

Miss Mendes



Purpose of tonight

Introduction



GIVE YOU AN
UNDERSTANDI
NG OF WHAT
Y1 IS ABOUT.



OUR ROUTINES
AND
ORGANISATION



OUR
Y1 CURRICULUM



HOME LEARNING
OPPORTUNITIES



THE
IMPORTANCE
OF READING

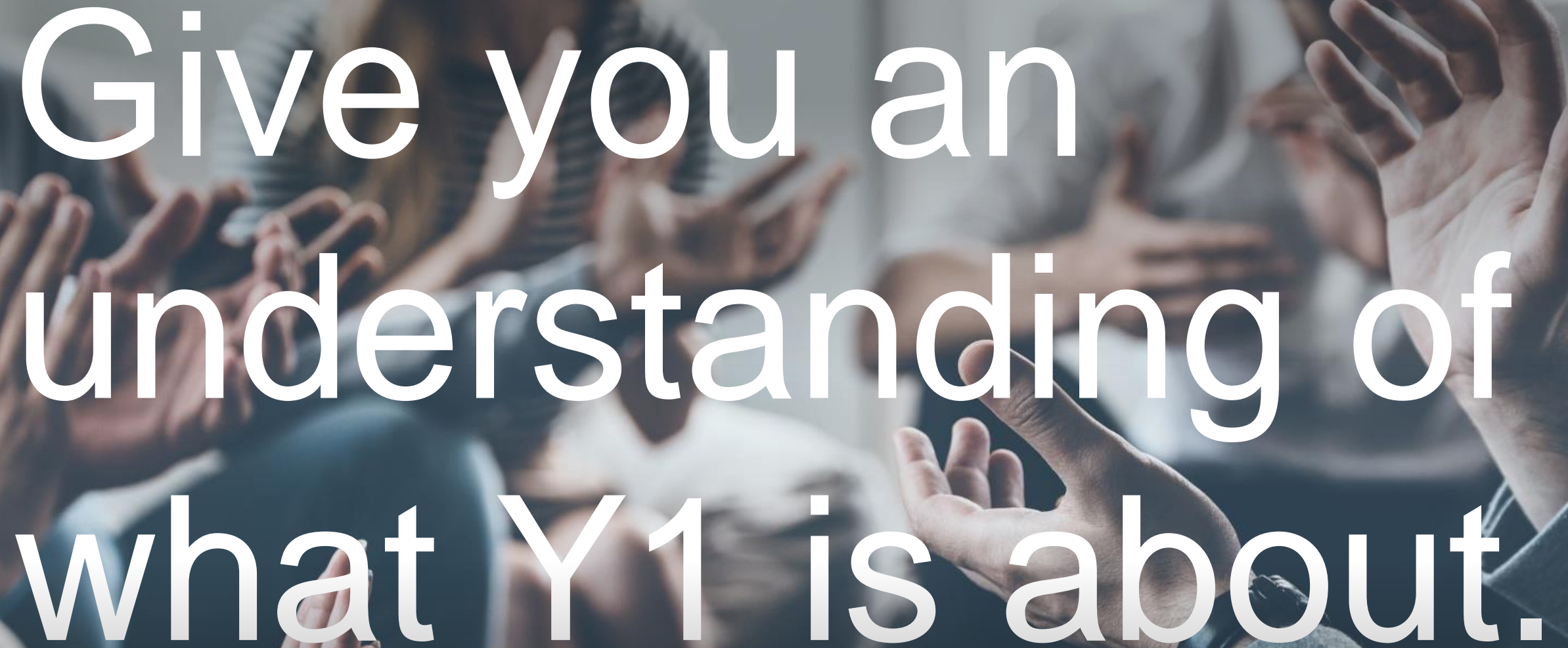


HOW TO
CONTACT ME



ANY
QUESTIONS
YOU HAVE





Give you an understanding of what Y1 is about.

- Everyone is welcome no matter what their need, ability, confidence or circumstance.
- It is hard work but fun.
- Preparations for independence and life beyond Wollaston Primary School.

