



SHERINGDALE

Learn Create Grow Together

Curriculum Morning

YEAR 1

APPLE

WILLOW

Timetable - Apples

Class: Apple

Teacher: Kelly Neves

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 – 9.10	Registration & handwriting, spelling and phonics interventions	Registration & handwriting, spelling and phonics interventions	Fine motor activities and Register (8.55 - 9:30)	Registration & handwriting, spelling and phonics interventions	Registration & handwriting, spelling and phonics interventions
9.10 – 9.30	Phonics	Phonics		Phonics	Phonics
9.30 – 10.30	Maths	Music (45 mins 9:45-10:30)	PE (9:30 – 10:15)	Maths	English
10.30 – 10.45	Assembly - hall	PSHE assembly – in class	10.15- 10.45 Singing assembly	Assembly - hall	
10.45 - 11	Break				
11 – 12 noon	Computing	English	PE (11 – 11:45)	English	Maths
12 – 12.15	Phonics/Reading	Phonics/Reading	Phonics	Phonics/Reading	Phonics/Reading
12.15 – 1.30	Lunch				
1.30 – 2.30	Science (1:30 – 2:25)	Maths	Maths	History/Geography	Mathematical fluency 1.40 – 2.15 Assembly 2.15 – Homework
2.30 – 3.20	Art/DT (2:25 – 3:15)	RE	English	PSHE	2:30-3:30 Leadership/ Training/ Meeting time

