



# Meet The Teacher Year 1

September 2023



# Staff

## 1RW

Mrs Walter (Monday, Tuesday Wednesday)

Ms Robbins (Wednesday, Thursday, Friday)

Mrs O'Malley (Monday, Tuesday and Wednesday)

## 1AW

Miss Wetters

Mrs Clayworth

# Schools Rules

- **Be Kind** - linking into the value for this half term of kindness.
- **Be Safe** - an on-going theme, but we will also be looking at online safety.
- **Be Respectful** - on-going.

## Recognition Board

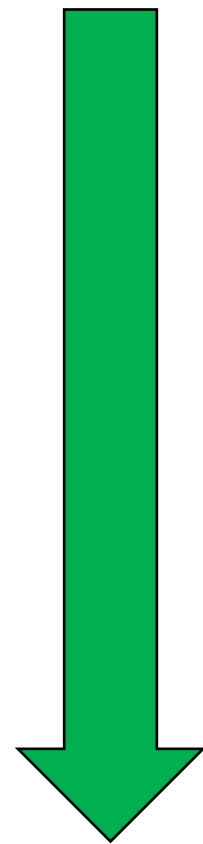
You can get on the recognition board in the classroom by showing outstanding behaviours or learning.

Legendary Lines  
Fantastic Walking  
Tremendous Transition

# When we go **over and above**, we can expect...

- ★ Praise from our teacher.
- ★ Applause from our classmates.
- ★ To earn a House Point.
- ★ To lead the class to assembly.
- ★ Extra break or lunch time.
- ★ A note or call home.
- ★ Choose an activity or lesson.
- ★ Recognition board.
- ★ Share your achievement with Ms Lippa, Miss Golding or another teacher.
- ★ **To feel good about yourself.**

Sometimes we do not make good choices.  
At Bowmansgreen, we are always given a chance to change.  
When we do not make a good choice, we can expect...



Reminder

Warning

Last chance

Consequence

# School Values

Autumn 1 <b>Kindness</b>	Spring 1 <b>Friendship</b>	Summer 1 <b>Truth and Honesty</b>
Autumn 2 <b>Respect</b>	Spring 2 <b>Courage and Determination</b>	Summer 2 <b>Trust</b>



# Timetable

## Morning

Starter activity

Phonics

English

Daily assembly

Maths

## Afternoon

Shared reading

Handwriting

Theme learning (including PE, PSHE, RE, Music, Art/DT, History, Geography and Science)

Daily whole class story



# PE

Kit to be brought into school on a **Monday** and taken home on a **Friday** when necessary.

Pupils must have trainers for PE.

Sometimes, PE will be outside, so please send children in with jumpers and tracksuit bottoms.



# Our focus on developing positive learning behaviour



- Building Independence
- Challenging ourselves
- Learning from good mistakes
- School Rules
- Listening skills
- Communication
- Participation in learning
- Using classroom resources

# Curriculum

## Reading

Your child will learn how to read during daily phonics and shared reading sessions.

# Phonics Terminology

- **Phoneme** – the smallest unit of sound in a word - s a t p i n
- **Grapheme** – a letter or group of letters that represent a phoneme - s ai ear a-e
- **GPC** (*grapheme-phoneme correspondent*) - The relationship of the phoneme and the grapheme that represents it and vice versa.
- **CEW / Red words** (*common expectation word*) - a group of words that appear commonly in both texts and spoken language, but which can't be decoded using normal phonics rules.
- **Blending** – merging the individual phonemes together to read a word all the way through. Children should sound out each phoneme, not the letter when reading unfamiliar words. To hear the separate sounds /sh/ ... /ee/ ... /p/ and to 'glue them together' to say the word 'sheep'.
- **Segmenting** – the opposite skill to blending. It involves breaking down a word into component phonemes. To hear the word 'fish' and say the phonemes /f/ /i/ /sh/.

