

Curriculum Mornings

Year 1

Date: 07.10.2024

Whittingham Primary Academy



Year 1 Team

| Staff Member | Role | Class |
|--------------|--------------------|----------------|
| Mr Odutolu | Class Teacher | Andersen Class |
| Ms Torner | Class Teacher | Browne Class |
| Mr Igwe | Teaching Assistant | |
| Miss Najai | Teaching Assistant | |
| Miss Ahmed | Teaching Assistant | |



Key Stage Phase Lead



| Staff Member | Role |
|--------------|---|
| Mr Odutolu | Assistant Principal DDSL Curriculum Lead Class Teacher |

School Values

These are values that will support your child in their learning and developing their sense of self.

Creativity

Ambition

Determination

Respect

Enthusiasm

Confidence

School Values

Character and values are an essential of our schools' hidden curriculum. Each week we focus on a different value that is explicitly taught and modelled to pupils so that they can see, learn and then demonstrate these values in their everyday experience.

This will support pupils to use these values during their time at school but also going beyond the primary school experience .

Creativity

Ambition

Determination

Respect

Enthusiasm

Confidence

Overview of the Curriculum

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|---|---|---|--|---|
| English | Developing Vocabulary and Sentences | Developing Narrative Structure | Innovating Narratives | Writing A Report | Writing Wonderful Instructions | Letters for Max |
| Maths | White Rose Hub | | | | | |
| Science | Plants | Seasonal changes | Everyday materials | Consolidation and review | Animals | Humans |
| Geography | | Here I am | | There you are | | Where you are |
| History | Family History | | Homes | | History of Transport | |
| Art & Design | I am an Artist | | Paper Sculpture | | Natural World | |
| D.T. | | Cooking and Nutrition | | Structures: Static Structures | | Mechanisms |
| P.E. | Fundamentals Sending and receiving | Striking and field games Net and wall games | Ball skills Athletics | Target games Yoga | Dance fitness | Gymnastics Team building |
| Computing | Online Safety & Exploring Purple Mash Grouping and sorting | Pictograms Lego Builders | Maze Explorers | Animated Story Books | Coding | Spread sheets Technology outside school |
| Music | Introducing Beat | Adding Rhythm and Pitch | Introducing Tempo and Dynamics | Combining Pulse, Rhythm and Pitch | Having Fun with Improvisation | Explore Sound and Create a Story |
| R.E. | How do people show they belong? | Why does Christmas matter to Christians? | Who made the world? | What questions does the story of creation make us ask? | Why are symbols and artefacts important to Jewish families during Shabbat? | How do Christians show God is important to them? |
| PSHCE and RSE | Caring Friendships Keeping/Staying Safe: Road Safety | Relationships /Friendships Keeping /Staying Healthy: Washing Hands | Safety/Online Safety Relationships: Friendship | Computer safety Online bullying Being Responsible: Water Spillage | People Who Care for Me Feelings and emotions | Feelings and emotions : Jealousy Hazard Watch |

Schemes used to support Teaching and Learning.



| Subject | Scheme |
|--|----------------------------|
| English, Science, History, Geography, Art & Design, DT, RE | United Learning Curriculum |
| Maths | White Rose Curriculum |
| Phonics | Read write inc |
| Computing | Purple Mash |
| Music | Charanga |
| PE | Get set 4 PE |
| PHSE and RSE | 1Decision |
| MFL | Language Angels |

We adapt our curriculum and deliver lessons to meet the needs of all of our pupils.

