



St Joseph's Catholic Academy

“TOGETHER WE GROW IN
GOD'S LOVE, LEARNING TO
BE THE BEST WE CAN BE”.

Welcome to Year 1

Teachers:

- ❖ Miss Loveitt (Monday - Thursday)
- ❖ Mrs Richards (Friday)

Teaching Assistants: Mrs Hacksley

About me... Miss Loveitt

This is my 3rd year teaching at St Joseph's.

KS1 Leader / ART, DT and Music lead for the school.

Passionate about art, creativity in learning and building positive, supportive relationships with parents.

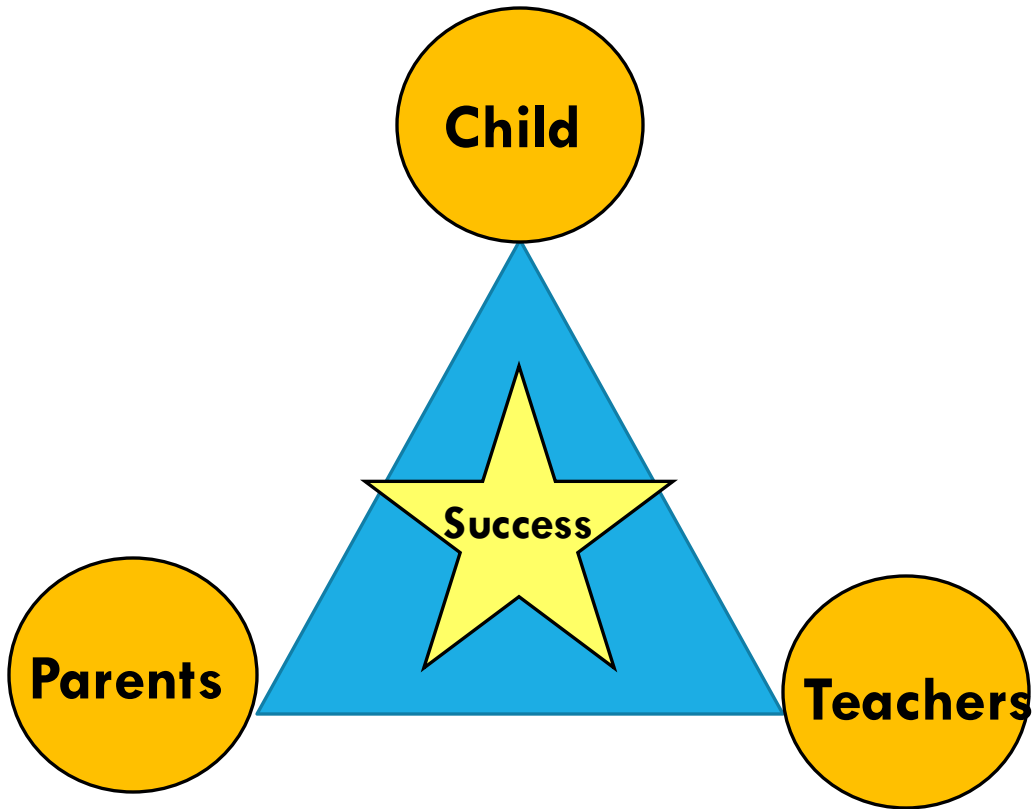
My aim is to make sure all children are happy, secure and feel ready to learn.

I have four children of my own, 15 year old twins, a 9 year old and a 6 year old.

In my spare time I love painting, reading and cooking!



Parent – Teacher partnership



You have made a positive choice in sending your child to St. Joseph's. Our commitment is to promote excellent learning and behaviour.

For your child to reach their full potential we need to work together.

Communication, consistency, collaboration.

This might mean:

- supporting the school in managing your child's behaviour.
- set a good example and promote positive behaviour at home.
- keep us informed of behaviour difficulties your child may be experiencing at home.
- inform the school of any kind of trauma which may affect your child's mental health at school.
- Contact the class teacher if you feel that your child's behaviour, in or out of school, is impacting on your child's emotional well-being.