# Phonics Terminology



- **Digraphs** – two letters representing one phoneme **sh ff ai oo**
- **Consonant digraphs** – **ll ss ff zz ng**
- **Vowel digraphs** - **ai ey ea ow oo**
- **Split Vowel digraphs** - **a-e e-e i-e o-e u-e** - *cake even fine home cute*
- **Trigraphs** - three letters making one phoneme: **ear air ure igh**

# FFT Phonics Lessons

- Each child will learn the alphabet and how to write letters in upper and lower case before beginning to write simple words and then sentences.
- In each daily phonics lesson, your child will spend time revisiting previously taught phonemes and graphemes to ensure they consolidate their prior learning.
- They will then be introduced to new content, such as new phonemes and graphemes, through teacher led activities designed to help them orally blend, segment and read words and then sentences.

# Lesson structure

- Review previously learnt GPCs
- Teach new GPC
- Practice new GPC
- Apply new GPC



# Reading Record and Phonics Log

Every child is expected to read 5 times a week at home.

Please read each book twice.

The skills learnt in school can be practiced at home. We want children to enjoy reading and sharing books with you!

Please use the reading strategies within your Reading Record.

e.g. Well done for pointing at each word. Remember to use phonics first and sound out the letters.



# Reading Books

- Library Book
- Colour Banded Book
- Phonics Book

Please ensure you bring these in every day in your child's pack.



# Curriculum

## Writing Skills

- By the end of Year 1 words need to be written in a phonetically plausible way.

Year 1
Working towards the expected standard
The pupil can, after discussion with the teacher: <ul style="list-style-type: none"><li>• say out loud what they are going to write about</li><li>• write a single sentence demarcated with capital letters and full stops</li><li>• segment many spoken words into phonemes and represent these by graphemes</li><li>• spell some common exception words*</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• recognise where spaces between words have been missed.</li></ul>

Year 1
Working at the expected standard
The pupil can, after discussion with the teacher: <ul style="list-style-type: none"><li>• read own writing aloud clearly for others to hear and discuss</li><li>• orally rehearse sentences and sequence them to form short narratives</li><li>• join words and clauses with the conjunction 'and'</li><li>• use past, present and future accurately in speech and begin to incorporate these in their writing</li><li>• demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>• spell some Y1 common exception words* and the days of the week</li><li>• segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way</li><li>• form many letters and digits correctly, with some difference between upper and lower-case letters</li><li>• use spaces between words.</li></ul>

Year 1
Working at greater depth within the expected standard
The pupil can, after discussion with the teacher: <ul style="list-style-type: none"><li>• begin to write effectively and coherently for different purposes</li><li>• join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because)</li><li>• use capital letters and full stops mostly correctly</li><li>• spell most Y1 common exception* words accurately and make phonically-plausible attempts at spelling unfamiliar words</li><li>• form most letters correctly.</li></ul>

\*These are detailed in the word list in the exemplar, Appendix 1 to the national curriculum (English Appendix 1)

# Curriculum

## Maths

### Year 1 programme of study (statutory requirements)

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Geometry: position and direction
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>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</li> <li>read and write numbers from 1 to 20 in numerals and words</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</li> <li>mass / weight (for example, heavy/light, heavier than, lighter than)</li> <li>capacity and volume (full/empty, more than, less than, half, half full, quarter)</li> <li>time (quicker, slower, earlier, later)</li> </ul> </li> <li>measure and begin to record the following:               <ul style="list-style-type: none"> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> <li>time (hours, minutes, seconds)</li> </ul> </li> <li>recognise and know the value of different denominations of coins and notes</li> <li>sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including:               <ul style="list-style-type: none"> <li>2-D shapes (for example, rectangles (including squares), circles and triangles)</li> <li>3-D shapes (for example, cuboids (including cubes), pyramids and spheres)</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>

# Skills



- Year 1 - Maths skills are those **that involve making calculations of amounts, sizes or other measurements.**
- Core concepts like addition, subtraction, multiplication and sharing providing a foundation for learning and using more advanced mathematical concepts such as reasoning with correct terminology.

