



# Welcome To Year One!



Planting Dreams. Nurturing Hearts. Growing Minds.



# Meet The Team



We have two classes in Year 1, Foxes and Squirrels.

Mrs Barrett teaches Foxes class. Miss Blight covers PPA on a Wednesday.



Mrs Worsley teaches Squirrels class on Mondays, Tuesdays and every other Wednesday afternoon. Mrs Snook teaches the class on Wednesdays, Thursdays and Fridays. We cover each other's PPA on a Wednesday afternoon.

We have three wonderful Teaching Assistants supporting us with our learning in Year 1: Mrs Byford, Mrs Hall and Mrs Morris.

We also have Mrs Steppe, Mrs Parry, Miss Totney and Miss C providing additional learning support.

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# Our Routines and Organisation



	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Foxes</b>	Reading books change		Indoor PE		Outdoor PE
<b>Squirrels</b>	Reading books change		Indoor PE		Outdoor PE

Please ensure that your child comes to school wearing school uniform each day. This helps to foster a sense of pride and belonging to our school family and reflects the high standards we are striving to achieve for every child. Please send your child to school wearing PE kit on Wednesdays and Fridays, including their house colour t-shirt.

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# Uniform



We want every child in our family of schools to feel proud wearing their school uniform.

At the Whiteoak Academies, we feel that wearing a school uniform helps our children to develop a clear sense of identity and belonging and reflects the high standards we are striving to achieve for each and every individual. If you experience any difficulties providing this, please do contact the school office who will discuss this in the strictest confidence.

Please ensure that all items of clothing are clearly labelled with your child's name. This helps them to identify their own belongings and take responsibility for finding them if they become lost. It also helps us to help them with this!

More detail can be found here:

<https://www.hannahmoreandgrove.co.uk/page/?title=School+Uniform&pid=165>



# Keeping in Touch

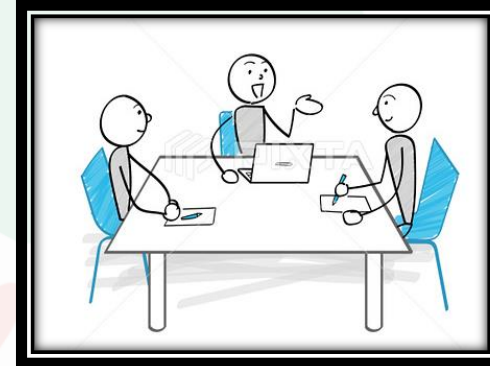
It is really important to us to have open lines of communication so that we can work successfully in partnership with parents and families.



Key information and reminders for our class and year group can be shared quickly and easily on Dojo. It is also useful for non-urgent questions and messages. Teachers will aim to read and respond within the hours of 8.30am-4.00pm on working days. On occasion this may take up to 72 hours.



For more urgent enquiries and messages, please do phone the school office where the team will be happy to help.



Where concerns or questions require a more detailed conversation, teachers and families are asked to arrange a phone call or meeting at a mutually convenient time in school.



# Our Curriculum



Subject	Autumn	Spring	Summer
English	<p>Poem Character description Setting description Narrative Recount Instructions</p> <p>Handwriting</p> <p>Talk through Stories</p> <p>Phonics – Unlocking letters and sounds</p>	<p>Talk for Writing Narrative Informal letter (postcard) Story mapping Narrative Recount</p> <p>Handwriting</p> <p>Talk through Stories</p> <p>Phonics – Unlocking letters and sounds</p>	<p>Talk for Writing Narrative Traditional tale Letter Editing Setting description</p> <p>Handwriting</p> <p>Talk through Stories</p> <p>Phonics – Unlocking letters and sounds</p>
Maths	<p>Number and place value to 20 Geometry Addition &amp; subtraction Number and place value to 100</p>	<p>Addition and subtraction Geometry Length Fractions Position and direction</p>	<p>Addition and subtraction Time Multiplication and division Money Mass and capacity Plants Seasonal Changes</p>
Science	Animals including humans	Everyday materials	
History	How have toys and games changed?	Would you douse the flame that set London on fire?	Why is our school called Hannah More Infants?
Geography	What are the geographical features of our school?	How does our weather affect us?	Where do we live in the UK?
Computing	<p>Online Safety Technology around us Creating Media – Digital Painting</p>	<p>Online Safety Programming – moving a robot Creating Media – Digital Writing</p>	<p>Online Safety Programming - animations</p>
Religious Education	<p>Creation Story God and Creation Does God want Christians to look after the world?</p>	<p>Easter – Palm Sunday Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>Shabbat Is Shabbat important to Jewish children? Rose Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>
Art	Drawing: Make your mark	Painting and mixed media: Colour splash	Sculpture and 3D: Paper play
Design & Technology	<p>Textiles - Puppet Design and make (Christmas gift)</p>	Food tech – Fruit kebab	Moving Picture - Insects
PE & Games	<p>Fundamentals Team Building Ball Skills Sending &amp; Receiving Playground games</p>	<p>Gymnastics Yoga Forest School Target Games Playground Games</p>	<p>Athletics Net and Wall Striking and Fielding Invasion Playground Games</p>
PSHCE	<p>Being Me In My World Celebrating Differences</p>	<p>Dreams and Goals Healthy Me</p>	<p>Relationships Changing Me</p>
Music *	Reggae and Hip Hop	Blues, Baroque, Latin, Bhangra, Funk, Folk music	History of music, Classical music

