



SHERINGDALE

Learn Create Grow Together

Curriculum Morning

YEAR 1

APPLE

WILLOW

Welcome

- Who we are
- Timetable
- Overview of learning
- Key dates
- Home learning
- Helping at home



Who we are

Year 1 Willow class teacher

TA

Year 1 Apple class teacher

TA

Ellen Gibson

Lidia Quadras

Lucy Jukes

Ros Murray



Sarah Jones
Head Teacher



Phil Rickner
DHT



Ellen Gibson
DHT



Des Nunes
AHT & SENCO



Zoe Savundra
AHT



Jonathan Pate
AHT



Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 - 9:10	Registration Spellings/ Handwriting	Registration Spellings/ Handwriting	Registration Spellings/ Handwriting	Registration Spellings/ Handwriting	Registration Spellings/ Handwriting
9:10 - 9:30	Phonics	Phonics	Phonics	Phonics	Phonics
9:30 - 10:30	English	English	Maths	English	English
10:30 - 10:45	KS1 Assembly	PSHE Assembly	KS1 Singing Assembly (10:15-10:45)	Good Book Assembly	Reading
10:45 - 11:00	Break				
11:00 - 12:00	Maths	Maths	English	Maths	Maths
12:00 - 12:15	Reading	PE	Reading	Reading	PSHE
12:15 - 1:30	Lunch				
1:30 - 2:30	Art/DT (1:30-2:25)	PE	Computing (1:30-2:25)	Science	Mathematical Fluency and Arithmetic Workshare Assembly (1:40-2:15)
2:30 - 3:20	History/Geography	PE	Music (2:25-3:20)	RE	2:30-3:30 Leadership/Training /Meeting time

Overview of learning - English



Year 1								
Autumn 1 (7 weeks and 3 days)								
Writing	Genre	Narrative (3 weeks)			Diary entry (2 weeks)		Letter (2 week)	
	Book/model text	Beegu			A range of diary entries		Look Up! (BHM)	
	Outcome	A retelling of Beegu with substitutions			Diary entry from the POV of Beegu		A letter from the POV of Rocket	
Reading Comprehension		Book band assessments	The Flamingo Flap- Yellow band	Planet Odd- Yellow band	Bad Robot!- Yellow band	A Coat for a Goat- Yellow band	Can I Have a Dragon? - Yellow band	Chuck is on a Quest- Yellow band
Autumn 2 (7 weeks)								
Writing	Genre	Narrative (2 weeks)		Diary entry (2 weeks)		Letter (2 weeks)		Acrostic poetry (1 week)
	Book/model text	Man on the Moon				Mrs Armitage on Wheels		Christmas
	Outcome	Retelling of Man on the Moon with substitutions		A postcard from the POV of Bob		Write a letter explaining what they put on their bike		Own acrostic poem linked to Christmas
Reading Comprehension		Grandpa's Farm- Blue band	Get Your Skates on!- Blue band	Diwali- Blue band	Dinosaurs in Wellies- Blue band	Bibble and the Bubbles- Blue band	Baby Dinosaur is Lost- Blue band	Poetry

Spring 1 (6 weeks)						
Writing	Genre	Diary entry (3 weeks)			Non-chronological report (3 weeks)	
	Book/model text	The Secret of Black Rock			All About London	
	Outcome	From the POV of Black Rock			Children to have a choice from five countries	
Reading Comprehension	Feeding at Night- Blue band	Specs for T-Rex- Blue band	Yuck said the Yak- Green band	Eat Your People- Green band	Chicken, Chips and Peas- Green band	Sandeep and the Dragon- Green band
Spring 2 (5 weeks)						
Writing	Genre	Narrative (3 weeks)			Diary entry (2 weeks)	
	Book/model text	Lost & Found			Recount of a real event	
	Outcome	Retell the story with substitutions for characters			Diary entry recount of a day at school	
Reading Comprehension	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	

