

All about Year One



Year 1 Team

Class 3

Mrs Cook

Mrs Read

Class 4

Mrs Fairley

Mrs Easterbrook

Mrs Purcell

SENCo

If you would like to chat to the SENCo (Mrs Billet) about your child she is in school on Wednesday, Thursday and Friday.

Baddow Hall Infant School

Year 1 Planning 2024-25

Autumn 1: We're Going on a Bear Hunt!

**Autumn 2: Courageous Knights and Dangerous
Dragons**

Spring 1: Amazing Creatures

Spring 2: Jumbo Giants and Beautiful Beanstalks

Summer 1: Island Adventures

Summer 2: Bucket Full of Memories

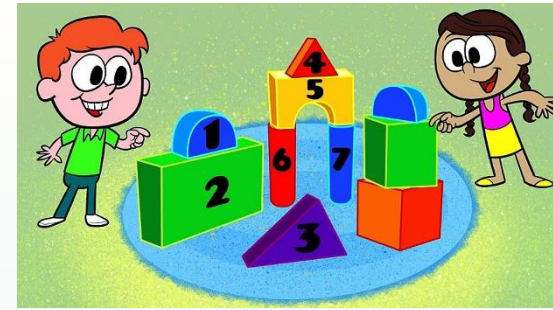
**Please refer to the Baddow Hall Infant website for
more detailed information.**

Welcome to Key Stage 1

This is a typical timetable of a week

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-8.55am	Registration				
8.55-9.10am	Assembly (Monday, Wednesday and Friday)				
9.15-9.40.am 9.45 -10.00.am	Reading Phonics	Reading Phonics	Reading Phonics	Reading Phonics	Reading Phonics
10.05-10.50 am	Maths	Maths	Maths	Maths	Maths
10.50-11.05am	Playtime				
11.05 - 12.00 am	English	English	English	English	English
12.00-1.05pm	Lunchtime				
1.05 - 3.15pm	Mastering Number	Mastering Number	Mastering Number	PE (1.05 -2.00pm)	PE (1.05 - 2.00pm)
	Music/RE Science/Art/Topic	Science/Art/Topic	Music/RE	PSHE 2.00pm	Computing (2.00 - 2.55pm)
	Storytime	Storytime	Storytime	Storytime	Storytime

The Curriculum: Maths



- Practical, small group activities and independent tasks
- Focus on mental maths strategies and real life problem solving
- Whole Class sessions
- Star challenges to check understanding

The Curriculum: English

- 3 strands: Spoken Language, including Drama
Reading
Writing
- Daily phonics sessions
- Practice Reading sessions
- SPAG (Spelling, Punctuation and Grammar) is addressed in writing and phonics sessions





Reading

We read every day in Year 1.

On Monday the children will have a practice reading book sent home. On a Thursday ensure that they bring their book back so they can be checked in.

The children will have a sharing book to read for the weekend.

Remember to write in your child's home school diary how many stories they have enjoyed or read and a short comment.

When you read together

Ensure that you read the inside cover with your child.

BADDOW HALL INFANT SCHOOL
NEW ROAD, GREAT BADDOW
CHELMSFORD, ESSEX, CM2 7QZ UK

Before reading

Practising phonics: Phase 3

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

ar oa oo ur
ure oo oi air
ow ee

Read the words

car turns cool
join now feel

Read the tricky words

my I the are
they we sure

Vocabulary

Ask the children to read these words. Check understanding.

pink boat fair
took

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

After they have read the book. Ask your child questions, following the guidance on the back inside cover.

Review: After reading

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

Read 1: Decoding

- Look at the word **boat** together. Segment it into its three phonemes b/oa/t. Point to /oa/ and practise the sound, then blend the phonemes together.
- Do the same with the following words:
c/ar j/oi/n t/ur/n f/ai/r

Read 2: Prosody

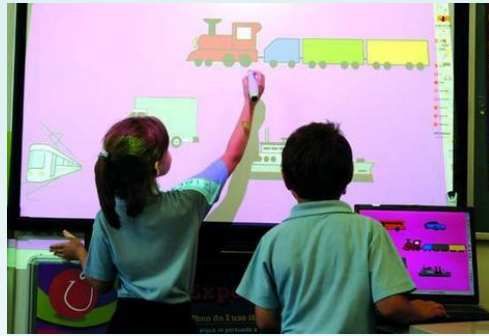
- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.
- On pages 14 and 15 show children how to use the story map to retell the story in their own words.

Read 3: Comprehension

- For every question ask the children how they know the answer. Ask:
 - Did Tom and Kit play nicely? Did they take turns to play with the boat and the car? (*yes*)
 - What did Ella do? Did she wait for her turn? (*she took the toys*)
 - How do you think Ella made Tom and Kit feel when she took the boat and the car?
 - Which character from the story would you most like to play with? Why?

Classroom Environment

- Bright and friendly places to learn
- More formal structure
- Less free play-based activities
- Greater emphasis on recorded/written work
- Learning displays
- Continuation of topic based work



Regular classroom routines

Children arrive on time, put their own things away, collect their pencil case and whiteboard, sit down on the carpet and complete early morning activities ; e.g. 'Number of the Day', 'Picture of the Day'.

Each child has own named tray to put book bag in.



We have Active Wear days (Thursday and Friday)
Please remember to take out earrings for PE and tie long hair back.



Working at school and at home

- Greater emphasis on independent work
- Daily reading - Reading Certificates checked on a Friday
- Weekly homework - handed out on a Friday, collected in on a Wednesday. Always linked with what we are learning about.
- Helping at home - reading, playing games, lotto, bingo, matching games, writing shopping lists etc.



Please check the school website Year 1 page for regular updates and useful information.