

Alexandra Primary School

Year 1

Wednesday 20th September 2023



Alexandra

Primary School

Aspire, Perform, Succeed

Our Vision:

Children at Alexandra have high aspirations to be able to perform and succeed at school and beyond.

We encourage all children to:

Aspire to be successful learners who enjoy learning;

Perform as well as they can, make progress and achieve and become confident individuals who are able to live safe and fulfilling lives;

Succeed as responsible citizens who make a positive contribution to society.

NM

Who is in Year 1?

Mrs Mila



Ms Barry



Ms Harji



Ms Pathan



Ms Pourseifi



Mrs Kapoor



Year 1 Routines and Expectations

- Doors open at 8:40am. Pick up is at 3:30pm
- Book bag in every day
- Uniform – labelled clearly, pre-loved uniform
- Healthy Packed Lunch
- Milk and Fruit time
- Homework

AH



Phonics

- At Alexandra Primary School we offer high quality daily phonics sessions following our APS phonics progression programme.
- The programme has 5 phases which are taught through Nursery, Reception and Year 1. This leads on to spelling strategies in Year 2.
- Phonics teaches children to read and spell by using the sounds a letter or a group of letters make.
- Our reading books match the phonics teaching sequence so that your child can apply their phonic knowledge to reading all of the words in the books that have been carefully matched to their knowledge.
- Your child will now focus applying their Phase 2 and 3 knowledge to more complex words in Phase 4.
- KB

Reading at school

- At Alexandra Primary School we see reading as an integral part of the school curriculum that impacts on all learning.
 - We use children's literature to support and develop high quality learning and a whole school love of reading.
 - We value the importance of being a confident reader and want children to enjoy reading a wide range of different books.
-
- NM

Children develop the skills for reading through the teaching of the '8 reading strategies'.

This includes the application of phonic knowledge and skills and how the strategies are used to achieve reading for meaning.

For example, making predictions and visualisation.

1.

MAKING CONNECTIONS



- What type of text is this?
- Have you read something like this before?
- What is the purpose of this text?
- How does this text compare with others?

2.

PREDICTION



- What do you think the text is about?
- What do you think will happen next?
- How do you think the story will end?
- What would happen if...?

3.

VISUALISATION



- What do you see when you read this passage?
- What words or phrases help you to create a picture in your mind?
- Which of these images matches the description?

4.

IDENTIFY WORDS OR PHRASES

IMPORTANT



- What word in the title tells us that the character is...?
- The author uses the word '...'. Which of these words are closest in meaning?
- Using the description of the setting, complete the sentence...

5.

NOTICE AN UNDERSTANDING BREAKDOWN



- Underline the words that you do not know.
- Highlight the parts that you do not understand.
- How can we use our phonics knowledge to help us?

6.

REPAIR THE BREAKDOWN



- Read the sentences before and after to understand its meaning.
- What information is in the picture that is not in the text?
- How could this help us?

7.

INFERENCE



- How do you think the character feels? Why do you think this?
- What existing knowledge do you have that could help you understand this?
- How does think link with what you have already read?

8.

SUMMARY (PUT IT ALL TOGETHER)



- What do you now know?
- What comes first?
- What comes last?
- Which question goes with which answer?

Reading at home

- Your child will bring two reading books home at their phase level. also bring home a library book each week.
- Please keep your child's books in their book bag and return them to school daily. One of the reading books will be the book that your child has read in school with a member of staff.
- Please look at the front of your child's pupil planner to find out which day is their reading day and which day to return the books to school.
- Please listen to your child read each day. Write the name of the book, the date and a short comment about how their reading each time they read.
- If your child reads other books at home, please feel free to write the name of this book in your pupil planner.
- HJ



At Alexandra Primary, our Curriculum of Mathematics aims to ensure that all pupils have a secure and deeper understanding in the following strands: fluency, mathematical reasoning and problem solving.

Maths lessons focus on the following areas:

- Number (place value, addition, subtraction)
- Measurement(time, weight and length)
- Geometry(Properties of shape, position and direction)

A summary of what your child needs to know by the end of the year is in the table below:

- Count on and across 100; count in 2s and 5s and 10s from zero and write numbers to 100 in numerals.
- Count out, compare sizes of sets of objects, order and describe comparative size of numbers to 20; use ordinal numbers.
- Understand and apply the operations of addition and subtraction, division and multiplication as equal sharing, repeated equal grouping. Find halves.
- Represent, memorise and use addition facts to 9+9
- Take and compare measurements using common standard units, use language of and tell time to half and hour, recognise and use coins.
- Recognise, describe and name common 2-D and 3-D shapes, use the language of position, direction and movement, make whole, half and quarter turns.