Long Term Plans

Writing Overview: Year 1



| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|--|---|---|--|--|--------|--|---|--|---|---------|
| Autumn | Poetry: Poems to Perform - Julia Donaldson | Retelling Narrative: The Lonely Beast – Chris Judge | | Developing Description: Lost in the Toy Museum – David Lucas | | | Developing Sentence Structure: Little Red / Rapunzel- Bethan Woolvin | Character and Plot: Beegu – Alexis Deacon | | Writing about Real Life: The Big Book of the UK – Imogen Russell Williams | |
| Spring | Developing Narrative Structure: Stanley's Stick – John Hegley | | Writing to Inform: Look Up! – Nathan Byron | | Developing Punctuation: Traction Man is Here – Mini Grey Daydreams and Jellybeans - Alex Wharton & Katy Riddell | | Fairy Tales: Mixed Up Fairy Tales - Hilary Robinson & Nick Sharratt Billy and the Beast - Nadia Shireen | | | Persuasion: Here We Are – Oliver Jeffers | |
| Summer | Creating Descriptions: Journey - Aaron Becker Out & About: The First Book of Poems - Shirley Hughes | | Recounts: Nimesh the Adventurer – Ranjit Singh On the Way Home – Jill Murphy | | Fact Files: Ada Twist, Scientist/ Iggy Peck, Architect/ Rosie Revere, Engineer – Andrea Beaty | | Writing Letters: Where the Wild Things Are – Maurice Sendak | | Instruction s: The Cook & The King – Julia Donaldson | Writing about Real Events: All About Year 1! Meesha Makes Friends – Tom Percival | |



United Curriculum: History



| | N3-4 | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|---|---|--|---|---|--|---|---|
| Autumn | Marvellous Me & Look at Me [Aut1] Talking about family members and family routines, and exploring how children have changed since they were babies | Me and my world [Aut1] Talking about different family members and their roles in more depth My heroes [Aut1] Comparing heroic characters from the past and present | My family history [Aut 2] An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory | Local history: community & family Using primary and secondary sources to learn how our local community has changed over time. | European history: Prehistoric Britain [Aut 2] How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age | North American history: Ancient Maya Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians | European history: Ancient Rome The development of the Roman Empire, how it changed over time, and how these changes affected people differently | European history: Settlement by Anglo-Saxons [Aut 1] Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons |
| Spring | On the move [Spr1] Exploring occupations related to transport On the farm [Spr2] Exploring occupations related to farming | Castles, knights and dragons [Spr1] Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens | How did people travel in the past? The development of transport by land, sea, air and space and the roles of key individuals | Great Fire of London [Spr 2] Life in London 1660s, and the causes and effects of the Great Fire of London | African history: Ancient Egypt The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire | Asian history: Early Islamic Civilisation The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology | European history: Roman Empire in Britain The Roman conquest of Britain, and how the Romans maintained power in Britannia | European history: Viking age [Spr 2] Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation |
| Summer | | Where we live [Sum1] Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults | Where did people live in the past? How homes looked different in the past, using pictures and videos | Comparison of explorers The similarities and differences between the lives of Sacagawea and Michael Collins | European history: Ancient Greece [Sum 2] The contributions made by the city-states of Ancient Greece, and how these influence our lives today | European history: Local History Why is [X] famous today? How has [local feature] been important in our community? How has migration shaped our | Global history: Quest for knowledge [Sum 2] An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge | Global history: Power, empire and democracy A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today |

