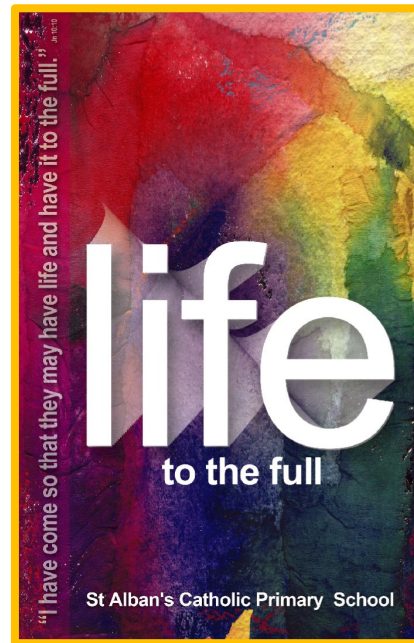




Welcome to Year 1



yearone@stalbangateshead.org

Autumn

Subject	Topic information	
RE	Families Belongings Waiting Judaism Islam	<ul style="list-style-type: none"> ● Recognise God’s love and care for every family ● Describe the way Christians follow the light of Christ. ● Use religious words to describe actions and symbols used in Baptism and to understand that Baptism is an invitation to belong to God’s family. ● Understand that Advent is a time to look forward to Christmas. ● Describe religious actions and symbols used in Advent. ● Listen to and retell the stories of Abraham and Moses. ● Muhammad.
English	Read, Write Inc. Key Texts: The Three Little Pigs Cloudland Yucky Worms	<p>Speaking & listening</p> <ul style="list-style-type: none"> ● Listen to and discuss a wide range of poetry, stories and non-fiction. ● Link what they read to their own experiences and discuss. ● Recite some rhymes and poems by heart. ● Predict what might happen in a story. ● Take turns and listen to what others have to say. ● Re-tell main events of a story or recount they have been told. <p>Reading</p> <ul style="list-style-type: none"> ● Apply phonic knowledge and skills to decode words. ● Read and respond speedily with the correct sound for all simple and complex sounds. ● Read words with contractions e.g. I’m, we’ll. ● Read common exception words (see end for spelling list) ● Read aloud accurately books that require phonic knowledge consistent with RWI scheme. <p>Writing</p> <ul style="list-style-type: none"> ● Begin to spell common exception words (see end for spelling list). ● Name the letters of the alphabet in order. ● Write from memory, simple sentences dictated by teacher. ● Sit at a table correctly with a comfortable and correct pencil grip. ● Form capital and lower case letters. ● Form digits 0-9. ● Compose a sentence orally then write it. ● Join sentences with ‘and’. ● Use finger spaces. ● Begin to punctuate sentences with a capital letter and full stop. ● Use a capital letter for the name of places, people, days of week and pronoun ‘I’.

Maths	Number Place value Length & mass Addition & subtraction 2D & 3D shapes	<ul style="list-style-type: none"> Count on and back from 0-50. Count in 2's, 10's and 5's to 100. Order up to 5 objects by height and length. Compare 2 objects and say which is heavier/lighter. Know and use addition bonds to 20. Recognise 1 more, 1 less, 10 more, 10 less than a given number of a 100 number square. Identify and recognise squares, triangles, rectangles and circles and describe them by properties. Recognise half and quarter of a shape. Use following vocabulary correctly – empty, full, more than, less than, half full, half empty. Recognise coins and notes up to £20. Compare and order coins based on value. Order events that happen in a day – morning, afternoon, evening. Order days of the week and months of the year. Use terms today, yesterday and tomorrow accurately. Know the number of days in a week and months in a year.
Maths cont.	Fractions Volume Money Time	
Science	Changing Seasons Everyday materials	<ul style="list-style-type: none"> Recognise that there are 4 seasons, name changes and describe different weather conditions. Describe what autumn is like. Identify a range of natural and man-made materials from which objects are made. Be aware that objects are made from certain materials dependent on their properties. To use a range of vocabulary to describe the properties of materials. To suggest different ways to investigate the properties of materials and to test if they would be suitable for making an object.
History	Toys past and present Queen Elizabeth II	<ul style="list-style-type: none"> I understand what toys there were in the past. I can sort objects into then and now. I can talk about toys from the past. I can draw and label pictures.
Geography	Living in a city	<ul style="list-style-type: none"> I can find the UK on a globe and other maps. I can find Gateshead on a map. I can use an aerial photograph and recognise landmarks near our school.
Computing	Walking with dinosaurs	<ul style="list-style-type: none"> Create an electronic book and illustrate. Use technology safely and respectfully and know who to talk to if concerned over anything online.
Music	Hey You! Rhythm in the Way we Walk.	<ul style="list-style-type: none"> Create and respond to vocal sounds. Explore how to change sounds. Identify and perform changes in tempo. Learn to play percussion with control. Keep a steady beat and use dynamics to vary the musical effect.

PE	Balance and weight-bearing Health and fitness	<ul style="list-style-type: none"> ● Balance on different parts of body. ● Develop movement skills with confidence and precision. ● Use simple movement patterns. ● Move in a controlled way around a large space. ● Change direction and speed. ● Perform a short dance sequence.
Art	Colour - Mondrian	<ul style="list-style-type: none"> ● Use a range of material creatively. ● Describe similarities and differences between paintings. ● Look at the work of famous artists. ● To recreate some of the features from a Lowry painting.
Design Technology	Cookery	<ul style="list-style-type: none"> ● Understand where food comes from. ● Use basic principles of a healthy and varied diet to prepare dishes.
PSHE	Live Life to the Full	<ul style="list-style-type: none"> ● Our feelings. ● Why we need rules. ● What does a balanced meal look like? ● Difference between needs and wants. ● Me, my body, my health. ● Develop opportunities to share views, debate and take part in balanced arguments.

