

WELCOME
to Meet the
YEAR ONE
team

The Team

1O



Miss Jerome

Class teacher &
Year Lead



Mrs Allen

Teaching assistant

1B



Miss Willer

Class teacher



Miss Hayirli

Teaching assistant



Mrs Hacet

Class teacher



Ms Bennett

Teaching assistant

1E

PE KIT

PE days:

- 1 Oak- **Monday & Tuesday**
- 1 Blossom- **Monday & Friday**
- 1 Elm- **Monday & Thursday**

Children must come to school dressed in their PE kits on their PE days.



School Uniform

January 5th 2022 new uniform is compulsory.

Children must come to school dressed in their full uniform on all days other than PE days.

School jumpers MUST have school logo.

Girls



Boys

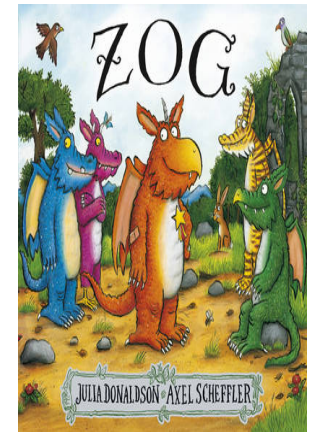
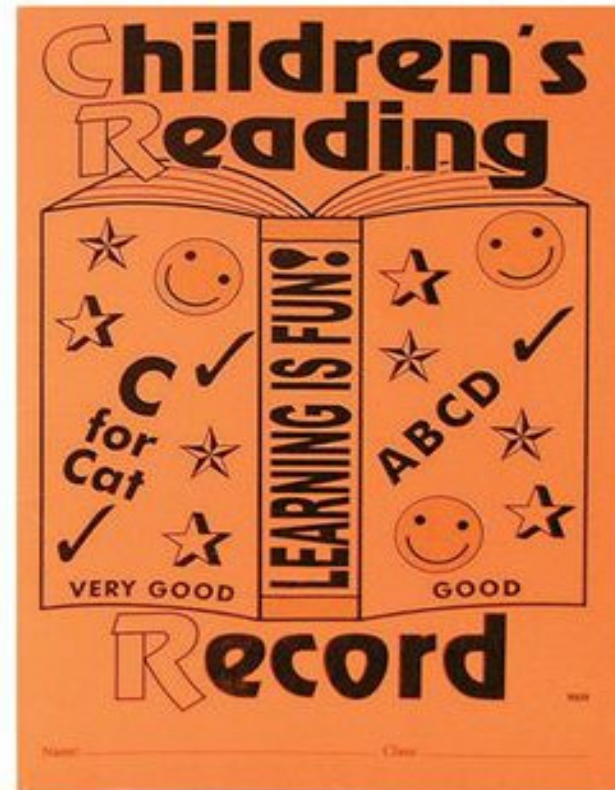


READING

Reading expectations:

Children must have their orange book in their bag every day & it **MUST** be signed daily.

Children must read daily for a tleast 10 minutes.

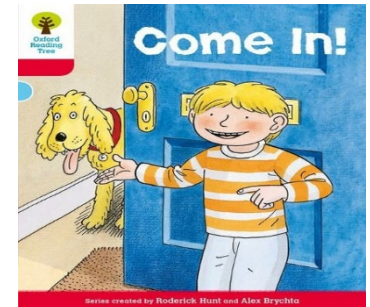
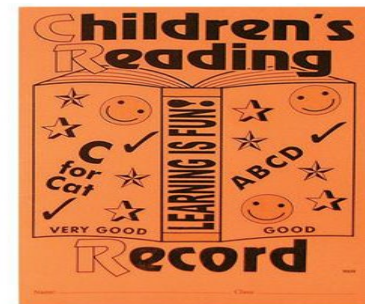


£5 charge for lost or damaged books.

EXPECTATIONS

expectations:

Children **MUST** come to school with a book bag, a water bottle and their reading books **DAILY**.



HOME LEARNING

Expectations:

- Read daily for 10 minutes.
- Complete weekly homework on DB primary. Set on a Friday due by Tuesday.
- Daily spelling and number bonds.
 - Half termly projects.



LEARNING WEB

You will be given a learning web every half term explaining what your child will be learning

This half term: What's The Weather?

Medium Term Planning		Learning Journey Map		Term: Autumn 1	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Curriculum Principles					
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience -Access to role play area with a variety of tools to measure the weather. - Children will dress for a weather type and experience different seasons.	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills - Exploring how the weather changes and how we record the weather. - Using differences sources to gather factual information. -Create a windsock and a rain gauge.	Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc. -Exploring tools to measure the weather with. - Watching extreme weather videos. - Creating a weather station in class. - Spending time in nature.	Sustainability Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy - Reusing bottles to make a purposeful product. - Using a range recycled materials to recuse to make into a new product. - Learning about solar and hydra power.		
YEAR 1 Title: What's The Weather?	Key Curriculum Areas: Science, Geography & Art	Maths Place value- Count forwards to 20 from any given number. Finding 1 more or numbers up to 20. Identify and represent numbers using objects and pictorial representations. Select the correct numerals to represent 0-5. Addition- Adding numbers using concrete objects. Adding two one-digit numbers to find a total amount. Read and write mathematical statements involving addition (+) and equals (=) signs. Geometry- 2D shapes – Recognise and name common 2D shapes. Identify circles, triangles, squares and oblongs (rectangles). Recognise shapes in the environment. Number – Fractions - To recognise ½ as one of two equal parts. To find ½ of a shape.	English Poetry A calligram : shape poem on weather. Fiction -The Weather Monster by Steve Smallman. -To write a character description about Ron the Weather Monster. - To orally retell and sequence a 5-part story. - To retell the narrative using simple sentences. Non-Fiction -To create a class file based on the weather. -To use key vocabulary. -To write simple sentences with finger spaces. Spelling- Autumn 1 Spelling list. Handwriting: pre cursive Guided Reading: daily sessions teaching reading skills. Phonics: daily sessions teaching sounds. Cross Curricular Links The Weather.		
Big Bang- Sensory experience of weather and seasons.	Science - To observe changes across the four seasons in the context of weather. - To ask simple questions about the weather. - To observe and describe the weather in autumn. - To observe and record the weather in winter. - To observe how the day length varies. We will be making forecasts about the weather using symbols and we will design our own weather station. We will also design and create wind socks and rain gauges to measure the weather and record our findings.	PE outdoor – Athletics PE indoor – Dance	Music – TBC – Music Specialist		
Celebration- Autumn walk	Geography -To identify seasonal weather patterns. - To compare the weather in the four seasons. - To investigate hot and cold areas of the world. - To record and identify weather and climate patterns.				
Computing: DB Primary - Debugging and problem solving. - Using algorithms to create a movement.					
Art- Painting -To mix primary colours to make secondary colours. To add white and black to make tone and tint.					
PSHE- - Rights and responsibilities. - Choices and consequences. - Feeling valued.					

QUESTIONS