United Curriculum: Geography



| | N3-4 | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|---|---|---|--|--|---|--|---|
| Autumn | Marvellous Me / Look at Me The house and street I live on It's getting cold / Bears Weather and habitats around the world Polar express / Special days Polar habitats | | Here I am [Aut 1] Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork | Mini Mappers Studying the human and physical geography of the local area with an introduction to scale and fieldwork | United Kingdom [Aut 1] Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in one region | Brazil Locating lines of longitude and latitude; understanding Brazil's physical features and climate, and its human settlements | Investigating world trade Understanding the distribution of the world's natural resources and these are traded between places across the world | Improving the environment [Aut 2] Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment |
| Spring | | Spring in our step Weather and wildlife in winter and spring | Where we are Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features | Hot and cold deserts [Spr 1] Locating hot and cold deserts, and identifying common physical and human features | Investigating mountains and volcanoes Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere | Tropical rainforests Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest) | Investigating water Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn | On the move [Spr 1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK |
| Summer | All creatures great and small 1 / 2 Animals that live in grassland and tropical rainforest habitats, and locating these on a globe | Where we live Picture maps and plan views, simple human and physical features Science detectives Comparing our community with settlements in Kenya | There you are Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya | Rivers, seas and oceans Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas | Looking at Europe [Sum 1] Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas | Earthquakes and human settlements Understanding why earthquakes take place and what effects they had in Haiti and Japan | Climate across the world [Sum 1] Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming | I am a geographer Posing questions, completing fieldwork and presenting a geographical investigation |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|---|--|--|--|---|--|
| Autumn | I Am An Artist [Aut1] Introducing sketchbooks, experimenting with mark-making and learning about primary colours. Paul Klee Piet Mondrian Wassily Kandinsky | Our School [Aut1] Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. Zaha Hadid The Boyle Family | Why Do We Make Art? [Aut2] Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective. Satoshi Kitamura Pablo Picasso History | Pattern & Pumpkins [Aut1] Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap. Yayoi Kusama | Illustration & Narrative Art [Aut1] Developing a visual response to a text, creating digital art. Raphael, Leonardo, Michelangelo Marjane Satrapi, Mel Treginning English | Recycled Materials Installation [Aut2] Using plastic waste to create an installation. Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katharine Harvey Geography, Science |
| Spring | Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. Charles McGee | Colour and Tone [Spr1] Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period. Emily Haworth-Booth Pablo Picasso English | Clay Fairy Tales Using clay to produce a collaborative visual representation of a fairy tale crime. Anthony Browne Quentin Blake English | Watercolour Tropical Rainforest Exploring use of watercolours to create a collaged response to the work of artists studied. Abel Rodriguez Henri Rousseau Henri Matisse Geography | Journeys [Spr1] Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes. Richard Long, Frida Kahlo, Lubaina Himid English | Displacement / Challenges [Spr2] Looking at the work of artists who have been refugees or have produced art in different circumstances. Pissarro, Wiltshire, Schwitters, Kerr Geography |
| Summer | The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours. Leonardo Da Vinci Claude Monet Frances Hatch | Painting Water Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. Katsushika Hokusai David Hockney Claude Monet Geography | Mythology [Sum2] Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary. Raphael Van Gogh Frank Auerbach, Chris Ofili History | My Favourite Things [Sum1] Looking at objects from the British Museum using <i>This or That</i> by Goodhart. Drawing a still life based on personal possessions. Pippa Goodhart Joseph Cornell English | Pattern & Sculpture Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. Mark Hearld Jackie Morris | Art & Identity [Sum2] Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition. Yinka Shonibare Sonia Boyce [History] |