\*Children will be taught, through singing and practical activities, the principles of pulse, rhythm, pitch, dynamics and tempo.

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# Our Curriculum



## English Key Texts

- The Fox & the Star
- Lost and Found
- Stick Man
- Talk through Stories

## English Writing Opportunities

- Non-chronological reports
- Character descriptions
- Setting descriptions
- Narrative
- Recount
- Instructions
- Phonics – Unlocking Letters and Sounds

## Art

- Drawing: Line

## Music

- Reggae and Hip Hop
- Pulse, rhythm and pitch

## Computing

- Online Safety
- Technology around us

## Science

- Animals including humans



Year 1

## Autumn Term Overview

## Core Values

- Friendship (Term 1)
- Courage (Term 2)

## Handwriting

- Letter families and formation.

## History

- How have toys and games changed?

## Geography

- What are the geographical features of our school?

## Religious Education

- Does God want Christians to look after the world?

## Maths

### Number & place value

- Counting to 20...increasing to 100
- Counting forwards and backwards
- Comparing numbers
- Representing numbers to at least 20
- Working with number lines
- Estimating
- Writing numbers in words

### Geometry: Properties of Shapes

- 2D shapes

### Addition & Subtraction

- 1 more and 1 less
- Facts of 5 and 6

## PSHE

- Being me in my world
- Celebrating difference

## Design & Technology

Textiles – Puppet making  
Design and make a Christmas gift

## PE & Games

- Fundamentals
- Team Building
- Ball Skills
- Playground games.

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# Our Routines and Organisation



- 8.40 am – A member of SLT is on the playground
- 8.45 am – Children can walk up to the classrooms independently where teachers are ready to greet them.
- 8.55 – Register closes
- 9-9.30 – Phonics
- 9.30 -10.20 – English
- 10.20 – Break & Fruit
- 10.40 -11.40 – Maths
- 11.55 – Lunch
- 1-1.15 – Independent reading
- 1.15-1.30 – Maths Fluency
- 1.30 – 3.00- Foundation Subjects
- 3.15 – Home time

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## What is a knowledge organiser?

A knowledge organiser is a simple one-page document that contains a summary of the key knowledge of a topic.

Knowledge organisers help us to share with the children:

- factual knowledge in easy-to-digest chunks
- technical vocabulary with definitions
- visual representations – diagrams and maps.

At the Whiteoak Academies we use knowledge organisers in Geography and History.

For **teachers**, a knowledge organiser serves as a powerful tool that provides focus and support while teaching each lesson. It is a constant reminder of the 'need to know' knowledge.

**Children** can revise, quiz and review their subject knowledge using their knowledge organiser. It can empower them to take charge of their own learning.

Knowledge organisers also provide a precise and easy to understand way for **parents** to become more aware of and involved in their child's learning. The other side of this sheet, provides a series of activities that can be completed using the knowledge organiser at home. We hope it will help you to help your child to review, retrieve and deepen their knowledge.

## How does a knowledge organiser support retrieval practice?

Is there such a thing as bad weather?

Sun	Light rain	Heavy rain	Wind	Sleet
Cloudy	Overcast	Snow	Thunder	Hail

How does the weather affect us?

When it rains, we wear waterproof clothes.