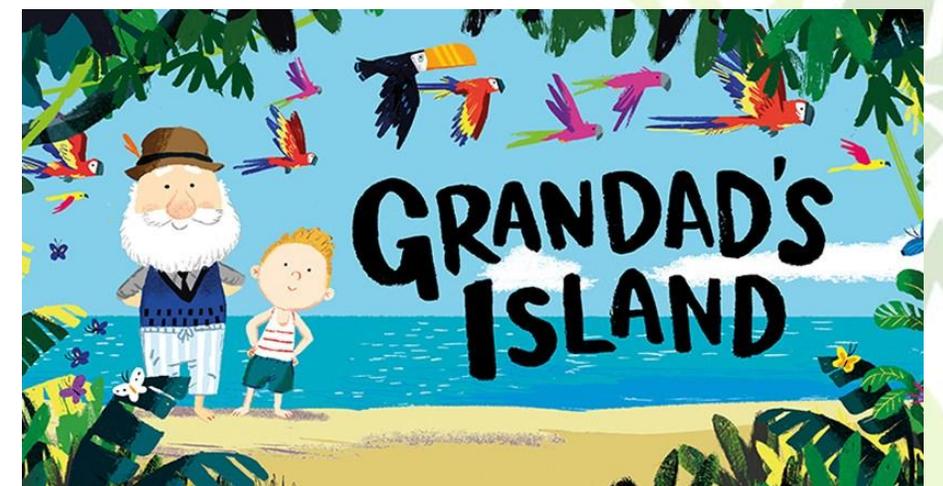
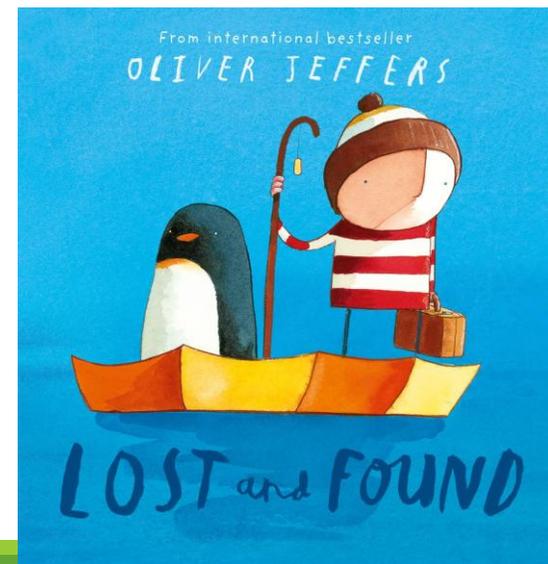
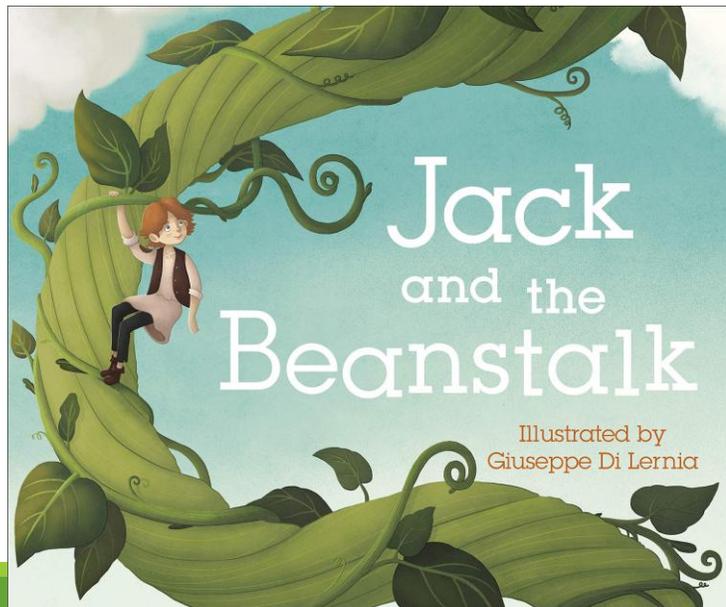