Maths

NM

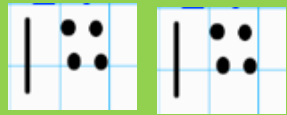
Addition

Step 1- write the equation

$$14 + 14 =$$

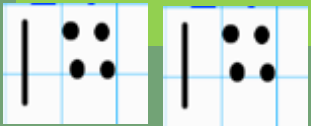
Step 2- Draw the tens and the ones

$$14 + 14 =$$



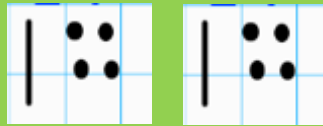
Step 3- Count them altogether.

$$14 + 14 =$$



Step 4- Write the answer.

$$14 + 14 = 28$$



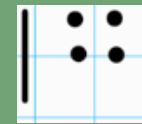
Subtraction

Step 1- Write the equation

$$14 - 8 =$$

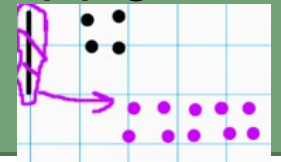
Step 2- draw the tens and Ones for the 1st number only

$$14 - 8 =$$



Step 3- Regroup 1 Tens into 10 ones.

$$14 - 8 =$$



Step 4- Cross out the correct amount

$$14 - 8 =$$



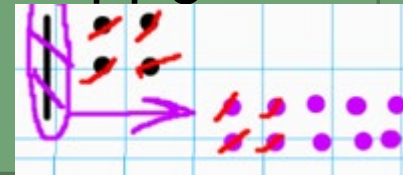
Step 5- Count it!!!

$$14 - 8 =$$



Step 6- Answer.

$$14 - 8 =$$



Addition

$$\begin{array}{r} 6 + 3 = \\ \text{000} \quad \text{000} \\ \text{000} \end{array}$$

$$\begin{array}{r} 14 + 5 = \\ 100 \quad 60 \\ 00 \quad 00 \\ 0 \end{array}$$

Subtraction

$$\begin{array}{r} 6 - 3 = \\ \text{000} \\ \text{000} \end{array}$$

$$\begin{array}{r} 14 - 5 = \\ \text{00} \\ \text{00} \end{array}$$

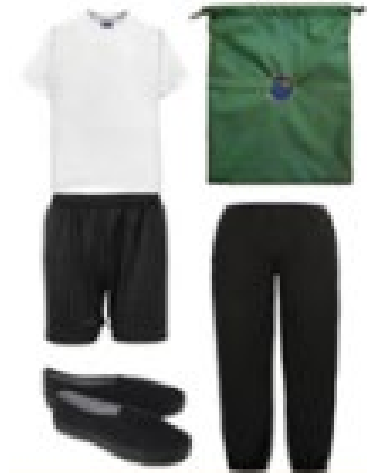
~~1~~ → ~~00000~~
00000

PE

- This half term Year 1 have dance for their indoor PE lesson. They also have outdoor PE each week (weather permitting – otherwise it will be indoors).
- This half term's PE days:

1M	1B	1H
Tuesday (indoor)	Monday (outdoor)	Tuesday (indoor)
Wednesday (outdoor)	Tuesday (indoor)	Thursday (outdoor)