Timetable - Willow

Class: Willow

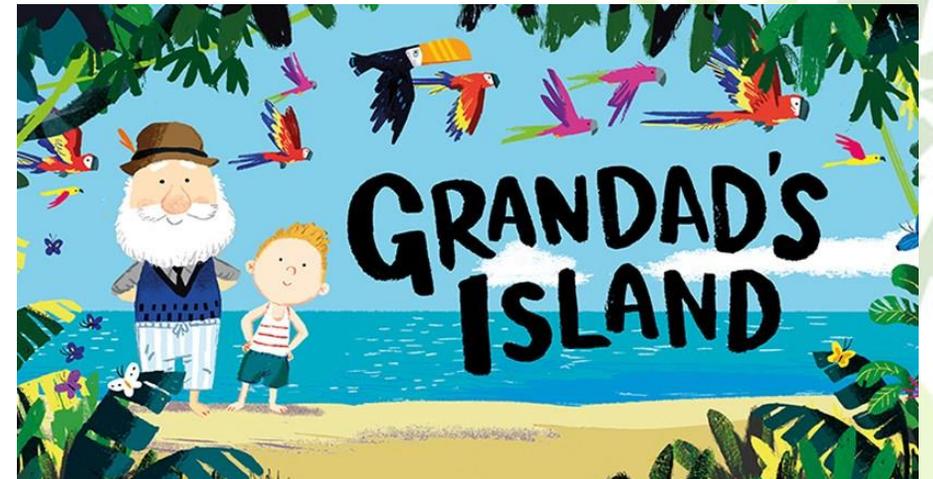
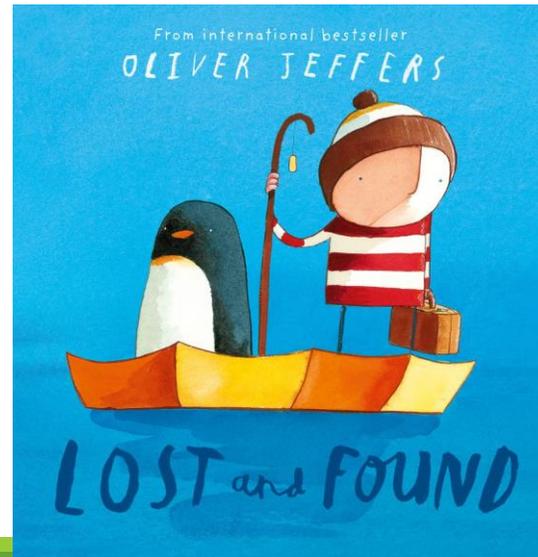
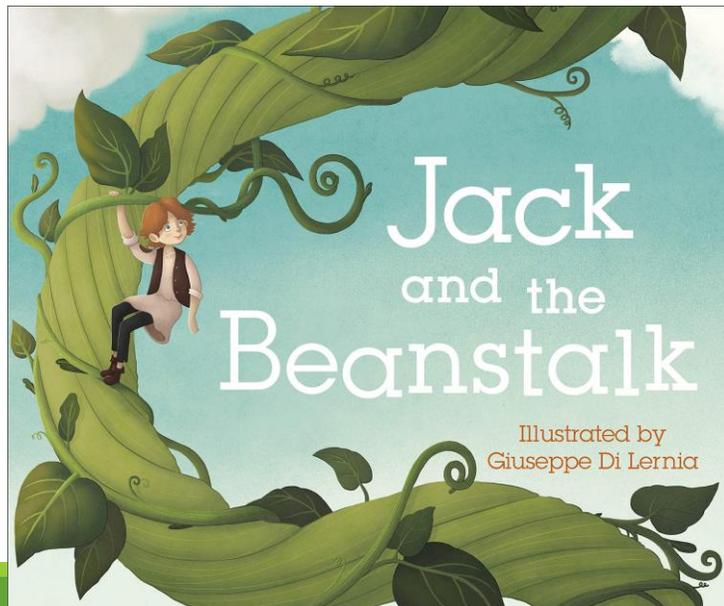
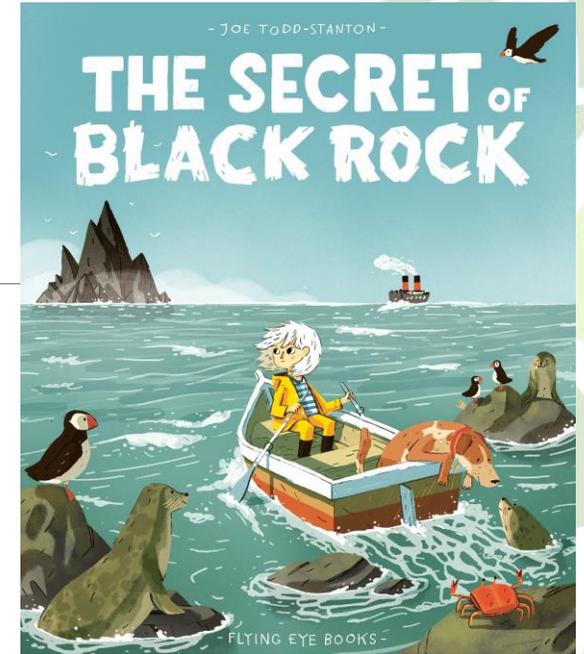
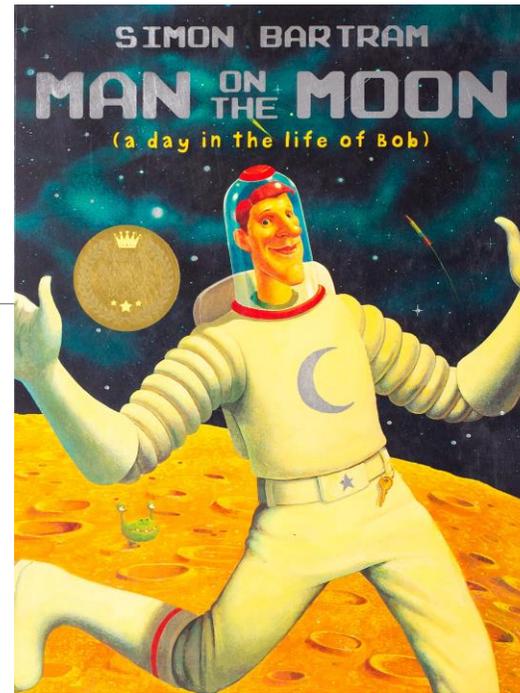
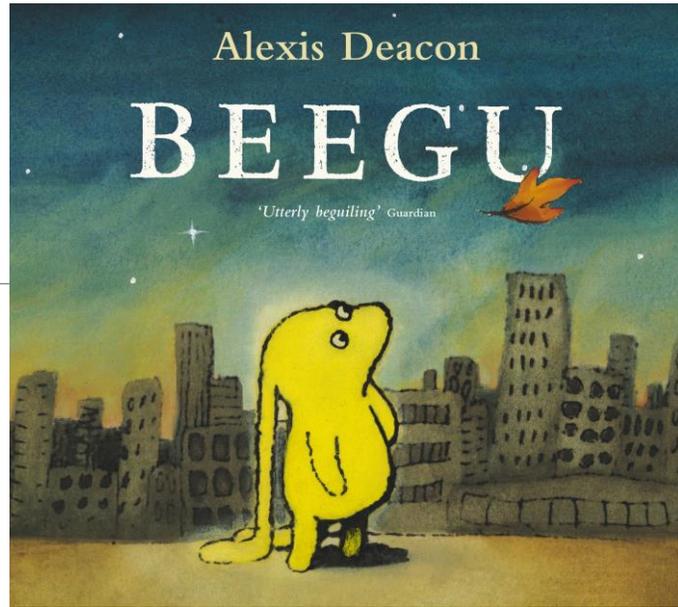
Teacher: Jessica Cohen