# Wider Curriculum – Autumn Term

- **Science** – Animals, including humans
  - Identifying, naming and labelling body parts of humans.*
  - Identifying, naming and describing animals.*
- **PSHE** – Being Me In My World
  - Celebrating Difference
- **RE** – What should we be thankful for?
  - Why is light such an important symbol?
- **PE** – Gymnastics
  - Games – Fundamental Skills – Throwing and Catching (Hands)
  - Dance
  - Games – Fundamental Skills – Dribbling and Passing (Feet)
- **Music** – Sounds Interesting
  - Exploring Rhythm and Pulse
- **History** – The Gunpowder Plot (1605) and Guy Fawkes
- **Geography** – Countries and Capital Cities of the UK
- **Computing** – Technology Around Us
  - Digital Painting
- **Design and Technology** – Food : Fruit and Vegetables
- **Art and Design** – Drawing : Make Your Mark

# Presentation

- Write on the line
- Form letters using lead in lines
- Consistent size
- Form numbers the right way round

Please see example WAGOLL in Home Learning books.

# Home Learning



## Bowmansgreen Primary School Year 1 – Home Learning Grid Autumn Term 1

Choose one Home Learning activity to complete each week. You can choose which task to complete and the order in which you do so. Once you have completed an activity, please ask a parent/carer to initial and date in the appropriate space. You may wish to include photographs of larger pieces of work and/or practical activities. Home learning is to be handed in by **Tuesday** each week.

<p><b><u>Task One</u></b> You will need to choose a strange place where you like to read your book. This could be upside down in a tree, in a homemade den or even in your pet's bed – be imaginative! Ask an adult to take a photograph of you and bring it into school. These will be put on our reading display. <b><u>Challenge!</u></b> Can you write a sentence to explain why you chose the book you are reading in the photograph? <i>Parent/carer signature and date:</i></p>	<p><b><u>Task Two</u></b> With an adult, you will need to make a healthy meal for your family. Draw a picture or take a photograph of the meal you create. <b><u>Challenge!</u></b> Can you write the recipe you followed to make your delicious meal? <i>Parent/carer signature and date:</i></p>	<p><b><u>Task Three</u></b> Design your dream school. Draw a picture of a school that you would love to go to. It can contain anything you want. For example, a swimming pool, chocolate fountain or a theme park! <b><u>Challenge!</u></b> Can you create a model of your dream school? <i>Parent/carer signature and date:</i></p>	<p><b><u>Task Four</u></b> You will need to draw and label a picture of your family. <b><u>Challenge!</u></b> Can you write an interesting fact about one of the members of your family? <i>Parent/carer signature and date:</i></p>
<p><b><u>Task Five</u></b> You will need to create a map of your journey to school either as a model or a drawing. You can use Lego, junk modelling or a 2-D map to show your route. <b><u>Challenge!</u></b> Can you create a list of the things you see on your way to school? <i>Parent/carer signature and date:</i></p>	<p><b><u>Task Six</u></b> You will need to create a personal timeline from your birth until now. Please include at least four important events from your life on it. For example, your date of birth, moving home, birth of siblings, start of school, weddings etc. Please be creative! <b><u>Challenge!</u></b> Can you create a piece of artwork to illustrate one of the events on your timeline? For example, a painting of your new home, a collage of a wedding etc. <i>Parent/carer signature and date:</i></p>	<p><b><u>Task Seven</u></b> Our current school value is kindness. You will need to make a 'Kindness Jar'. Find an empty jar and put a note in it every time you are kind to someone else. Bring the jar in to share with your class. <a href="https://kidsactivitiesblog.com/102518/family-kindness-jar/">https://kidsactivitiesblog.com/102518/family-kindness-jar/</a> <b><u>Challenge!</u></b> Write a sentence about someone who has been kind to you. <i>Parent/carer signature and date:</i></p>	<p><b><u>Task Eight</u></b> You will need to find out where people who live in your home were born and write the names of the places in a list. <b><u>Challenge!</u></b> Can you locate these places on a map? <i>Parent/carer signature and date:</i></p>

Home Learning will be given on the grid format like last year. It is expected that children will complete one piece each week.