United Curriculum: Science



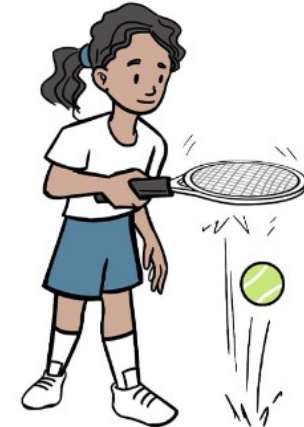
| | N3-4 | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|--|--|--|--|--|--|---|--|
| Autumn 1 | It's getting cold outside / Bears Weather where we live, habitats where bears live | | BIOLOGY Plants Identifying and naming common plants and describing basic structures | BIOLOGY Plant growth Plants grow from seeds, and require water, light and a suitable temperature | CHEMISTRY Rocks Comparisons of types of rocks and how fossils are formed | BIOLOGY Classifying organisms Introduction to classifying animals and their environment | CHEMISTRY Separating mixtures Identifying and separating mixtures; reversible and non-reversible changes | PHYSICS Electricity Investigating variations in series and parallel circuits, and how electricity is generated |
| Autumn 2 | Polar express / Special days Melting and freezing; natural and artificial materials | | BIOLOGY / PHYSICS Seasonal changes Observing changes across four seasons and describing associated weather | BIOLOGY Needs of animals Animals need water, food and air to survive and to have offspring | PHYSICS Light Relationship between light and how we see; the formation of shadows | BIOLOGY Food & digestion The human digestive system and simple food chains | BIO / CHEM / PHYSICS Energy Introducing the concept of energy stores and energy transfers; relate this to prior knowledge | BIOLOGY Evolution Fossils; introduction to the idea that adaptation may lead to evolution |
| Spring 1 | On the Move / Toys Exploring pushes, pulls and magnets | | CHEMISTRY Everyday materials Distinguishing objects from their material, and describing simple properties | CHEMISTRY Uses of materials Comparisons of an object's material with its use; impact of bending, twisting on solid objects | BIOLOGY Organisms The role of muscles and skeletons; the importance of nutrients | CHEMISTRY Particle model and states of matter States of matter in relation to particle arrangement | BIOLOGY Life cycles Life cycles of a mammal, amphibian, insect, bird, and some reproduction processes | PHYSICS Light How light travels and is reflected, and how this allows us to see |
| Spring 2 | On the Farm / Food Glorious Food Life cycles of farm animals and plants | Spring in our step Wildlife and weather in spring and winter; habitats around our school | Consolidation and review | BIOLOGY Living things & habitats Introduction to habitats, micro-habitats, and simple food chains | BIOLOGY Plants Features of flowering plants and what they need to survive | PHYSICS Sounds Relationship between strength of vibrations and volume of sound | BIOLOGY Human development Human development to old age | BIOLOGY Further classification Further classification of organisms based on characteristics |
| Summer 1 | Once upon a time 1 / 2 Properties of materials and exploring mixtures | | BIOLOGY Animals Naming reptiles, fish, amphibians, birds and mammals; carnivores, herbivores, omnivores | CHEMISTRY Solids, liquids and gases How the same substances can exist as solids, liquids and gases | PHYSICS Forces & motion Introducing pushes and pulls; opposing forces, and balanced forces | PHYSICS Electricity Simple series circuits | PHYSICS Forces Gravity, air and water resistance and friction; introduction to pulleys | BIOLOGY Functions of the human body Human circulatory system; transport of nutrients within the body |
| Summer 2 | All creatures great and small 1 / 2 Life cycles of animals in trop. rainforests, sea, and grasslands | Science detectives Properties of materials and habitats around the world | BIOLOGY Humans Human body parts and senses | Consolidation and review | PHYSICS Magnetism Contact and non-contact forces, including friction and magnetism | CHEMISTRY Properties of materials Considering physical and chemical properties | PHYSICS Earth and space Movements of planets and the Moon, and relationship to day and night | CHEMISTRY Physical and chemical changes Identifying physical and chemical changes |

Physical Education

- Andersen has PE on Tuesday and Thursday.
- Browne has PE on Tuesday and Thursday.
- PE lessons will take place in the small hall or the playground.
- Pupils receive two lessons weekly, one skills based and the other games based.



Get Set 4
Education



Get Set 4 PE

SRE in Year 1

Suggested for years 1

5-8 Resources

KEEPING/STAYING SAFE

Assessment - Baseline
Road Safety

KEEPING/STAYING HEALTHY

Assessment - Baseline
Washing Hands

RELATIONSHIPS

Assessment - Baseline
Friendship

BEING RESPONSIBLE

Assessment - Baseline
Water Spillage

FEELINGS AND EMOTIONS

Assessment - Baseline
Jealousy

COMPUTER SAFETY

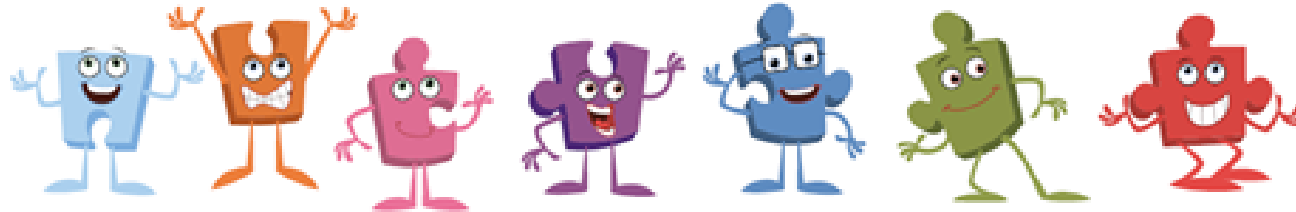
Assessment - Baseline
Online Bullying



HAZARD WATCH

This module is suggested for years 1-3 and can be delivered where suitable

Assessment - Baseline • Is it safe to eat or drink? • Is it safe to play with?
Assessment - Summative



