children have not seen before. A parents Phonics workshop will be held within the first term, dates will be announced shortly. It is important that parents attend these as we demonstrate how these subjects are taught in class which can be replicated at home to provide consistency for your child.

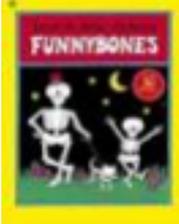
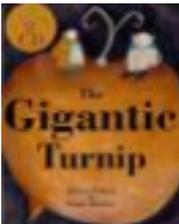
**Here is a suggested reading list for children (aged 5-6 yrs) in Year 1 of Primary School more can be found on our school website. The class teachers will recommend other books to the children throughout the year.**

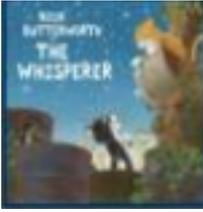
### **Year 1 Book List**

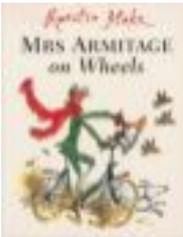


#### **The Cat In The Hat Dr Seuss**

When Sally and her brother are left alone, they think they're in for a dull day – until the Cat in the Hat steps in on the mat, bringing with him mayhem and madness!

	<p><b>The Tiger Who Came to Tea Judith Kerr</b></p> <p>The doorbell rings just as Sophie and her mummy are sitting down to tea. Who could it possibly be? What they certainly don't expect to see at the door is a big furry, stripy tiger!</p>
	<p><b>Hairy Maclary Lynley Dodd</b></p> <p>The six dogs go out for a walk, but little do they know that Scarface Claw, the toughest tom in town is lurking round the next corner.</p>
	<p><b>Charlie and Lola I Would Like To Actually Keep It Lauren Child</b></p> <p>Lola finds a stuffed rabbit outside of school. Charlie tells her she has to find its owner, but she wants to keep it for herself. Will Lola make the right decision and return the rabbit?</p>
	<p><b>Funnybones Allan Ahlberg</b></p> <p>These funny skeletons are definitely not the scary sort!</p>
	<p><b>The Gruffalo's Child Julia Donaldson</b></p> <p>One dark night the Gruffalo's child disobeys her father's warnings and ventures out into the snow. After all, the Big Bad Mouse doesn't really exist... does he?</p>
	<p><b>The Gigantic Turnip Aleksei Tolstoy</b></p> <p>This hilarious retelling of the classic Russian tale about a farmer whose turnip is impossible to pull from the ground.</p>

	<p><b>The Whisperer Nick Butterworth</b></p> <p>Two gangs of cats live in a scrap yard on the edge of the city. When they're not eating or sleeping, they're fighting, and that's just how The Whisperer likes it. He's a rat, and if he can keep the cats going after each other, they'll leave him and his kind alone. But just maybe, things in the scrap yard are about to change for the better. Or as The Whisperer sees it...for the worse...</p>
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	<p><b>Mrs Armitage on Wheels Quentin Blake</b></p> <p>Mrs Armitage sets off for a quiet cycle with her faithful dog, Breakspear, but she just can't help thinking of ways to improve her bicycle. Before very long she has added three very loud horns, a bucket of water to wash her hands, a complete tool kit. And by the time she has also added a seat for Breakspear, two umbrellas, a cassette player and a mouth-organ, Mrs Armitage is riding a very eye-catching contraption. But it is when she finally adds the mast and sail, that Mrs Armitage really runs into trouble. . .</p>
	<p><b>Amazing Grace Mary Hoffman</b></p> <p>Grace loves to act out stories. Sometimes she plays the leading part, sometimes she is 'a cast of thousands.' When her school decides to perform Peter Pan, Grace is longing to play Peter, but her classmates say that Peter was a boy, and besides, he wasn't black... But Grace's Ma and Nana tell her she can be anything she wants if she puts her mind to it...</p>
	<p><b>The Pirates Next Door Jonny Duddle</b></p> <p>The Jolley-Rogers - a pirate family, are moving to Dull-on-Sea, a quiet seaside town. Stopping to fix up their ship, this unusual family get the whole neighbourhood spreading rumours. Defying the grown-ups, Matilda from next door decides to become friends with the youngest pirate son. When the Jolley Rogers leave, the town discovers they were wrong to assume the worst - the pirate clan have buried treasure in everyone's gardens (shown in a stunning double-gatefold). Matilda feels sad until she discovers her own treasure - an incredibly exciting new pen friend.</p>