Our routines and organisation



- Children organise themselves from the moment they walk in. (lunchbox, bag, coats, lockers, equipment)
- Greeted by myself and/or Mrs Thompson with a good morning.
- Settling down to their Morning Task (review of learned Maths skills and Handwriting – full name).
- Usually, we do Maths fluency, Phonics, then break. Literacy and Maths lessons up to lunch. After lunch, Reading (Phonics based) and two foundation curriculum subjects. At the end of the day, we do a class story.
- On Tuesdays (AM), Mrs Jackson covers my PPA (Planning, Preparation & Assessment): Arithmetic, Kinetic letters and Wellbeing. Every other Thursday, she will also teach my Phonics group.

Autumn 1 – Year 1 (EM) Timetable

Miss Mendes	8:40–09:15 Morning Task	9:15–10:05	10:05–10:20	10:20–11:15	11:15–12:00	12:00–1:00	1:00–1:30	1:30–2:15	2:15–3:00	3:00–3:30
Mon	Maths Practice	Phonics	Break	Literacy	Power Maths	Lunch	Reading	PSHE	PE – indoor	Class Story
Tue	Maths Practice	Phonics	Break	(PPA)		Lunch	Reading	Literacy	Power Maths	Class Story
Wed	Maths Practice	Phonics	Break	Literacy	Power Maths	Lunch	Reading	Science	Geography	Class Story
Thu	Maths Practice	Phonics	Break	Literacy	Power Maths	Lunch	Reading	RE	PE – outdoor	Class Story
Fri	Maths Practice	Phonics	Break	Literacy	Power Maths	Lunch	Library Time	IT	Art	Music



Our Y1 Curriculum



Curriculum at Wollaston Primary School



Wollaston Curriculum Drivers

As a result of the children being taught the Wollaston Primary Curriculum, our children will be:

- ☐ Inspired
- ☐ Excited
- ☐ Ambitious
- ☐ Knowledgeable
- ☐ Articulate
- ☐ Curious



Knowledge

The curriculum is knowledge-rich.

Knowledge is prioritised so that children can gain a deep understanding of the concept.

Units are designed so that 'powerful knowledge' is taught.

Staff are well-read and have a depth of knowledge in their subject area.



Making Progress

The sequence of learning is carefully considered so that skills and knowledge is built on year-on-year.

Domain specific skills are taught (and over-practised) discretely – no compromises are made by trying to force curriculum links.

End of unit outcomes demonstrate the learning that has taken place.



Enrichment

Children explore the curriculum in fun and exciting ways.

There is awe and wonder in the classroom, but it is the substance of the subject that is awesome and wondrous.

Events are celebrated throughout the year, celebrating diversity and achievement.



Text-Focused

Reading is the priority.

In most lessons, children are expected to read about the subject matter.

Class reading texts will often be heavily linked to the topic. Links will be made.

The teacher reads eloquently at all times.



Support For All

Children receive Quality First Teaching where their needs are met through small-step instruction.

Effective modelling of worked examples and non-examples reduces the chance of misconceptions.

Scaffolding and differentiation provides children with the structure to attain highly and build confidence.



Deepening Concepts

Substantive concepts are identified in relevant subjects. The understanding of these is deepened every time they are re-visited.

Teachers make a conscious effort to link prior learning and to build on existing understanding.

Concepts are explicitly discussed and referred to in quizzes.



Retrieval Practice

Children take part in regular mini-quizzes and retrieval activities to strengthen their memory.

Learning journeys dove-tail so that learning can be retrieved and applied.

Remembering information and knowledge is celebrated and is part of the Wollaston Primary culture.



Autumn Term



English

Little Red Riding Hood
Bold Women in Black
History

History

How am I making
History?

Music

Under the Sea
All about Me

ICT

Robot Algorithms
Computing Systems
and Network: IT Around
Us

Science

Animals, Including
Humans
Animals and their
Habitats

Geography

What is it like here?