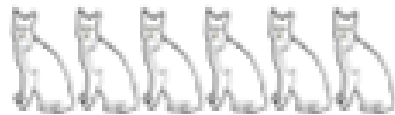
Home Learning goes home on a Thursday and comes back on a Tuesday.

Additional information: Choose one of the following challenges to complete this week.

This week in maths we have been learning about ordinal numbers. For example 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> etc..

### Challenge 1

1) Color the 3<sup>rd</sup> cat.



2) Color the 2<sup>nd</sup> and 4<sup>th</sup> bears.



3) Color the 1<sup>st</sup> and 3<sup>rd</sup> dolphins.



4) Color the 1<sup>st</sup> and 5<sup>th</sup> crabs.



### Challenge 2



If the cat is the first animal...

- 1) Which animal is third? \_\_\_\_\_
- 2) What place is the frog in? \_\_\_\_\_
- 3) What place is the dog in? \_\_\_\_\_
- 4) Which animal is fifth? \_\_\_\_\_
- 5) Which animal is last? \_\_\_\_\_

### Challenge 3



Fill in the gaps  
in the sentences.  
The teddy is in  
the \_\_\_\_\_ row.  
The scissors  
are in the  
\_\_\_\_\_  
column.

The doll is in \_\_\_\_\_ column and the  
\_\_\_\_\_ row.

## Spelling Home Learning – Year 1

Challenge 1	Challenge 2	Challenge 3
a	in	will
an	if	that
as	it	this
at	of	then
is	so	them

[illegible]



# What is My Maths?

## Interactive maths learning for your whole school

Providing complete curriculum coverage from Key Stage 1 to A Level, MyMaths offers interactive lessons, "booster packs" for revision, and assignable homeworks and worksheets, along with a wealth of resources that will help you deliver your teaching in the classroom and at home to develop your students' confidence and fluency in maths.



# Content

You can select a focus:

Number

Geometry

Measure

Statistics

Each class will be set 6 tasks per half term.

Select Curriculum

National Curriculum (Eng)

Library

Latest

Number

Measurement

Geometry

Statistics

Booster packs

Number

Number and place value

Addition and subtraction

Multiplication and division

Fractions

Ratio and proportion

Algebra

Probability

Filter Everything

Y1

Counting objects

Counting to 10 using objects, numerals and words.

Read and write numbers from 1 to 20 in numerals and words; count to and across 100

Lesson

Online homework

Y1

Counting forwards to 10

Y1

Counting backwards from 10

Y1

Counting forwards to 20

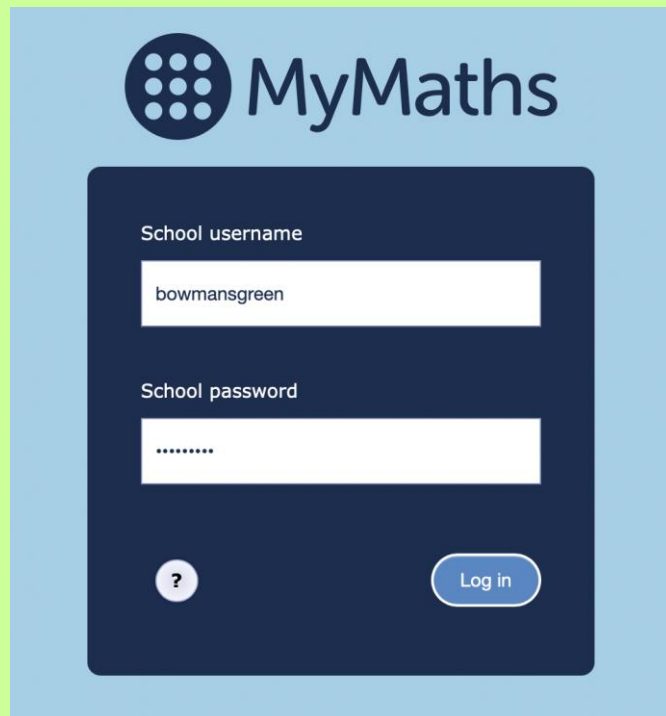
Number and place value	Y5	Starting to compare fractions
Addition and subtraction	Y5	Comparing fractions 1 – bar model
Multiplication and division	Y5	Multiply divide fractions intro
Fractions	Y5	Mixed numbers
Ratio and proportion	Y6	Comparing fractions 2 – bar model
Algebra	Y6	Ordering and simplifying fractions
Probability	Y6	Comparing mixed and improper fractions – bar model
	Y6	Equivalent fractions 2