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 – 9.10	Registration & handwriting, spelling and phonics interventions	Registration & handwriting, spelling and phonics interventions	Fine motor activities and Register (8.55 - 9:30)	Registration & handwriting, spelling and phonics interventions	Registration & handwriting, spelling and phonics interventions
9.10 – 9.30	Phonics	Phonics		Phonics	Phonics
9.30 – 10.30	Maths	English	PE (9:30 – 10:15)	Maths	English
10.30 – 10.45	Assembly - hall	PSHE assembly – in class	10.15- 10.45 Singing assembly	Assembly - hall	
10.45 - 11	Break				
11 – 12 noon	English	Music (45 mins 11:00-11:45)	PE (11 – 11:45)	Computing	Maths
12 – 12.15	Phonics/Reading	Phonics/Reading	Phonics/Reading	Phonics/Reading	Phonics/Reading
12.15 – 1.30	Lunch				
1.30 – 2.30	Art/DT (1:30 – 2:20)	Maths	Maths	History/Geography	Mathematical fluency 1.40 – 2.15 Assembly 2.15 – Homework
2.30 – 3.20	Science (2:20 – 3:15)	RE	English	PSHE	2:30-3:30 Leadership/ Training/ Meeting time

Overview of learning - English

Autumn 1 (7 weeks)									
Writing	Book	Recount of summer holiday			Beegu			Look Up! (BHM)	
	Genre	Recount (1 week)		Narrative (3 weeks)		Diary entry (2 weeks)		Letter (1 week)	
Reading Comprehension		Phonics assessments	Book band assessments	Megan Went to Bed- Red band	Sandwiches- Red band	In the Garden- Red band	The Lost Mother- Yellow band	Dressing Up!- Yellow band	
Autumn 2 (8 weeks)									
Writing	Book	Man on the Moon			Mrs Armitage on Wheels			Christmas poetry	
	Genre	Narrative (3 weeks)		Letter (2 weeks)		Narrative (2 weeks)		Acrostic poetry (1 week)	
Reading Comprehension		Something in the Fridge!- Yellow band	Grandma's Letter- Yellow band	Strawberry Jam- Yellow band	Taking Photos- Yellow band	Kipper the Clown- Yellow band	The Snowman- Yellow band	Kipper's Idea- Blue band	Poetry
Spring 1 (5 weeks)									
Writing	Book	The Secret of Black Rock				All About London			
	Genre	Narrative (3 weeks)				Non-chronological report (2 weeks)			
Reading Comprehension		Mother Hippopotamus's Hiccups- Blue band	The School Concert- Blue band	Yuck said the Yak- Green band (start of class sets)		Eat Your People- Green band		Chicken, chips and peas- Green band	
Spring 2 (6 weeks)									
Writing	Book	Lost & Found					Boat/sea poetry		
	Genre	Narrative (3 weeks)			Diary entry (2 weeks)		Shape poetry (1 week)		
Reading Comprehension		Sandeep and the Dragon- Green band	Little Red Riding Hood- Green band	The Boy and the Bear- Green band	Mrs Pot's Animal Shelter- Green band	George and the New Craze- Green band	The Tiger Who Came to Tea- Green band		
Summer 1 (6 weeks)									
Writing	Book	Jack and the Beanstalk							
	Genre	Narrative- traditional tale (3 weeks)				Diary entry (3 weeks)			
Reading Comprehension		The Snow Lion	Not Without My Whale- green band	Lazy Old Pirates- Orange band	The Gingerbread Boy- Orange band	The Story of Rumpelstiltskin		Horses' Holiday- Turquoise band	
Summer 2 (7.5 weeks)									
Writing	Book	Grandad's Island			Weather		Letter to new teacher		
	Genre	Narrative (3 weeks)			Non-chronological report (2 weeks)		Letter (2 weeks)		
Reading Comprehension		The Big, Bad City- Turquoise band	The Rescue- Turquoise band	Harry The Clever Spider at School- Turquoise band	Top Hunters- Turquoise Band	The Clockwork Hand- Turquoise band	The Garden Invasion- Turquoise Band	Jake and Jen in the mission to Mars- Turquoise band	