Attendance and Punctuality

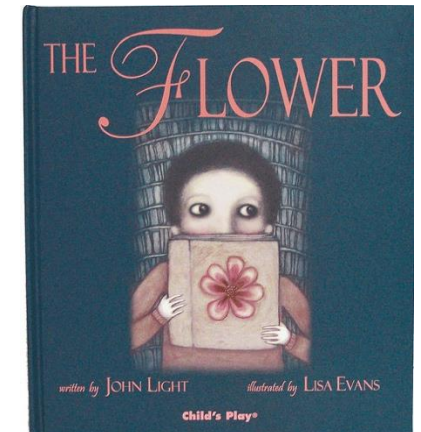
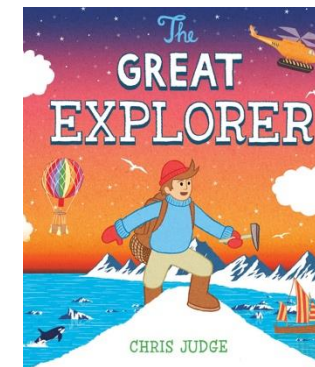
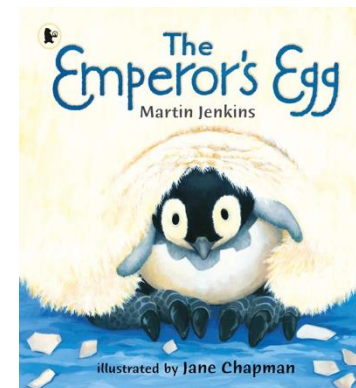
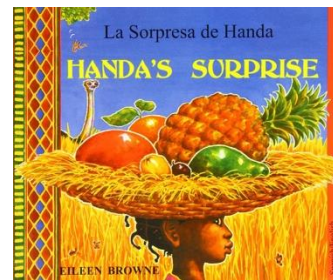
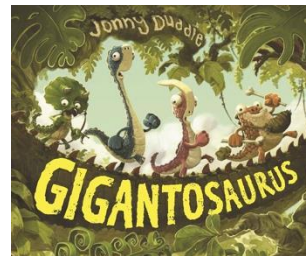
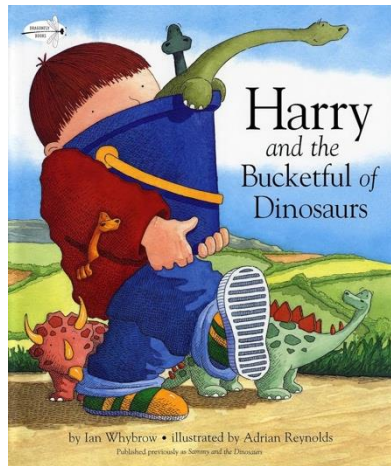
- ❖ Good attendance at school is proven to be significantly linked to progress.
- ❖ Gate opens at 8.45 and we finish at 3.15
- ❖ Soft start – activities focused on individual or class targets
- ❖ Registration is between 8:45 and 9:00
- ❖ Illnesses – informing school on the days of absence
- ❖ Attendance policy – leave of absence.

Year 1 is important because...

- ❖ The children become more independent learners
- ❖ They continue to progress in all areas but often learners become much more confident readers and writers during year 1
- ❖ First year of key stage one
- ❖ Children will become experts at phonics and will take a phonics screening test in the summer term.
- ❖ Really exciting topics – Dinosaur Planet, Ice Kingdom, Fire, Fire and more!

Year 1 Curriculum topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dinosaur Planet	Let's go on Safari	Ice Kingdom	Enchanted Woodland	A Toy's Story	Fire, Fire!



Topic half term overview

You can find a topic overview on your class webpage as well as other helpful documents/links.

Year 1
Home >> Children >> Class Pages >> Year 1

Terms



- Autumn 1
- Autumn 2
- Spring 1
- Spring 2
- Summer 1
- Summer 2
- Home learning

Topic Overview

Year: 1 Term: Autumn

History




- To learn about events beyond living memory that are significant nationally or globally – children will be looking at timeline, using language such as past and present to put the Dinosaur into content of when they were alive.
- To learn about the lives of significant individuals in the past who have contributed to national – We will be learning about Mary Anning and finding out why she was famous.



English

- To write a fact sheet documenting how to look after a dinosaur egg to allow others to care for the egg.
- To retell a story using predictable phrasing – children will be retelling a story based on a book.
- To recite familiar poems by heart – children will listen to and perform poetry.

Dinosaur Planet



Children will make links to the past using stories about dinosaurs in English. This will spark interest in the types of dinosaurs, how we know about Dinosaurs (fossils) and engage them to ask simple questions around the topic.

Key Questions: What do we mean by 'past'? How do we know that dinosaurs existed? Who was Mary Anning and why is she famous?

Wow starters: Children will find a dinosaur egg and think about whether a dinosaur would make a good pet?

Science

Animals including humans





- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Forest school – seasonal change autumn
- Asking simple questions and recognising that they can be answered in different ways
- Identifying and classifying

Children will learn the scientific vocabulary, find out how we can classify animals and then apply this knowledge to dinosaurs.

Art/DT

This half term we will be learning about mark making, experimenting with media and drawing from observation. We will evaluate art with an understanding how art can be varied and made in different ways and by different people.

We will produce a drawing of an object in the classroom that displays observational skill, experimenting with a range of lines and mark making.



Discreet subjects

P.E - master basic throwing and catching and begin to apply these in a range of activities.