- PE Kit pictures



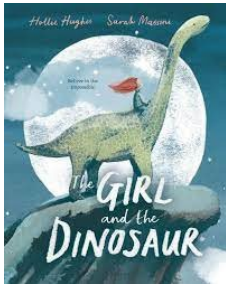

KB

Year 1 Curriculum – English

Curriculum Map Year 1

NM



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2									
Topic	Me, you and the world		Reach for the Stars	Springing into life	Road to Extinction	We're All Going on a Summer Holiday									
Class Text: Reading for Pleasure	Chicken in the Kitchen by Nnedi Okorafor 	Dave and the Tooth Fairy by Verna Wilkins 	Welcome to Alien School Science and Space 		The Girl and the Dinosaur 	Lila and the Secret of Rain by Dave Conway – links to contrasting localities 									
Model texts to support T4W (in addition to Pie Corbett- The Works)	 Little Red Riding Hood	 Amazing Grace by Mary Hoffman – Links to 'History of Me and Our School'	 Beegu –by Alexis Deacon	 Owl Babies by Martin Waddell and Patrick Benson	 Harry and the Bucketful of Dinosaurs by Ian Whybrow	 The Lighthouse Keeper's Lunch by Ronda and David Armitage									
English	Act and adapt a story – character description and imitate a familiar story	Poetry: Poems from different cultures – Grace Nicholls (The Works KS1)	NARRATIVE:– stories – autobiography / stories about me (Ambition)	NON-FICTION – Fact-files – about friends in class.	Narrative Poetry – Space – Here come the Aliens	Narrative – Sci-Fi story	NON-FICTION – Diary	Non-Fiction: Letter Writing	Poems about dinosaurs	Narrative	Fact-file about Dinosaurs	POETRY - Seaside	NARRATIVE: The Lighthouse Keepers cat / dog / holiday	NON-FICTION: Instructions How to stop seagulls stealing your lunch.	NON-FICTION: Persuasive leaflets to visit the seaside

Year 1 Curriculum

Maths	Place value (0-10) Addition and subtraction (within 10) Shape Place Value (11-20) Consolidation		Addition and subtraction (within 20) Place Value (within 50) Multiples of 2, 5 and 10 Measurement (length and height) Measurement (weight and volume)		Multiplication and division Fractions Position and direction Place Value (within 100) Money Time	
Science	Human Body (Name parts of the body)	Animals and habitats	Materials – links to Earth and Space; spacesuit.	Seasonal changes – linked to Earth and Space.	Animals (links to herbivores, carnivores and to dinosaurs)	Plants Seasons – Ongoing, comparing and observe seasonal change.
History/ Geography	The History Of Me Changes within living memory. Significant historical events, people and places in their own locality. Sequence events or objects in chronological order. Begin to describe similarities and differences in artefacts. Sort artefacts “then” and “now”. Black History Month	Our School – How do I fit into our school? Identify land use around the school. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features.	(Space Explorers - Neil Armstrong and Tim Peake)? The lives of significant individuals in the past who have contributed to national and international achievements. Drama – why people did things in the past. To ask and answer questions related to different sources and objects. Begin to identify different ways to represent the past	Our Country Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as some of the surrounding countries, continents and oceans studied. (U.K and capitals) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	Dinosaurs and Mary Anning Events beyond living memory that are significant nationally or globally. Lives of significant individuals. Timeline of when the dinosaurs lived. To ask and answer questions related to different sources and objects and how scientists know about the dinosaurs. Jurassic Coast in England – link to next half term	Beside the Seaside Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Study of a part of Dorset (linked to dinosaurs)
Computing	Computing Systems and networks – Technology around us Online Safety – Using the internet safely (Kapow)	Data and information – Grouping data	Programming A – Moving a robot Online Safety – Online Emotions (Kapow)	Creating Media – Digital painting Online Safety – Always be kind and considerate (Kapow)	Creating Media – Digital writing Online Safety – Posting and Sharing online (Kapow)	Programming B – Introduction to Animation
Art/DT	Self-Portraits /Famous artists Drawing and painting Unit-Focus on Roy Lichtenstein. Link with formal elements of art Kapow. Xmas one off lesson on drawing using chalk/pastel	Structures: Amazing Grace Dressing up box. Design a box from paper then cardboard. Discussion on how to make a stable structure and experiment with different resources.	Painting and colour Famous Artists – link to nature Link to sculptures and living things Kapow – look at snail sculpture lesson.	Mechanisms: Wheels and axles Design and make a Space buggy.	Art Painting unit focus in line with Landscapes using different media- links well to topic already being explored of Joseph Turner. Kapow.	Food: Fruit and Vegetables (Seasonal)
PE	Real PE – personal skills	Games (team games) Real PE – Social Skills	Gymnastics Real PE – cognitive skills	Dance Real PE – creative skills	Games – team games Real PE – applying physical skills	Athletics Real PE – health and fitness

Homework

- Homework is set on **Tuesday** and must be returned on **Monday**.
- Homework is directly linked to what your child is learning in school and is a vital part of their learning.
- We urge you to ensure that the homework completed is done so by the children and you should ensure it is completed to the highest of quality.
- Your child is expected to read every night and record the book in their diaries. Please record any reading in the children's **Pupil Planners**.

How to contact us

- A member of staff is at the gate every morning. We can pass on messages to your class teacher.
- You can email the year 1 team at year1@alexandra.hounslow.sch.uk
- Thank you for your time today.

Your children have settled in to Year 1 really well 😊

KB