PSHE

Relationships

Mathematics

Numbers to 10
Part-whole within 10
Addition within 10
Subtraction within 10
2D & 3D shapes

P.E.

Netball
Tennis
Cricket
Volleyball

R.E.

What Christians Learn
From the Bible

Art

Make your mark

Home learning opportunities



- Read 5 times a week at home.
- Read Write Inc – Books should be in school's bookbag every day.
- Numbots (TTRockstar)
- Use the resources to support learning.
- We won't be chasing but we will be praising!



Child "A"
reads **20 minutes**
each day
3,600 minutes
in a school year.

Child "B"
reads **5 minutes**
each day
900 minutes
in a school year.

Child "C"
reads **1 minute**
each day
180 minutes
in a school year.





The importance of reading

In school, the children read every day as part of our Phonics Scheme. We also give them multiple opportunities in multiple formats to read.

How to contact me

The background of the slide features two white telephone handsets. One handset is positioned in the upper half, and the other is in the lower half, both with their coiled cords extending outwards. The entire scene is set against a solid blue background.

Phone the school if urgent or if you want to discuss something that you do not want to email.

However, the best way is by short, straight to the point email. Eliane.Mendes@WPS.inmat.org.uk



Websites with good quality free ebooks



- Oxford Owl eBooks

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

- Epic!

<https://www.getepic.com/sign-in>





























Handwriting Daily Practice



Miss Mendes

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Speed Sounds Chart with support to identify the sounds.

Sounds chart – consonants

<i>b</i> as in boot	<i>c</i> as in cat	<i>ch</i> as in chips	<i>d</i> as in dog	<i>f</i> as in fish	<i>g</i> as in gate	<i>h</i> as in hen	<i>j</i> as in jam	<i>l</i> as in leg	<i>m</i> as in moon	<i>n</i> as in net	<i>ng</i> as in king <i>nk</i> as in think *
b bb	c k ck ch que	ch tch	d dd	f ff ph	g gg gue	h	j g ge dge	l ll le	m mm mb	n nn kn gn	ng nk

<i>p</i> as in pen	<i>qu</i> as in queen	<i>r</i> as in red	<i>s</i> as in sun	<i>sh</i> as in shell	<i>t</i> as in tree	<i>th</i> as in thumb	<i>v</i> as in vet	<i>w</i> as in web	<i>x</i> as in exercise	<i>y</i> as in yak	<i>z</i> as in zebra
p pp	qu	r rr wr	s ss se c ce sc	sh si ti ci ch	t tt	th	v ve	w wh	x	y	z zz s se

* *nk* = *ng* + *k*

Sounds chart – vowels

<i>a</i> as in at	<i>e</i> as in hen	<i>i</i> as in in	<i>o</i> as in on	<i>u</i> as in up	<i>ay</i> as in day	<i>ee</i> as in see	<i>igh</i> as in high	<i>ow</i> as in blow	<i>oo</i> as in zoo
a	e ea	i y	o a	u o ou	ay a-e ai eigh a ei ey aigh	ee e-e ea e y ey el ie	igh i-e y ie i	ow o-e oa o oe	oo u-e ew ue oe ou

<i>oo</i> as in look	<i>ar</i> as in car	<i>or</i> as in for	<i>air</i> as in fair	<i>ir</i> as in whirl	<i>ou</i> as in shout	<i>oy</i> as in boy	<i>ire</i> as in fire	<i>ear</i> as in ear	<i>ure</i> as in pure
oo ,	ar a	or ore oor aw au a ar	air ore ear	ir ur er or	ou ow	oy oi	ire	ear eer	ure

Handwriting
support for
daily
practice.

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					ce		se			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Handwriting



Aa Bb Cc Dd

Ee Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Year 1 Common Exception Words Mat

a

are

ask

be

by

come

do

friend

full

go

has

he

here

his

house

I

is

love

me

my

no

of

once

one

pull

push

put

said

says

school

she

so

the

there

they

to

today

was

we

where

you

your

Common
Exception
Words to
be learned in
Year 1.
Practice
handwriting
and spelling
with them.



Any
questions???