We wear a sun hat and sun cream when it is sunny.

Key Vocabulary	
Weather	What the air and sky is like outside.
Seasons	A period of the year where there is a particular weather pattern. The year is divided into 4 seasons: Spring, Summer, Autumn and Winter.
Temperature	How hot or cold it is. Measured in °C
Weather Forecast	Prediction of what the weather will be like.
Observations	Things you notice when you look carefully at something.
Record	To keep information about something that has happened.

Retrieval practice is a teaching and learning strategy that can be used both inside and outside the classroom. It focuses on getting information out of the memory and involves recalling information. By retrieving information, the memory is strengthened.

It is important to note that retrieval practice is not used for assessment but it can show the children where the gaps are in their knowledge. The focus is low stakes and prompts can be provided.

What might this look like?

- Multiple choice questions
- Verbal recall
- Writing from memory what can be remembered

Regular retrieval practice can strengthen memory and knowledge, boost confidence and increase motivation!



# How can we use the knowledge organiser at home?



Copy **key vocabulary** from the knowledge organiser onto post it notes. Display them around the house and encourage children to recall and give the definition as they find/pass them.

Look 

Say 

Cover 

Write 

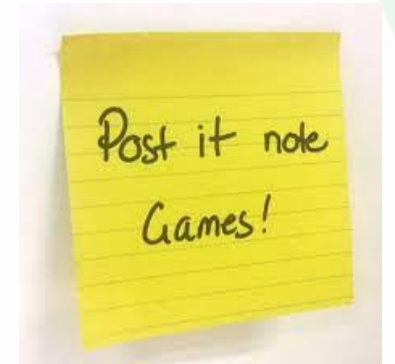
Check 

Help your child to **look** at and study a small section on their knowledge organiser.











Encourage them to **say** and repeat the information out loud.







**Cover** the section – perhaps with a post-it note and encourage them to remember what it said – this can be done orally or they can **write** it down.

**Check** together! Remember prompting is allowed – this should be low stakes and fun!



Using the information on the organiser, make a mini quiz together! This could be a multiple choice quiz. Encourage the children to come back to the questions and answer them a little later or get friends and family to quiz them. They love to see how much they can recall!

				
Sun	Light rain	Heavy rain	Wind	Sleet
				
Cloudy	Overcast	Snow	Thunder	Hail

Hide or remove the labels from diagrams and ask your child to relabel them. Can they remember what is represented? Can they relabel each part correctly?

The purpose of a knowledge organiser is to provide the children with easy access to the key knowledge relating to a particular unit of learning. When used well, they support children to build a secure understanding and strong recall of this knowledge.

What are the geographical features of our school?

Map: A diagram to show the characteristics and features of a place.

Symbols are small pictures that represent different things on a map. Sometimes the symbols are grouped together on a key.

Aerial view: Taking photos of an area from above.

Directions: Describing how you get to a place.

North East  
South West  
Far Near

### Key Vocabulary

Town	A group of houses, shops, schools and buildings. Nailsea is a town.
City	A large town where lots of people live and work. Bristol is our nearest city.
Human Feature	A feature made by humans such as a bridge.
Physical Feature	A natural object such as a river.

### Key Vocabulary

Town	A group of houses, shops, schools and buildings. Nailsea is a town.
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# Science Glossaries

## What is a Science Glossary?

At the Whiteoak Academies we use glossaries to support the learning in our Science lessons.

## How do they help our children to 'Talk like a Scientist'?

Each glossary contains the new vocabulary that the children will be taught throughout the Science unit of work.

Each word is clearly defined in an age-appropriate way. By learning and understanding these terms, children are able to talk using increasingly complex subject-specific language...they are learning to 'Talk like a scientist'.

We recognise that new learning builds on prior learning and so all of the vocabulary we teach has been carefully mapped from Reception to Year 6. The words in the green box remind the children of their prior learning.

Please help the children to learn the words on the science glossary each term. Perhaps play a matching game with the words and definitions or encourage the children to redraw and label their own versions of the diagrams – remember using their memory, strengthens their memory!