Long Term Plans

| PSHCE | Caring Friendships Keeping/Staying Safe: Road Safety | Relationships /Friendships Keeping /Staying Healthy: Washing Hands | Safety/Online Safety Relationships: Friendship | Computer safety Online bullying Being Responsible: Water Spillage | People Who Care for Me Feelings and emotions | Feelings and emotions/Jealousy Hazard Watch |
|-------|---|--|--|--|--|--|
| | <ul style="list-style-type: none"> -Understood healthy/unhealthy relationship and what they <u>looks</u> like. -Know what to do if I am getting bullied or teased in a hurtful way. -Understand road safety -Develop road sense Explore real life scenario | <ul style="list-style-type: none"> -Understand how to be a good friend -Recognise thoughtful and kind behaviour -How to care about other people's feelings -Looking at other <u>peoples</u> point of view Germ and how they may spread How to prevent spread | <ul style="list-style-type: none"> - Recognise and understand the rules that keep you safe in familiar and unfamiliar places. -Discuss ways of keeping safe at school and outside of school. -Learn who to speak to if you feel unsafe and what to do if you feel unsafe -Recognise and name a range of feelings -Caring about others -How to be a good friend | <ul style="list-style-type: none"> -How your online activity can affect others -Identify the positives and negatives of using technology -Who and how to ask for help -Recognise kind and unkind comments -importance of preventing accidents -Recognise responsible and irresponsible actions | <ul style="list-style-type: none"> -Recognise and understand the rules that keep you safe in familiar and unfamiliar places. -Discuss ways of keeping safe at school and outside of school. -Learn who to speak to if you feel unsafe and what to do if you feel unsafe -be able to recognise and name emotions and their physical effects | <ul style="list-style-type: none"> -Recognise and name emotions and their physical effects -Pleasant and unpleasant emotions -Learn a range of skills for coping with unpleasant uncomfortable emotions -Understand how online activity can affect others Be able to recognise negative aspects of using technology |



Long Term Plans

| Computing – Purple Mash | Online Safety & Exploring Purple Mash Grouping and sorting | Pictograms Lego Builders | Maze Explorers | Animated Story Books | Coding | Spread sheets Technology outside school |
|-------------------------|--|--|---|--|---|---|
| | <p>-Pupils are beginning to develop an understanding of ownership of work online.</p> <p>-Pupils can search Purple Mash to find resources.</p> <p>-Pupils will be confident with the functionality of the icons in the topic templates.</p> <p>-To sort items using a range of criteria.</p> | <p>. To understand that data can be represented in picture format.</p> <p>Pupils can discuss what the pictogram shows.</p> <p>-Pupils can represent the results as a pictogram.</p> <p>-Pupils know that to achieve the effect they want</p> <p>-when building something, they need <u>to follow</u> accurate instructions.</p> <p>- Pupils can follow instructions in a computer program.</p> <p>-Pupils know that computers need precise instructions to follow.</p> | <p>. Pupils know how to create a simple algorithm.</p> <p>Pupils know how to debug their algorithm.</p> <p>Pupils can use the additional direction keys to create a new algorithm.</p> <p>Pupils can challenge themselves by using the longer algorithm to complete challenge</p> | <p>Pupils can add a sound to the page</p> <p>Pupils can add voice recording to the page.</p> <p>Pupils can create music for a page.</p> <p>Pupils can enhance the features of an ebook by adding additional pages and animations.</p> | <p>-Pupils know that for the computer to make something happen, it needs to follow clear instructions.</p> <p>-Pupils can design a simple program and then create the program using 2Code.</p> <p>-Pupils can write a program that controls how a character will move.</p> <p>-Pupils can program a sound to play when objects collide.</p> | <p>-Pupils can navigate around a spreadsheet.</p> <p>- Pupils can explain what rows and columns are.</p> <p>-Pupils can save and open sheets.</p> <p>-Pupils can enter data into cells.</p> <p>- Pupils can use a spreadsheet to help work out a fair way to share items.</p> |