## *Writing*

In Year 1 children should:

- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Write 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.
- Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

**By the end of Y1 a child should be able to:**

- **Compose individual sentences orally and then write them down and be able to spell correctly many of the Y1 words (found in the Year 1 spelling section of the Reading record) as well as name the letters of the alphabet in order.**
- **Make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly. A child is able to form letters correctly and confidently.**
- **Begin to use some of the distinctive features of standard English in their writing.**

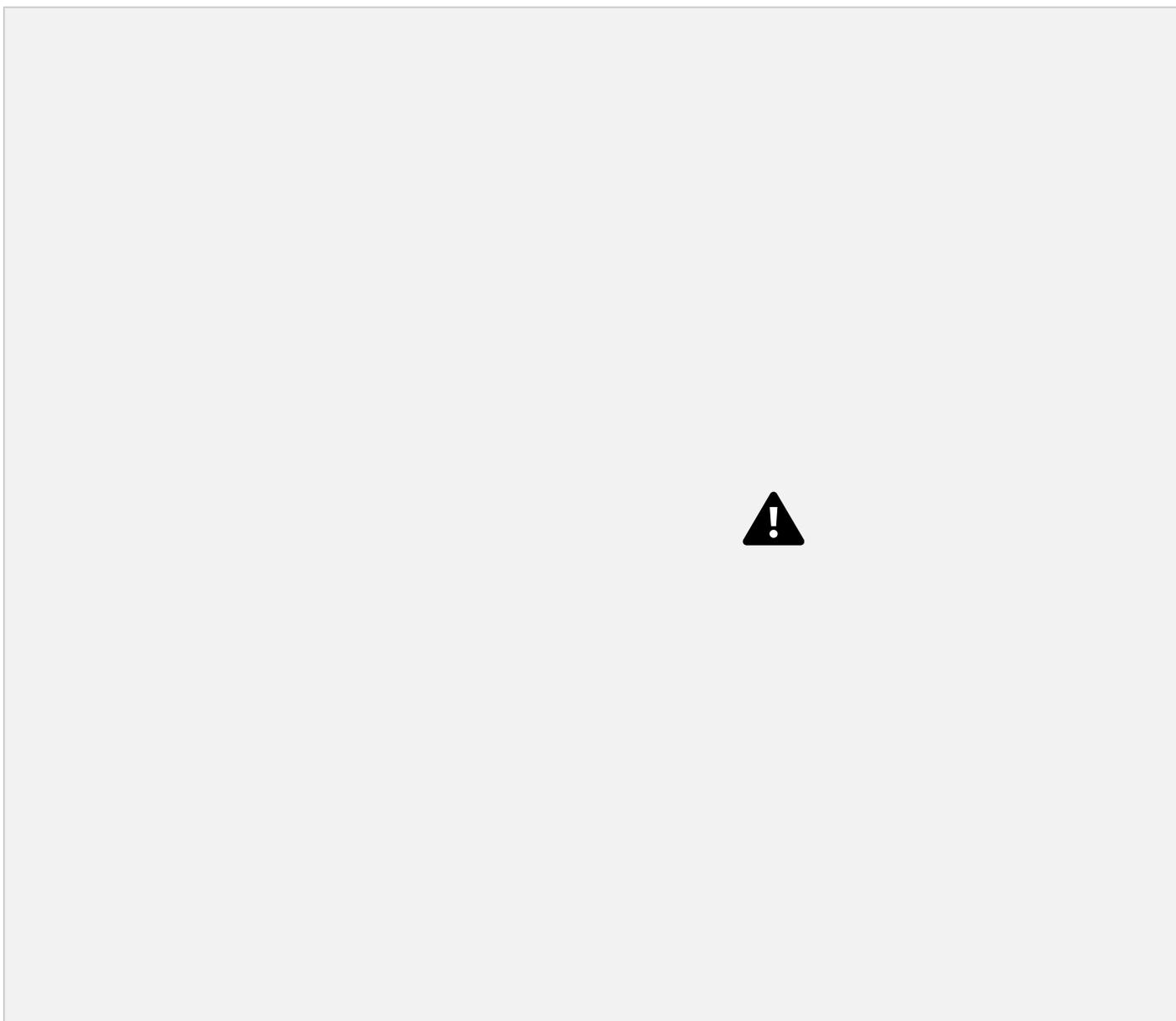
## *Mathematics*

At St Teresa's we follow the White Rose scheme of work which is a mastery approach to the teaching and learning of mathematics using concrete, pictorial and abstract methods. Mastery is not just being able to memorise key facts and procedures and answer test questions accurately and quickly. It involves knowing 'why' as well as knowing 'that' and knowing 'how'. It means being able to use one's knowledge appropriately, flexibly and creatively and to apply it in new and unfamiliar situations. Please see expectations for Year 2 overleaf.

The National Curriculum for mathematics aims to ensure that all pupils:

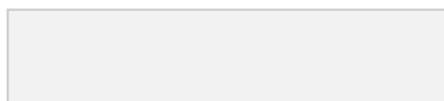
- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

*Encourage children to practice counting using a range of resources.*



*Science*

During the Autumn term children will be taught the



following

topics: Seasonal Changes (Autumn and Winter) and Space.

They will use the following practical science methods, processes and skills through the teaching of the programme of study content:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions



### ***The St Teresa's Growth Mindset***

The St Teresa's Growth Mindset is a way of looking at learning - to encourage children to become more independent learners. At St Teresa's, we will be working with children to strengthen certain ways of working in order to help promote resilience and capacity to succeed both in school and beyond using the simple NED approach.

**Never Give Up**  
**Encourage Others**  
**Do your Best**

Children's understanding of our school core values of LOVE, TRUST, TEAMWORK and AMBITION will ensure that they