Book choices



Overview of learning - English

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Statutory requirements

- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she

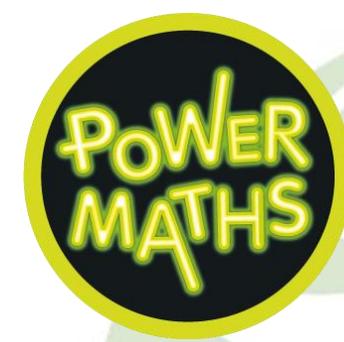
no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our



- 1 s a t i p n
- 2 c/k e h r m d
- 3 g o u l f b
- 4 ai j oa ie ee or
- 5 z w ng v oo oo
- 6 y x ch sh th **th**
- 7 qu ou oi ue er ar

Overview of learning - Mathematics



Key aims of *Power Maths*

Keeping the whole class progressing together

Providing rich problem solving to challenge and engage every child

Practical assessment to reveal misconceptions and inform speedy interventions

Nurturing a growth mindset and building children's confidence in maths

- ⚡ An exciting **whole-class mastery approach** for Reception to Year 6
- ⚡ Written by **mastery experts** and inspired by best practice from around the world
- ⚡ Fully **recommended by the Department for Education**
- ⚡ Created specifically for **UK classrooms**
- ⚡ Makes maths an adventure and helps build a culture of **excitement and confidence!**

Overview of learning - Mathematics

1NPV-1 Count within 100, forwards and backwards, starting with any number.

1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$, $>$ and $=$

1NF-1 Develop fluency in addition and subtraction facts within 10.

1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.

1AS-2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts.

1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.

1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations

Overview of learning - Science

Autumn: Animals Including Humans

Humans – parts of the body, the 5 senses

Animals – Different types of animals and grouping them on their classifications

Seasonal changes in Autumn and Winter

Spring: Everyday Materials

Identify range of materials and their properties

Seasonal changes in Spring

Summer: Plants

Naming main parts of plants

Identify range of common plants and trees

Seasonal changes in Summer



Overview of learning - Foundation subjects

Autumn

- DT: making a fruit salad
- Art: sketching from observation
- History: Why was the King's coronation so important?
- Geography: weather
- PSHE: Being me in my world and celebrating difference
- Computing: Technology in the classroom, online safety, creating media on computers
- Music: exploring sound, beat and pitch through instruments, body and singing.
- RE: I wonder: What do Christians believe about God? I wonder what do Muslim believe about Allah?