Long Term Plans

| | | | | | | |
|------|--|--|--|---|---|--|
| R.E. | <p>How do people show they belong?</p> <ul style="list-style-type: none"> -Recognise that people look at the world in different ways. -Recognise that people choose to belong to different groups. Some people choose to belong to a religion. -Link that Christian and Jewish people use symbols, <u>artefacts</u> and actions to show they belong. | <p>Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> -Link the story of the Nativity with Christianity. -Understand that Christians believe Jesus was a special baby, the incarnation of God. -Recognise that Christians show how important Christmas is by getting ready during Advent. | <p>Who made the world?</p> <ul style="list-style-type: none"> -Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. -Connect that the story teaches Christians and Jewish people that they have a responsibility to look after God's creation. -Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes. | <p>What questions does the story of creation make us ask? Can we find any answers?</p> <ul style="list-style-type: none"> -Can think about whether the Genesis story of Creation makes sense. -Ask questions about things that are puzzling. -Look for answers to questions about belief about where the world came from. -Question if stories are real or made up and link with what people might learn from a story. | <p>Why are symbols and artefacts important to Jewish families during Shabbat?</p> <ul style="list-style-type: none"> -Recognise that people look at the world in different ways. -Link that many Jewish people remember the story of creation by resting on the 7th day. -Recognise that Jewish families celebrate Shabbat in diverse ways. -Link artefacts, <u>words</u> and practices during Shabbat as a way of expressing belief and belonging. | <p>How do Christians show God is important to them?</p> <ul style="list-style-type: none"> -Recognise that people look at the world in different ways. -Recognise how Christians express God's importance in their lives. -Use vocabulary of Prayer, Praise and Worship and recognise these are shown in different ways. |
|------|--|--|--|---|---|--|

Phonics

The way Read Write Inc is the phonics scheme of work used at Whittingham. We teach sounds, children practise reading and spelling words containing these sounds , then we give children decodable books containing sounds and words they can read. The programme ensures that children quickly become confident and independent readers.



They read each Storybook each day at school and again with you at home. On each reading, children's fluency increases and the more they can focus on what the story is about. Children also learn to spell the words they have been reading and develop their ideas into sentences so that they can write about the storybooks they read. Alongside this we read stories to children: stories they cannot yet read for themselves. Our aim is for children to finish the RWI Phonics programme quickly so they can start reading these books for themselves independently.

English alphabetic code

- 44 sounds
- Over 150+ graphemes
- One of the most complex alphabetic codes in the world.

Consonant sounds – stretchy

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|----|----|----|----|----|----|---|---|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| ph | le | mb | kn | wr | se | | s | ci | | nk |

Consonant sounds – bouncy

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----|---|---|---|---|----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| | k | | | | | | | | | | | |

Vowel sounds – bouncy

| | | | | | | | | |
|---|---|---|---|---|----|----|-----|----|
| a | e | i | o | u | ay | ee | igh | ow |
|---|---|---|---|---|----|----|-----|----|

Vowel sounds – stretchy

Vowel sounds – stretchy

| | | | | | | | |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

Consonant sounds

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
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Vowel sounds