Plants  
Year 2 - Summer 1

## Glossary

Talk like a scientist

Words you already know  
 Seed Bulb Stem Bud Petal Fruit Trunk Branch  
 Blossom Leaf Root Flower

Germinate	When a seed starts to grow into a plant.
Seedling	A young plant grown from a seed.
Mature Plant	A plant that has leaves, roots and a stem. If it is a flowering plant it will also have flowers.
Nurture	To care for something whilst it is growing.
Nutrients	These substances are needed by living things to grow and survive. Plants get nutrients from the soil and also make their own food in their leaves.
Conditions for Growth	The things a plant needs to grow healthily (light, water, nutrients, air, space and the correct temperature).

Conditions for growth:

Light

Gases from the air

Nutrients

Water

Room to grow

Correct temperature

Animals Including Humans  
Year 2 - Autumn 1

## Glossary

Talk like a scientist

Words you already know  
 Fish Amphibians Reptiles Birds Mammals Diet  
 Herbivore Omnivore Carnivore

Offspring	The child of an animal
Young	Offspring that has not reached adulthood
Adult	A fully grown animal or
Survive	
Air	
Food	
Exercise	
Hygiene	

Animals Including Humans  
Year 1 - Autumn

Talk like a scientist

Words you already know  
 Head Body Arms Hands Legs Feet Ears Eyes Mouth Nose

Senses	Taste, smell, touch, sight, hearing. There are 5 ways to experience your surroundings.
Fish	An animal that lives in water. It has fins for swimming and gills for breathing.
Amphibians	A small animal that lives on land and in water e.g. frog.
Reptiles	A cold blooded animal with scaly skin (e.g. snake) or hard tiles (e.g. turtle).
Birds	An animal with 2 wings, 2 feet and feathers.
Mammals	An animal with fur or hair on its skin. Mammal mothers produce milk to feed to their babies.
Diet	The food and drink eaten by an animal or human.
Carnivore	An animal that eats meat from other animals.
Herbivore	An animal that only eats plants.
Omnivore	An animal that eats both plants and meat from other animals.

For each new Science topic, children will have a science glossary.


This helps them to make links with previous learning – reminding them of vocabulary and content already studied.

It also introduces and explains the new vocabulary that will be key to their understanding of the concepts and processes under study.

Animals Including  
Humans  
Year 1 – Autumn

## Glossary

Talk like a scientist

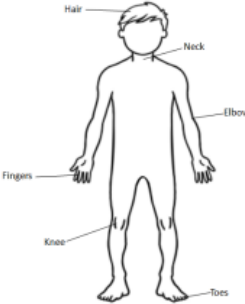



**Words you already know**

Head Body Arms Hands Legs Feet Ears Eyes Mouth Nose


Senses	Taste, smell, touch, sight, hearing. There are 5 ways to experience your surroundings.
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**The Human Body**






Face



Tongue



Teeth

# Enhanced Provision

- In Reception, the Early Years Foundation Stage promotes a 'Learning through play' approach..
- We have to transition from this into the Key Stage 1 curriculum.
- We have decided to implement an 'enhanced provision' approach
- Moving to whole class teaching, when appropriate
- Children will have the chance to consolidate their learning through exploration, and Invitations to play.
- It's a fantastic way for children to experiment and take risks without pressure.
- Greater opportunity to introduce new ideas and themes without 'formal teaching'





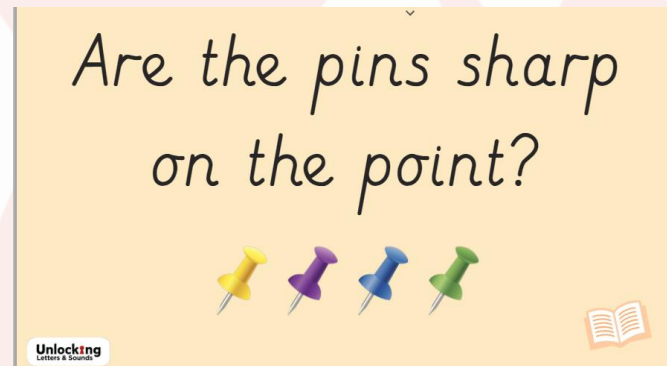
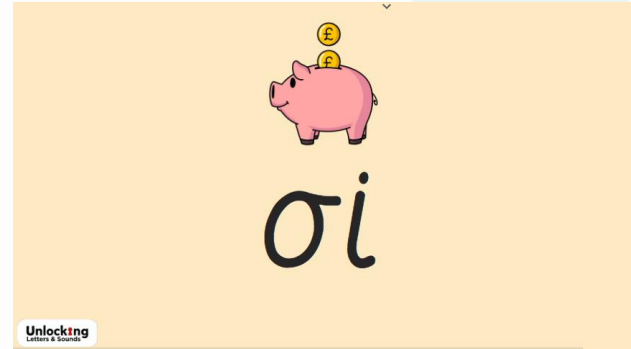
# Enhanced Provision



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## Unlocking Letters and Sounds

- We teach phonics daily.
- They learn new sounds, and how to orally blend and segment new words for reading and spelling.
- Phonics is crucial in giving children the ability to read, and is supported by home learning and common exception word practice.
- Phonics Screening Check – June 2024.