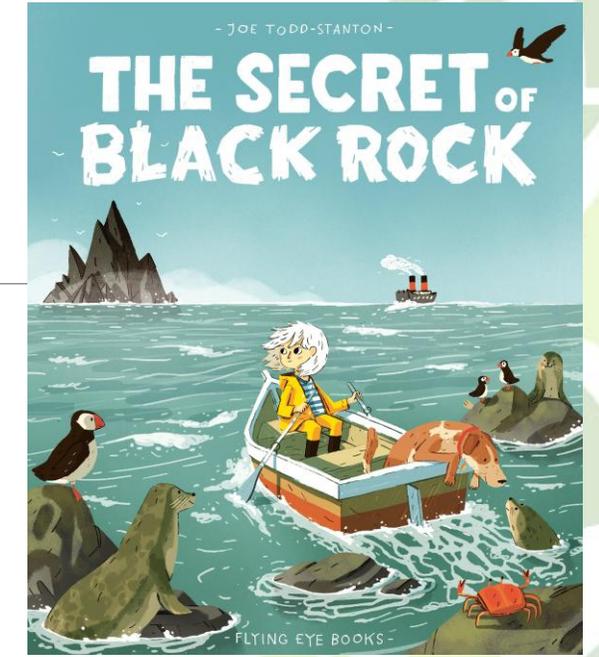
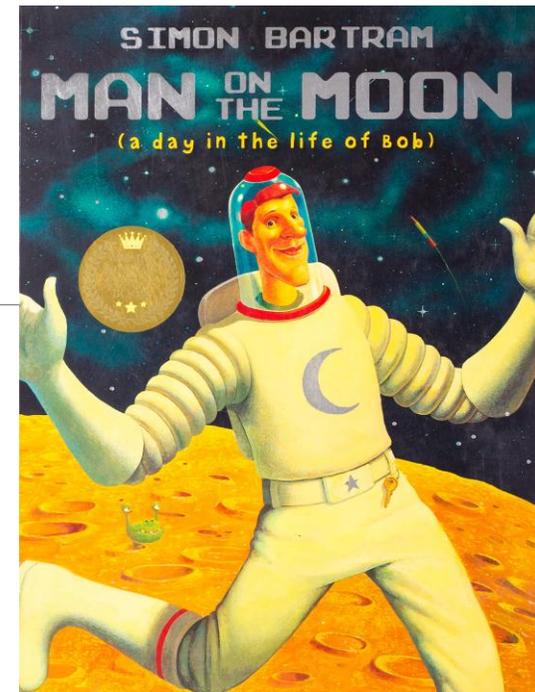
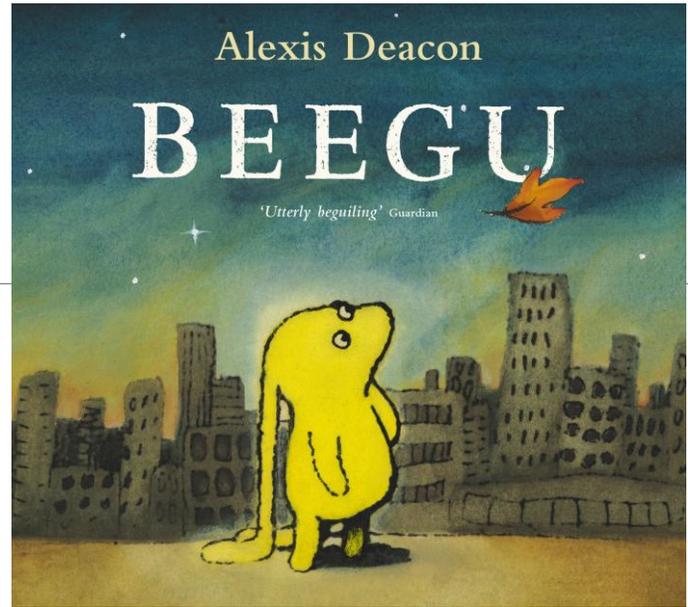
Summer 1 (6 weeks)