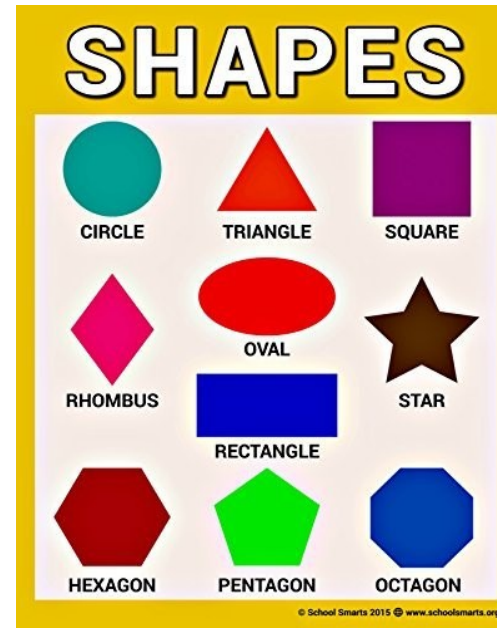
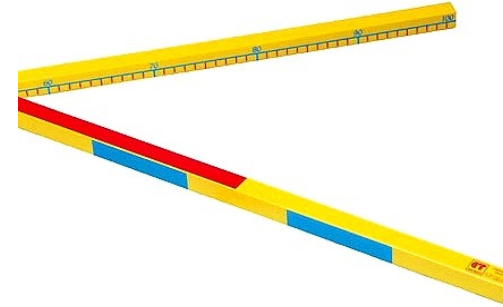
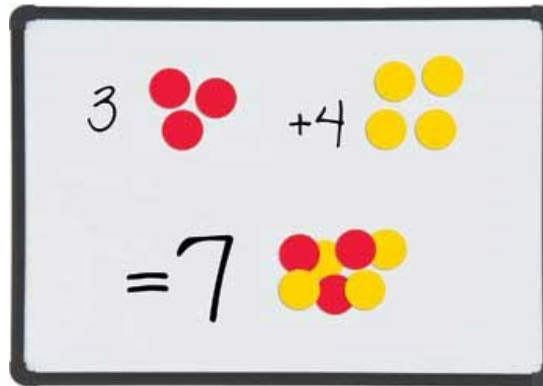
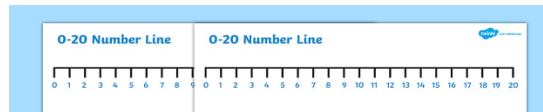
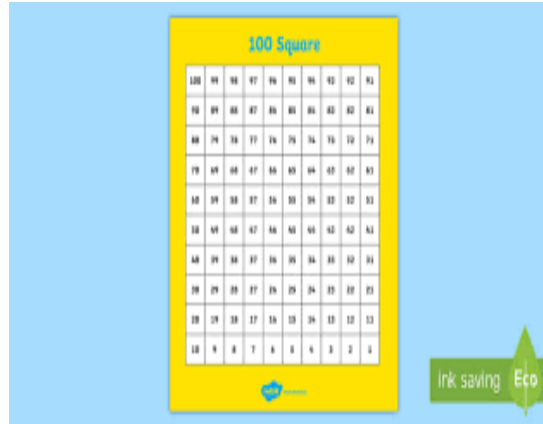
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| | | | au | | | | | | | |

Visual and concrete resources to use in maths



ONE-TO-ONE CORRESPONDENCE



Maths

- **Number - number and place value**
 - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
 - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
 - given a number, identify 1 more and 1 less
 - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
 - read and write numbers from 1 to 20 in numerals and words
- **Number - addition and subtraction**
 - read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
 - represent and use number bonds and related subtraction facts within 20
 - add and subtract one-digit and two-digit numbers to 20, including 0
 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
- **Number - multiplication and division**
 - solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Maths

- **Number - fractions**

recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity

recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

- **compare, describe and solve practical problems for:**

lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

mass/weight [for example, heavy/light, heavier than, lighter than]

capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

time [for example, quicker, slower, earlier, later]

- **measure and begin to record the following:**

lengths and heights

mass/weight

capacity and volume

time (hours, minutes, seconds)

recognise and know the value of different denominations of coins and notes

sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

recognise and use language relating to dates, including days of the week, weeks, months and years

tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

•Geometry - properties of shapes

recognise and name common 2-D and 3-D shapes, including:

2-D shapes [for example, rectangles (including squares), circles and triangles]

3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Geometry - position and direction

Pupils should be taught to:

describe position, direction and movement, including whole, half, quarter and three-quarter turns

English - Grammar

Grammar & punctuation in Year 1 (age 5–6)

In Year 1, your child will learn to:

- Leave spaces between words
- Put words together to make sentences
- Join words and clauses using *and*
- Use capital letters, full stops, question marks, and exclamation marks
- Use capital letters for names and use *I* properly
- Turn words into plurals using -s or -es
- Adding suffixes to verbs without changing the root word, for example *helping, helped, helper*
- Using the prefix *un-* to change the meaning of verbs and adjectives, for example unkind and unclear
- Putting sentences together to write short stories or anecdotes

Writing in Year 1 (age 5–6)

In Year 1, your child will learn:

- to write simple sentences
- to say a sentence out loud before writing it down
- to put sentences into the right order to tell a short story
- to re-read what they have written to check that it makes sense
- to talk about their writing with their teacher or classmates
- to read their writing out loud to their teacher or the class

Educational Visits

All year groups have planned their educational visits for each term and are in the process of booking these visits.