# Logging in

## Bowmansgreen Portal

Log in: bowmansgreen

Password: square123

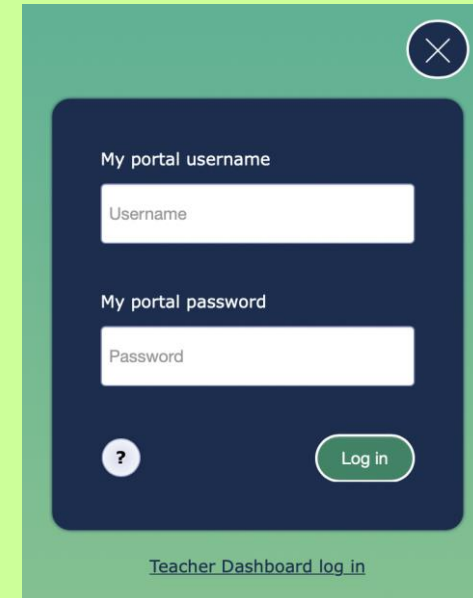


The image shows the MyMaths login interface. At the top, there is a logo consisting of a circle of dots followed by the text "MyMaths". Below this is a dark blue login box. Inside the box, there are two input fields: "School username" with the text "bowmansgreen" and "School password" with masked characters ".....". At the bottom of the box, there is a question mark icon and a "Log in" button.