Overview of learning - Foundation subjects

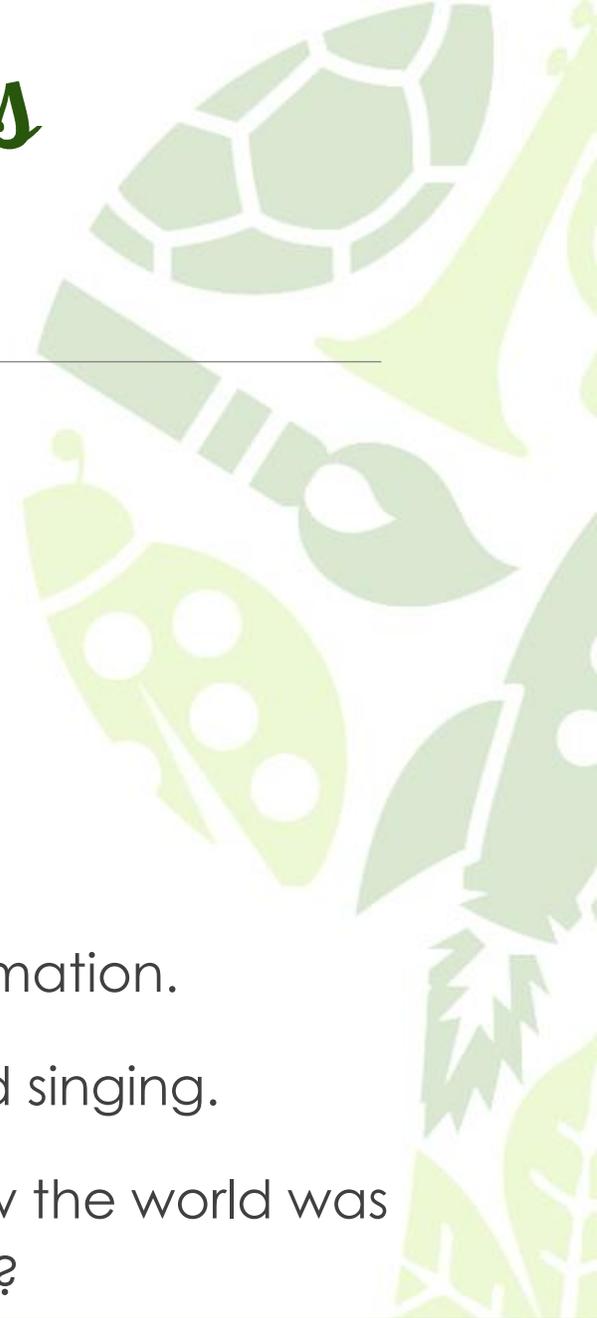
Spring

- DT: making a toy vehicle
- Art: painting and sculpture
- History: How were the lives of Queen Elizabeth II and King Charles III similar?
- Geography: How can we travel safely from our school?
- PSHE: Dreams and goals and Healthy Me
- Computing: programming robots and data and information grouping
- Music: exploring sound, beat and pitch through instruments, body and singing.
- RE: I wonder: what makes an object sacred or special? I wonder what makes a religious leader special?



Overview of learning - Foundation subjects Summer

- DT: Textiles (Running stitch) Puppets
- Art: collage
- History: How has Southfields changed from past to present?
- Geography: How could we improve Southfields?
- PSHE: Relationships and Changing Me.
- Computing: creating media on computers programming through animation.
- Music: exploring sound, beat and pitch through instruments, body and singing.
- RWB: I wonder if the Bible is a good way of telling Christians about how the world was made? I wonder – should we care for others and the world around us?



Key dates

Phonics Screening check: w/b 12th June

Parents meetings: w/b 17th October

Willow class workshare: 7th June

Apple class workshare: 3rd November

KS1 singing assembly: Thursday 27th June



Home Learning

- A newsletter and home learning will be sent out on Friday.
- Home learning needs to be returned to school by Wednesday.
- Home learning tasks will be a mixture of writing, maths, topic or science.
- Children will usually have spellings to practice.
- If you wish, you may correct their work when working with them

Home reading records

- Reading records give teachers an insight to reading at home
- Adults can use this to track progress and teachers will check weekly
- Teachers do not communicate through reading records, except to inform changing of book bands
- If you wish to contact us, please do so via the office or after school
- As of this week, two books will be sent home, we encourage children read these more than once to improve fluency
- They can also read any other books for pleasure



Helping at home

- You could help your child to practice pre-cursive handwriting.
- Practicing the Year 1 spellings as much as possible will help your child's writing.
- Counting forwards and back to 100 in Maths, number bonds to 10 and 20 and number formation.
- Later on in the year, you could help your child prepare for the phonics check



a b c d e f g
h i j k l m n
o p q r s t u
v w x y z

Thank you for coming

Please do feel free to contact us with any questions or further support through the office or at the end of the day.