Curriculum Weeks – Whittingham Masterchef

- This will involve the students learning different skills and eventually be able to cook a meal for themselves. This will incorporate, English, maths, science and DT.



MasterChef



The Great
Whittingham
Bake-Off

Reading Journal Expectations

- Although Homework may not be as impactful at primary level, one thing that parents can do to help support pupils at home is to ensure that they read each night and hear them read.
- **Learning to read**
Teaching our children to read will provide them with the key skills they need to access the rest of the curriculum as well as impact massively on their self-esteem and future life chances.
Being able to decode a text alone though is not enough. Children need to understand what they are reading and need to be taught key comprehension skills from an early age. We know that good readers question, check and engage with their own understanding and these are some of the skills we seek to develop.
- **Reading at home and reading for pleasure**
Most importantly of all, in all year groups, we encourage children to be reading at home every night. Sharing a book together with your child gives you the opportunity to escape into another world with your child and can be bonding and relaxing. Reading for pleasure will help develop your child's vocabulary, communication, empathy, imagination and concentration. Whether this is sharing books by reading together (when children are in Nursery, Reception, Years 1, 2 and 3 this is crucial) or beginning to read more independently, we advise that all children read for at least 10 minutes a day. Ideally, 20 minutes a day would be the most beneficial.
- Reading for just 20 minutes a day = 1.8 million words a year!

Reading Journal Expectations

- Although Homework may not be as impactful at primary level, one thing that parents can do to help support pupils at home is to ensure that they read each night and hear them read.
- Once a child is reading independently, they still need to be able to retell their texts coherently and confidently to a parent/carer using book vocabulary and answer questions about what they are reading.
- Reading records**
Every child is provided with a reading record to record what they have been reading. It also provides an opportunity for parents/carers to comment on their child's reading. When parents/carers sign that they have listened to their child read this indicates to teaching staff that the child is ready for new books to be sent home.

| | Daily |
|-----------|--|
| Nursery | Be read to by an adult at home |
| Reception | Be read to by an adult at home and Reading for 5 minutes |
| Year 1 | Reading for 10 minutes |
| Year 2 | Reading for 10 minutes |
| Year 3 | Reading for 15 minutes |
| Year 4 | Reading for 20 minutes |
| Year 5 | Reading for 20 minutes everyday |
| Year 6 | Reading for 20 minutes everyday |

Social media

Mrs Romuzga @MrsRomuzgaWHA · 13h

Coelho had a great time taking part in African dance workshop. Thank you
[@MissAleynaWHA](#) [@MrOdutolu](#)



Whittingham Primary Academy and Courtney Thompson



Courtney Thompson @MissThompsonWHA · 6h

Parents and carers, don't forget the deadline for pupil submissions for the
[@UnitedLearning](#) Christmas Card competition is Monday 17th at 9am! The
competition is open to all children and further information can be found in
the letter sent to you on October 4th. [@WhittinghamWHA](#)



Homework

- In Autumn 2, pupils will receive a grid of homework tasks which will be set every half term. It will include with many opportunities to choose different tasks linked to our school curriculum and each task can be completed weekly.
- This will be acknowledged by the teacher weekly and is an opportunity for pupils to share with their teacher and class what they have been learning at home and support their learning in school.
- This can also be used as a way of showcasing and promoting the school values.

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Parental Support

- Partnership with parents and carers is vital.
- From Autumn 2, we will have:
 - Weekly reading mornings
 - Additional workshops with varied topics across the curriculum
- This will support you and your child to know what the provision in school looks like and further support you to help your child at home.

Partnership with Parents

- Key to successful time in school:
- Parents evenings
- Reports
- Sharing information
- Working together



Expectations

- Attendance- every day matters!
- Children wear correct school uniform and smart school shoes
- Children wear correct PE kit
- Children read for 10 minutes each day at home
- Parents write a comment in reading books as this will be monitored
- Children display high standards of behaviour around the school

Question Time ...