exhibit ***L.O.V.E @ St. Teresa's*** meaning "Living Our Values everyday".

Children will be rewarded for demonstrating this throughout the year through certificates, core value stickers and postcards home. Do look out for these!

#### ***What Can You Do At Home?***

- Allow Thinking time – Ask your child to think about what a response could be to a question before they actually answer it
- Encourage your child to try again – tell them not to give up at the first hurdle; if the question is difficult, take time and then try it again.
- Encourage your child to have a go - it doesn't matter if they get an answer wrong, what does matter is the effort they put into that answer

### ***Online Safety***

At home, children may have access to the web

from many different devices, not just PC's and laptops. They often have tablets (e.g. iPads), mobile phones, X Boxes, PlayStation, Nintendo DS, e-Readers and other Wi-Fi-enabled devices.

It's important to be aware of this and the best way to ensure their safety is to ensure that your child is supervised whilst having such access. With many of these devices they are able to access inappropriate sites & games, and may also be able to communicate with strangers online. Some devices do have the ability to impose parental controls. At the start of every academic year each child receives Digital Citizenship lessons that teach them how to be safe online at an age appropriate level.

## ***Useful Websites For***

***Parents:*** Keeping Children Safe

Online

<https://www.internetmatters.org/>

<https://www.thinkuknow.co.uk/>

<https://www.commonsemmedia.org/parent-concerns>

## ***For Pupils:***

Internet Safety

<https://www.thinkuknow.co.uk/>

## ***Who Can You Talk To?***

You should speak to your child's class teacher in the first instance if you have any worries or concerns about any aspect of your child's education here at St.Teresa's. You are more than welcome to make an appointment to see the class teacher or the KS1 phase leader (Miss Malone) through the office or email for a more formal correspondence.

You can also talk to Mrs Aransiola (Associate Head teacher for Curriculum & Assessment)

[vanessa.aransiola@st-teresas.merton.sch.uk](mailto:vanessa.aransiola@st-teresas.merton.sch.uk)

or Harley Gregory (SENCo)

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