Writing	Genre	Narrative- traditional tale (3 weeks)		Letter (2 weeks)		Shape poetry (1 weeks)	
	Book/model text	Jack and the Beanstalk				A range of shape poems	
	Outcome	A sequel		A letter from the POV of another character		Boat/sea poetry	
Reading Comprehension		The Snow Lion- green band	Not Without My Whale- green band	Lazy Old Pirates- Orange band	The Gingerbread Boy- Orange band	The Story of Rumpelstiltskin- Orange band	Horses' Holiday- Turquoise band

Summer 2 (7 weeks)

Writing	Genre	Narrative (3 weeks)		Non-chronological report (2 weeks)		Letter (2 weeks)		
	Book/model text	Grandad's Island		A range of non-chronological reports		A range of letters		
	Outcome	A narrative changing the setting		An animal of the child's choice		A letter to their new teacher		
Reading Comprehension		The Big, Bad City- Turquoise band	The Rescuer- Turquoise band	Harry the Clever Spider at School- Turquoise band	Top Hunters- Turquoise Band	Ali the Great and the Dinosaur- Mistake- Turquoise band	Pedro's Big Goal- Turquoise Band	Our Solar System- 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.

Autumn 1		
Phonics / Spelling		
Week 1	Step 3 - Unit 7 - <u>oa</u> / <u>o</u> / <u>e</u> / <u>ow</u> & tricky words <u>right</u> , two, four	
Week 2	Step 3 - Unit 8 - <u>ue</u> / <u>u</u> , <u>e</u> / <u>ew</u> as long <u>oo</u> & tricky words goes / does	
Week 3	Step 3 - Unit 9 - <u>ou</u> / <u>ow</u> & tricky words made/their	
Week 4	Step 3 - Unit 10 - <u>oi</u> / <u>oy</u> & tricky words once/upon/always	
Week 5	Step 3 - Unit 11 - <u>er</u> / <u>ir</u> / <u>ur</u> and tricky words also/ of/ eight	
Week 6	Step 3 - Unit 12 - <u>aw</u> / <u>au</u> / <u>al</u> and tricky words love/cover/after	
Week 7	Step 3 - Unit 13 - <u>air</u> / <u>ear</u> as / <u>air</u> / and tricky words every/ mother / father	
Autumn 2		
	Phonics/Spelling	Grammar
Week 1	<u>sh</u> and <u>ch</u>	Rainbow Capitals
Week 2	<u>th</u>	Sentence sticking
Week 3	<u>ng</u>	Sentences
Week 4	<u>qu</u>	Capital letters
Week 5	<u>ar</u>	Proper nouns
Week 6	short vowels	Common nouns
Week 7	<u>ff</u> and <u>ll</u>	Alphabetical order (1)

Spring 1		
	Phonics/Spelling	Grammar
Week 1	ss and <u>zz</u>	a or an
Week 2	ck	Plurals
Week 3	y for /ee/ <u>ee</u>	Pronouns
Week 4	vowels	Initial blend wheel
Week 5	<u>a_e</u>	Initial blends
Week 6	<u>i_e</u>	Alphabetical order (2)
Spring 2		
	Phonics/Spelling	Grammar
Week 1	<u>o_e</u>	Verbs
Week 2	<u>u_e</u>	Conjugating verbs
Week 3	<u>wh</u> for /w/	Past tense
Week 4	ay	Doubling rule
Week 5	<u>ea</u>	The future

Summer 1		
	Phonics/Spelling	Grammar
Week 1	igh <small>igh</small>	Alphabetical order (3) and (4)
Week 2	y	Nouns
Week 3	ow	Adjectives (1) and (2)
Week 4	ew and ou <small>ew ou</small>	Final blends
Week 5	ow and oi	Finding verbs
Week 6	oy and or	Adverbs (1) and (2)
Summer 2		
	Phonics/Spelling	Grammar
Week 1	al and nk <small>al nk</small>	-es plurals
Week 2- PSC week	er, ir and ur <small>er ir ur</small>	Questions (1) and (2)
Week 3	au and aw	Antonyms
Week 4	Revision	Revision
Week 5		
Week 6		
Week 7		