# Phonics



- Phoneme – a single spoken sound
- Grapheme – a letter or sequence of letters that represent a phoneme
- Blending – blending letter sounds together to read a word
- Segmenting – break the word down into phonemes to spell
- Common exception words (CEW) – words that contain one or more irregular or unusual letter sequences that the children do not yet know (key words)



# The Whiteoak Reading Spine



Year 1



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# The Importance of Reading



*“Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are often the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed – it’s that simple.”* Bali Rai, author



We ask that all children, regardless of age or ability, read aloud to an adult and share ideas about a text at least 4 times each week.

Please also continue to read to your child – even when they can read well themselves. This time together, sharing a story or non-fiction text, is a really powerful way of connecting, developing vocabulary and deepening their understanding of not only the book but the world around them.

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# Homework



## Overview of Homework

The table below aims to give clear guidance regarding the amount and type of homework usually expected:

Year Group	Reading	Maths	Retrieval Practice (Including Key Vocabulary)	Total Time (Per Week)
Reception	Daily & Phonics	Counting forwards and backwards in every day contexts and number formation		Up to 1 hour
Year 1	Daily & Phonics	Number facts & Numbots	Weekly	Up to 1 hour and 30 minutes
Year 2	Daily	Number facts & Numbots	Weekly	Up to 1 hour and 30 minutes
Year 3	Daily	Times Tables & TTRS	Weekly	Up to 1 hour and 30 minutes
Year 4	Daily	Times Tables & TTRS	Weekly	Up to 2 hours
Year 5	Daily	TTRS & targeted Maths	Weekly	Up to 2 hours
Year 6	Daily	TTRS & targeted Maths	Weekly	Up to 2 hours and 30 minutes

Specific details of homework expectations are detailed by the Class Teachers on the Class Pages of the website. As children develop and move through our family of schools, we also increase the amount of homework that we give.

Reading books, and reading for pleasure books are sent home on a Monday and changed on the following Monday. Children are expected to spend about an hour/ hour and a half on homework every week including:

Daily reading

Common exception words

Numbots practise (Log – in’s to follow)

Learning facts from their knowledge organisers and science glossaries

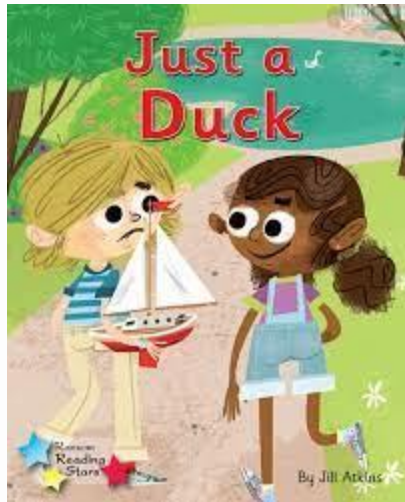
Poetry journals

Our school homework policy can be found in curriculum policies. Please let us know how your child is doing, especially if your child is experiencing any difficulties with the homework set. We are here to help!

- Please bring in **every day!** This is so we can record when we read in school, and also look at any messages from you (although you can also always Dojo).

Reading folders should contain...

- Decodable reading book matched to your child's phonetic knowledge, for your child to read to you.
- Reading book for pleasure from our Treasure Chest for you to share and read to your child.
- Common exception word sheet – for your child to learn to read by sight.
- Home Reading Record for you to record any reading done at home.