Computing - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Classroom routines



Please make sure that your child has a water bottle and afternoon snack everyday (morning fruit is provided.)



Monday – swimming (3 weeks)



PE – Thursday.

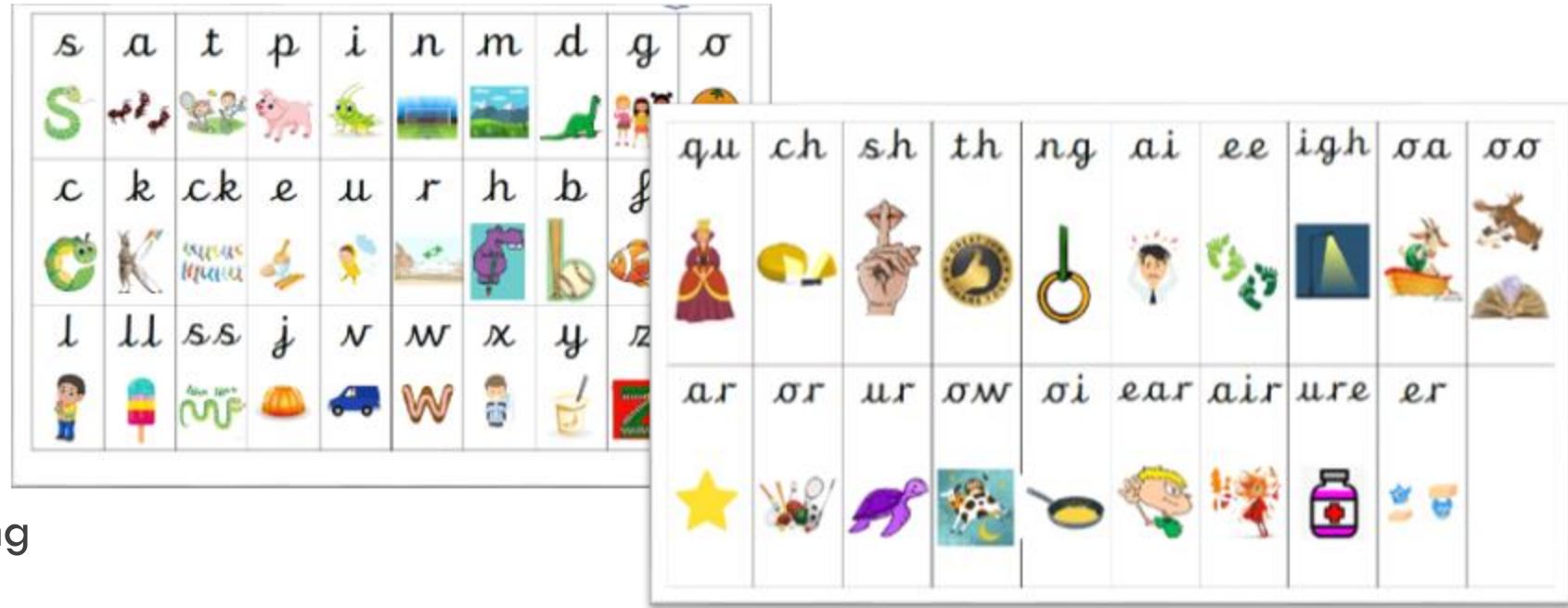


Thursday – Home reading book returned and changed.



Thursday- forest school – Wellies can be kept in school. Please wear school top and navy joggers/leggings to school.

Phonics



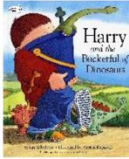
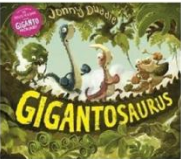





- ❖ Recap phase 3/4 sounds during Autumn 1
- ❖ Children will use sound mats and phonics skills learnt in Reception.
- ❖ Will move onto phase 5 in Autumn 2
- ❖ Children who need additional support with phase 3/4 will receive intervention.



Week 1	Week 2	Week 3	Week 4
- The /d / sound spelt as <u>ge</u> and <u>dge</u> at the end of words, and sometimes spelt as g elsewhere in words before e, <u>i</u> and y	- The /s/ sound spelt c before e, <u>i</u> and y	- The /n/ sound spelt <u>kn</u> and (less often) <u>gn</u> at the beginning of words	- The /r/ sound spelt <u>wr</u> at the beginning of words