Section 2

brend



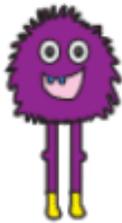
throst



stret



spraw



Section 2

label

vanish

blossom

thankful

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

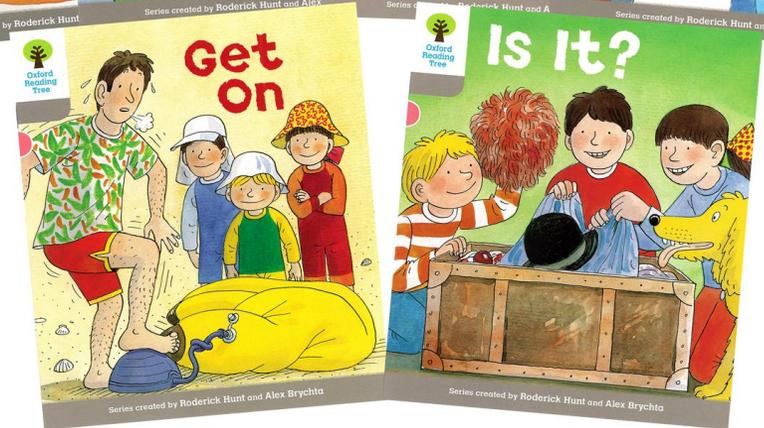
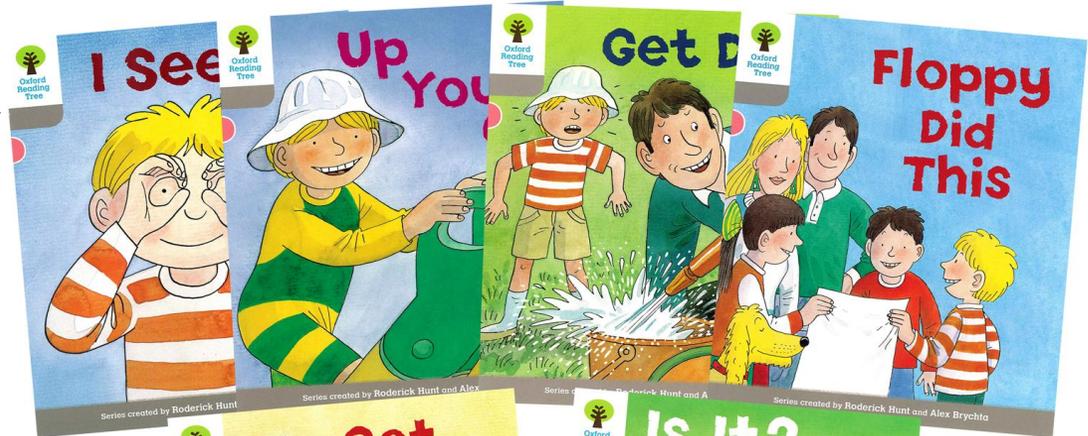
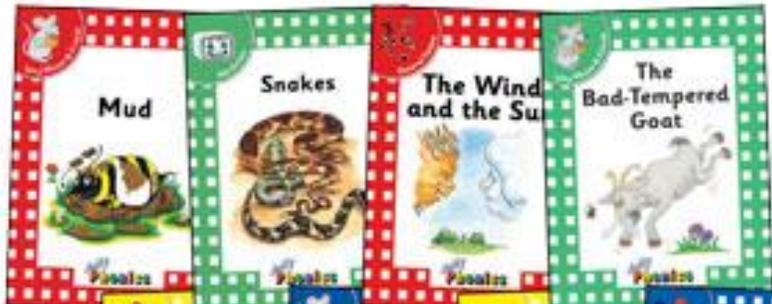
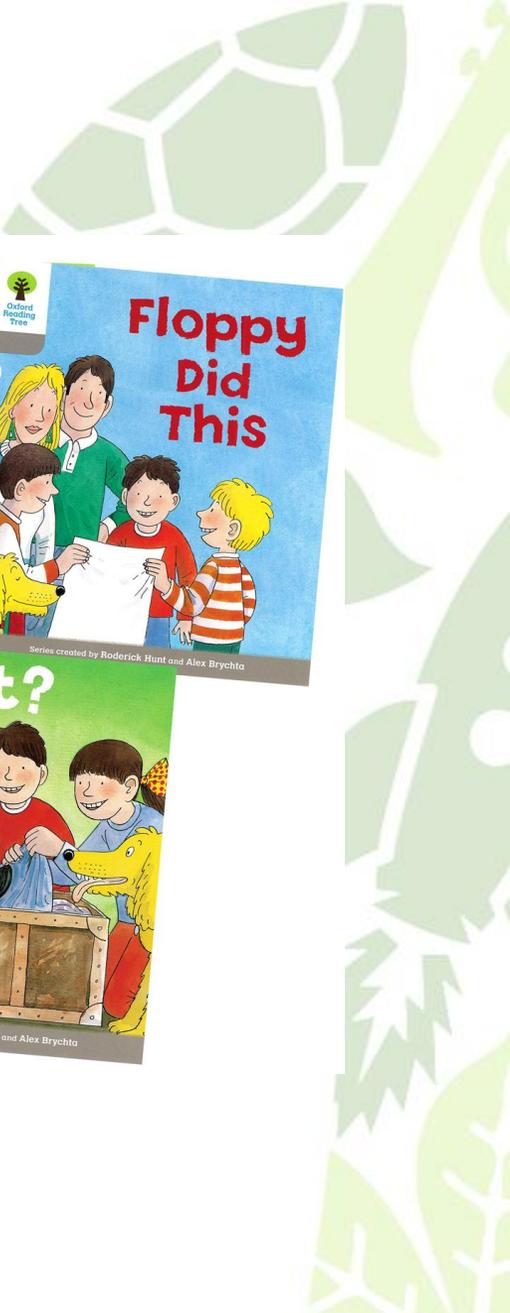
no
go
so
by
my
here
there
where
love
come
some