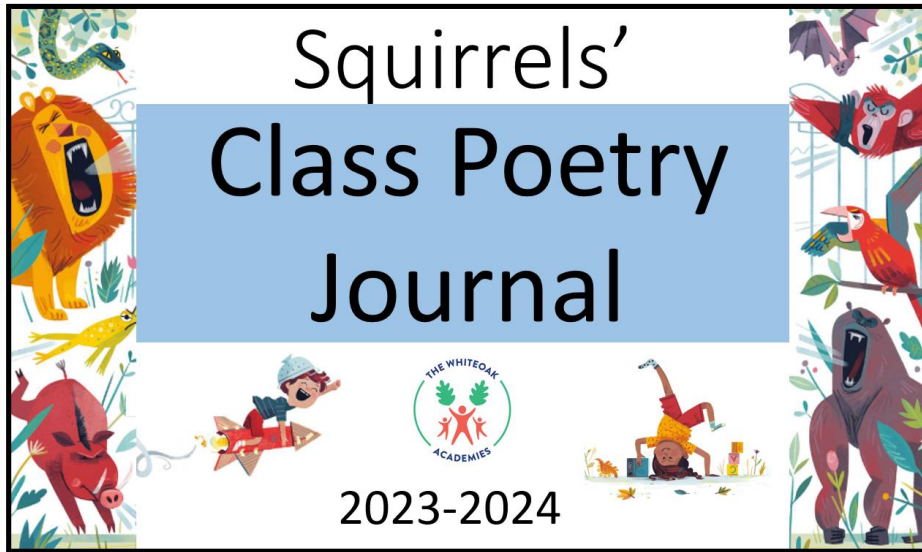


- Numbots – logins sent home shortly.
- Number play using *Numbots* – short bursts, 5-10 minutes, several times a week.
- (Goal of 20 minutes per week)
- Practical activities – cooking, noticing numbers around them, counting stairs (backwards!) etc.....





# Squirrels' Class Poetry Journal



Our class poetry journal will come home with a different class member each week. Please enjoy sharing the poetry anthology and support children as they respond to their favourite poem in the journal.

### Squirrels' Class Poetry Journal

*'Poetry provides the gateway for so many young readers and writers in their journey towards becoming literate; delighting, supporting and engaging children as they build a love of literature.'* (CLPE, 2020)

Welcome to our class Poetry Journal. Every week, one child from our class will bring home this journal inside a special bag. It will stay with you for a week. The bag also contains the poetry anthology that the Year 1 team have chosen especially for you to enjoy and the set of art materials listed here. Please help us to keep everything inside the bag so that it is ready for the next class member to enjoy with their family.



24 coloured pencils



Watercolour palette



### Home activities

Please take time to read the poems in the anthology to and with your child. Let them choose the ones that most appeal to them and re-read them several times together. There may be opportunities to join in or add actions ☺

One of the joys of poetry is that you don't have to read a complete collection. You can dip in and out, share a poem and let it linger, talk about a poem, perform it and let it inspire a response.

Each child will have a page in this poetry journal. This is a page where you can capture together your child's response to their favourite poem from the book - it doesn't matter if this is the same one as another child has chosen before.

Children might decide to:

- Write out their favourite line or verse and illustrate it by drawing and colouring pictures around it.
- Make a collage using magazine paper to capture an image or feeling that the poem creates.
- Capture the individual words that they loved the sound/feel of.
- Stick in photos if the poem inspired them to take a walk in nature, or produce a piece of music or stage a poetry performance to family members.
- Write a sentence about how the poem reminded them of a personal experience or made them feel.
- Make up a new line or verse of poetry.

Please don't feel any pressure to try to replicate or match what has been produced by other families. Make the page your own and remember that the most important outcome is that you have spent time together exploring and enjoying poetry ❤️



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# Love Reading 4 Kids



**Reading books changes lives.  
Now buying them can change lives too.**

Buy from our bookstore, get 10% off RRP's and 25% of the cover price will be given to a school of your choice to buy more books.

<https://www.lovereadings4kids.co.uk/school/37091>

Using the above link, you can access our school's LoveReading page. Here you will find lists of recommended texts for each Year group. These contain some of our Reading Spine books and other titles we know the children will love!

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# Last Reminders



- Please label all items of clothing, uniform, P.E kit, coats etc.
- Velcro shoes are helpful!
- Ensure children have the appropriate clothing for all weathers.
- Children can bring in a named water bottle, but do not need to bring in fruit for snack as this is provided.
- Trip to Weston Museum – Thursday 14<sup>th</sup> December TBC. Parent helpers welcome!
- Last day of term - Wednesday 20<sup>th</sup> December.