English

- ❖ Writing is taught with a book based approach to make it exciting and engaging.
- ❖ This half term we will be focusing on writing labels and captions, retelling z story verbally and describing characters. Will will also be working hard to secure the use of capital letters for the start of a sentence, names and places.
- ❖ Reading is taught through shared and guided reading and individual reading.
- ❖ Your child will read at least once a week with an adult.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1						
	Labels, Lists and Captions – write label, list and captions for the dinosaurs from the story.		Stories with predictable phrasing - retell the story Verbally (T4W) Write a character description.			Structure rhyming couplets – recite familiar poems by heart.
	W1, P1, P3, S1		W1, W2, S1, S2, T1, P1, P2, P3, W3			
Autumn 2						
	Stories with predicable Phrasing – Descriptions based on the fruit and animals in Handa's surprise and retell the story of Handa's Hen, changing one aspect.			Recount – write a postcard to send to the character in the book giving a recount of the animal visit to school/Explain Christmas at school – post the cards in the post-box.		
	W1, W2, S1, S2, T1, P1, P2, P3, W3			W1, W2, S1, S2, T1, P1, P2, P3		

Maths

- ❖ We teach Maths using a maths mastery approach.
- ❖ We will use concrete, pictorial and abstract methods to help the children develop a deep understanding of mathematical concepts.
- ❖ Maths will be taught using a whole class adult input, including guided practice which allows children to have a go at the concept being taught with guidance from the teacher. This build's confidence and helps the teacher to assess understanding. This is followed by a mixture of independent tasks, challenges and adult led groups to consolidate understanding.
- ❖ This half term we will focus on composition of numbers, learning how to count to 100 and beyond, count collections of objects efficiently by making groups of ten and representing numbers 20-100 using base 10 equipment. Eventually moving on to partitioning and addition and subtraction of tens and ones.

RE

- ❖ We teach RE for 10% of our timetable.
- ❖ We carry out a daily act of worship in class or during our whole school assemblies.
- ❖ We also include a morning, lunch and end of day prayer in our daily routine.
- ❖ Termly liturgies will be taking place this year. The children will be inviting parent to join these.

How can you help your child? Home learning.

- ❖ Listen to your child read at home every day for at least 10 minutes. Also read and share books with your child.
- ❖ Look for opportunities to write for a purpose e.g. thank you cards, postcards, instructions, menus etc.

I will set:

- ❖ Maths – on purple mash once a week (2dos)
- ❖ Spelling challenges (at their own pace)
- ❖ Topic - Purple Mash if appropriate.



Why is it so important to read with your child?

❖ **Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income.**

-organisation for Economic Co-Operation and Development

❖ **Students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school.**

- [DfE (2016) DfE strategy 2015-20: World-class education and care p.24]

❖ **Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.**

-OECD (2010) PISA 2009 Results: Learning to Learn: Student Engagement, Strategies and Practices p. 32-4]

❖ **Participation in shared reading groups is linked to enhanced relaxation, calmness, concentration, quality of life, confidence and self-esteem, as well as feelings of shared community and common purpose**

-[Longden E., Davis P., Billington J., et al (2015) Shared Reading: Assessing the intrinsic value of a literature-based intervention Medical Humanities, 41 (2), pp. 113-20]

❖ **Studies have found that reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.**

❖ **Studies have shown that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations. Reading for pleasure was also associated with better sleeping patterns**

[Billington, J, (2015)Reading between the Lines: the Benefits of Reading for Pleasure Quick Reads University of Liverpool]

School website

Our class page will be updated throughout the year with pictures, letters and information.



Communication

- ❖ If appropriate some messages can be given on the gate at drop off or collection time.
- ❖ Please feel free to email the office and I will call you or email back as soon as possible.
- ❖ Instagram – the office will update our school Instagram with messages, reminders and any useful information.
- ❖ Newsletters/news bulletin –biweekly newsletters will keep you up to date with upcoming events and will also give you a snapshot of what has been happening in school.
- ❖ Weekly Blogs – see next page

Trunki



- ❖ Children in Nursery to year 4 will have the opportunity to take the class Trunki home during the school year.
- ❖ This aims to encourage reading for pleasure
- ❖ Trunki contains an exciting, age appropriate picture book
- ❖ Blanket
- ❖ Cuddly toy
- ❖ Hot chocolate
- ❖ Take Trunki home on a Friday and bring it back by the following Thursday.



Prayer Bags

- ❖ Each child will have an opportunity to take home the class prayer bag
- ❖ This contains everything you need to carry out a collective worship at home, in the same format as the children do in school
- ❖ There is an information card inside the bag and a video on our school website to guide you, if needed
<https://www.stjosephs255.herts.sch.uk/worship-at-home/>
- ❖ Teachers will start by sending home the bag with children who didn't get a turn last year. This is due to the prayer bags been introduced late in the year.



Weekly Blog

Keep up to date with all your child's learning with Seesaw!

There will be a weekly blog every Friday about the learning from the week. We will also update you with anything you can discuss or practice with your child to prepare them for the week ahead.

-Make sure you have linked with your child's new class using your new log in (have already been sent home, let me know if you need another copy.)

-The children will get their logins, so they can upload things at home, later this half term.





Any
questions?