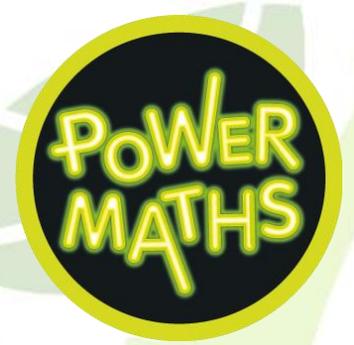
one
once
ask
friend
school
put
push
pull
full
house
our

twinkl www.twinkl.co.uk

Cursive Lower Case Letters







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.

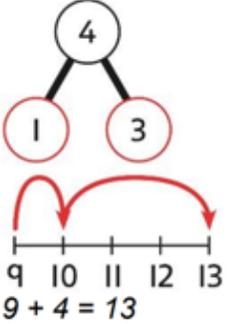
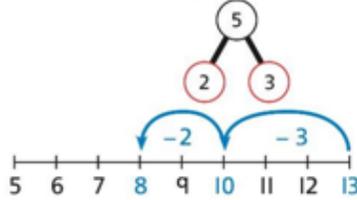
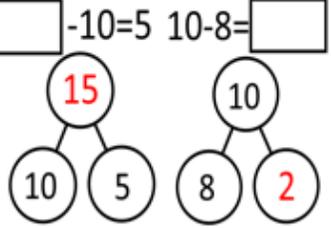
1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations



Year 1 - Maths

Arithmetic Methods



Name	Completed Method	Video Explanation	Practice Questions
Addition	 <p>9 + 4 = 13</p>	 LINK	 LINK
Subtraction	$13 - 5$ 	 LINK	 LINK
Addition/ Subtraction Involving 10s	$\square - 10 = 5$ $10 - 8 = \square$ 	 LINK	 LINK

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 and drawing (Beegu)
- 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? What do Muslims believe about Allah?



Overview of learning - Foundation subjects Spring

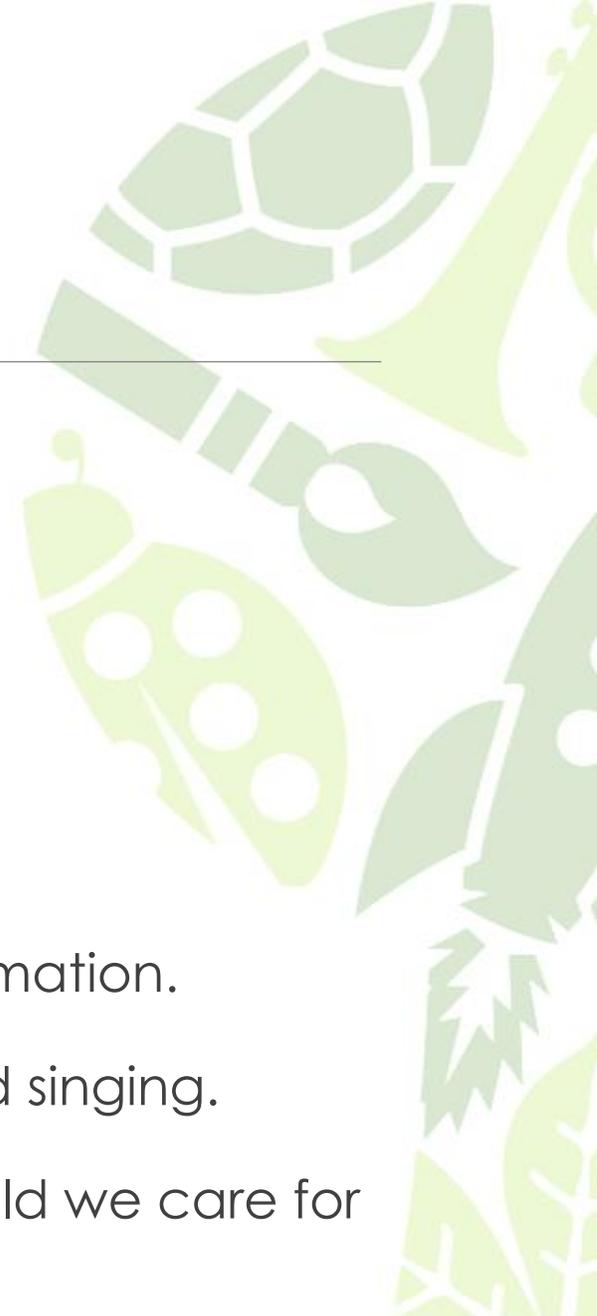
- DT: Making a toy vehicle
- Art: Sculpture (Henry Moore)
- History: How should we remember our monarchs?
- Geography: How can we travel safely from our school?
- PSHE: Dreams and goals and Healthy Me
- Computing: programming robots and data and information grouping
- Music: exploring sound, beat and pitch through instruments, body and singing.
- RE: What makes an object sacred or special? What makes a religious leader sacred and special?