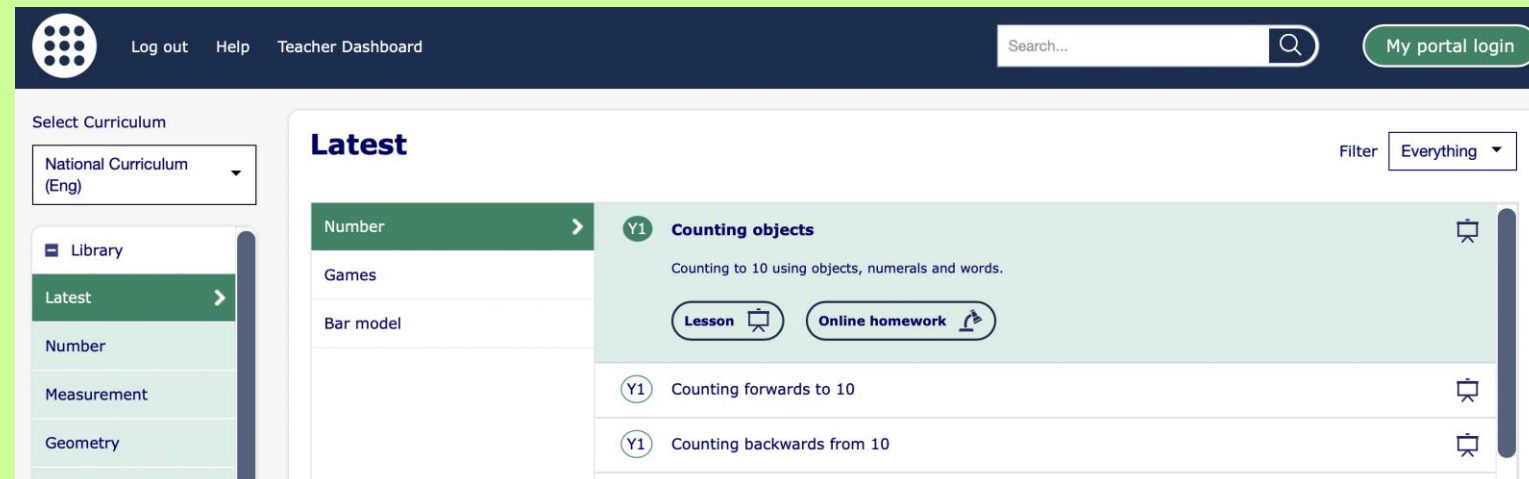
## Pupil Portal

You can find this in the top bar.

You are also prompted to do this when you first log in and when you begin an online homework task.



The image shows the Pupil Portal login interface. It features a dark blue login box with a close button (X) in the top right corner. Inside the box, there are two input fields: "My portal username" with the text "Username" and "My portal password" with the text "Password". At the bottom of the box, there is a question mark icon and a "Log in" button. Below the login box, there is a link that says "Teacher Dashboard log in".



The image shows the MyMaths Pupil Portal dashboard. At the top, there is a dark blue header bar with the MyMaths logo, links for "Log out", "Help", and "Teacher Dashboard", a search bar, and a "My portal login" button. Below the header, the dashboard is divided into two main sections. On the left, there is a "Select Curriculum" section with a dropdown menu showing "National Curriculum (Eng)". Below this is a "Library" section with a list of topics: "Latest", "Number", "Measurement", and "Geometry". The "Latest" topic is selected. On the right, there is a "Latest" section with a list of activities. The first activity is "Y1 Counting objects" with a description "Counting to 10 using objects, numerals and words." and buttons for "Lesson" and "Online homework". Below this are two more activities: "Y1 Counting forwards to 10" and "Y1 Counting backwards from 10".

# My Maths

- [MyMaths - Bringing maths alive - Home](#)

# Numbots





# Word of the Week

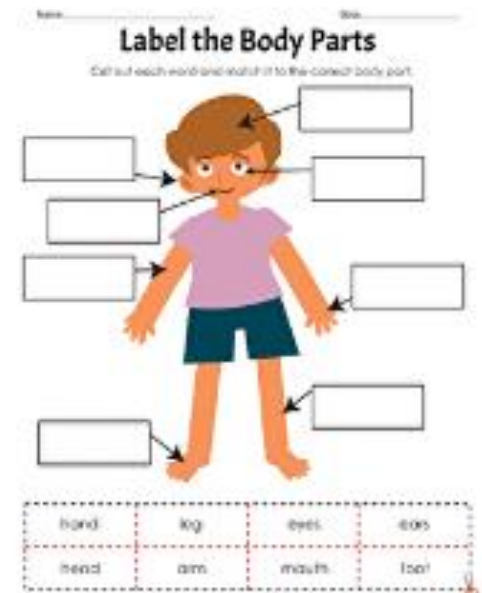
- Word of the Week reinforcing it at home. (*Every Word of the Week is posted weekly on the school app.*)

Word of the Week 13.09.2021

## Label

### Noun

1. A small piece of paper, fabric, plastic, or similar material attached to an object and giving information about it.
2. A classifying phrase or name applied to a thing.





# Statutory Assessment

- Phonics Screening Check – June 2024

# General Reminders

- **Uniform**
- **Lateness**
- **Names in clothes**
- **Water bottles labelled**



# Important Dates

- Curriculum evening – Thursday 19<sup>th</sup> October
- Open day – Saturday 30<sup>th</sup> September
- Parent consultations – Tuesday 3<sup>rd</sup> and Thursday 5<sup>th</sup> October
- School disco – Friday 6<sup>th</sup> October

We will also be going on trips as well as performing our Christmas Nativity! Keep your eyes peeled for the upcoming dates.



# Website

- [Bowmansgreen Primary School - London Colney, St Albans](#)

Any Questions?