Overview of learning - Foundation subjects

Summer

- DT: Textiles (Running stitch) Puppets
- Art: Collage (Eric Carle)
- 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.
- RE: How do Christians and Muslims believe the world was made? Should we care for others and the world around us?



Key dates

Phonics Screening check: w/c Monday 8th June

Willow class workshare: Friday 1st May

Apple class workshare: Friday 16th January

Kensington Palace:

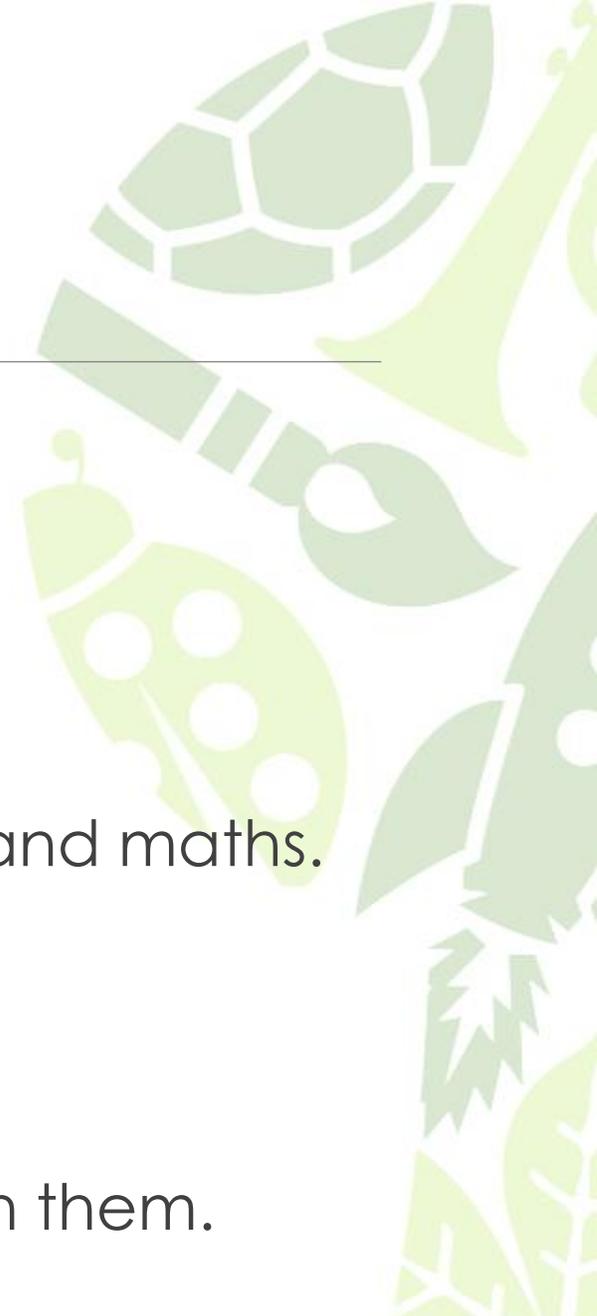
11th December- 1 Willow

12th December- 1 Apple



Home Learning

- Home learning will be sent out on Fridays.
- It should be returned to school by Wednesday.
- Home learning tasks will be a mixture of reading, writing and maths.
- Children will have 5 spellings to practise.
- 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
- Books expected to be read with 80-95% fluency before changing band
- 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

This presentation will be available to you on the school website. You will also find the curriculum map for the whole year on there.

If you have any questions throughout the year, please contact the office who will forward these on to us.

info@sheringdale.wandsworth.sch.uk

Enjoy the rest of your day!