Spring

Subject	Topic information	
RE	<p>Special People</p> <p>Meals</p> <p>Changes</p>	<ul style="list-style-type: none"> ● Recognise that there are special people in our lives who are there to help. ● Understand that people who belong to the parish family help one another. ● Describe the special jobs people have in Church during Mass. ● Understand that Jesus is a special person for the Parish family. ● Remembering, celebrating and responding to the experiences of special people in our own lives. ● To recognise when we have a special meal and what makes them special? ● Describe who prepares the special meal and how they help. ● To understand what Lent is and what Jesus is asking of us at this special time. ● To understand that Jesus sacrificed himself for us. ● To recognise what we celebrate at Easter time and why.
English	<p>Read, Write Inc.</p> <p>Key texts:</p> <p>The Solar System</p> <p>The Darkest Dark</p> <p>Beegu</p>	<p>Speaking & listening</p> <ul style="list-style-type: none"> ● Listen to and discuss a wide range of poetry, stories and non-fiction. ● Link what they read to their own experiences and discuss. ● Recite some rhymes and poems by heart. ● Predict what might happen in a story. ● Take turns and listen to what others have to say. ● Re-tell main events of a story or recount they have been told. <hr/> <p>Reading</p> <ul style="list-style-type: none"> ● Apply phonic knowledge and skills to decode words. ● Read and respond speedily with the correct sound for all simple and complex sounds. ● Read words with contractions e.g. I'm, we'll. ● Read common exception words (see end for spelling list) ● Read aloud accurately books that require phonic knowledge consistent with RWI scheme. <hr/> <p>Writing</p> <ul style="list-style-type: none"> ● Spell all common exception words (see end for spelling list). ● Name the letters of the alphabet in order. ● Write from memory, simple sentences dictated by teacher. ● Sit at a table correctly with a comfortable and correct pencil grip. ● Form capital and lower case letters. ● Form digits 0-9. ● Compose a sentence orally then write it. ● Join sentences with 'and'. ● Use finger spaces. ● Punctuate sentences with a capital letter and full stop. ● Use a capital letter for the name of places, people, days of week and pronoun 'I'.

Maths	Number Place value to 50 Addition & subtraction to 20 Weight & Volume Length & Height	<ul style="list-style-type: none"> ● Count on and back from 0-50. ● Represent numbers 1-50 ● Count in 2's, 10's and 5's to 100. ● Order up to 5 objects by height and length. ● Compare 2 objects and say which is heavier/lighter. ● Know and use addition bonds to 20. ● Recognise 1 more, 1 less, 10 more, 10 less than a given number of a 100 number square. ● Compare number sentences and understand related facts. ● Addition – adding by making 10 ● Subtraction – not crossing 10
Maths cont.		
Science	Changing Seasons Animals including Humans	<ul style="list-style-type: none"> ● Recognise that there are 4 seasons, name changes and describe different weather conditions. ● Name parts of the body. ● Recognise differences between humans and other animals. ● Understand what the 5 senses are. ● Create a simple key to separate animals using questions such as 'does it have fur?' ● Know that some animals eat meat and others only eat plants.
History	The Recent Past The Distant Past	<ul style="list-style-type: none"> ● Life growing up for Grandparents ● Stories of migration ● Daily life ● Schooling ● Travel ● Wars ● Alfred the Great & Robert the Bruce ● St Patrick ● Oyo Empire
Geography	Living in the countryside The Seasons Change	<ul style="list-style-type: none"> ● What's it like in the countryside? ● Where is it? ● What can we see? ● Types of land use ● Contrasting small area in countryside UK to overseas ● What changes do we see over a year ● Case Study – local area ● Weather in different seasons ● Changes in trees ● Changes in day length ● How weather affects our lives

Computing	Walking with dinosaurs	<ul style="list-style-type: none"> • Create an electronic book and illustrate. • Use technology safely and respectfully and know who to talk to if concerned over anything online.
Music	In the Groove Round & Round	<ul style="list-style-type: none"> • Learn and build on knowledge and understanding about the interrelated dimensions of music. • Create and respond to vocal sounds. • Explore how to change sounds. • Identify and perform changes in tempo. • Learn to play percussion with control. • Keep a steady beat and use dynamics to vary the musical effect.
PE	Dance Gymnastics	<ul style="list-style-type: none"> • To demonstrate large and expansive shapes. • To demonstrate swinging actions with the arms. • To demonstrate heavy and strong dynamics. • To perform in slow motion. • To explore some different rolls. • To explore gymnastic actions and still shapes. • To create some wide & narrow shapes. • To take off, jump & land with control. • To watch copy and describe what they and others have done.
Art	Colour and digital art – Klee	<ul style="list-style-type: none"> • Use a range of material creatively including the iPad. • Describe similarities and differences between paintings. • Look at the work of famous artists. • To recreate some of the features from a Klee.
Design Technology	Cookery and food nutrition	<ul style="list-style-type: none"> • Understand where food comes from. • Use basic principles of a healthy and varied diet to prepare dishes.
Citizenship	General issues shared as part of Pastoral lessons	<ul style="list-style-type: none"> • Healthy eating. • Economic wellbeing and future career aspirations. • Internet safety and the role of the internet in daily life. • Communities – understand different roles and responsibilities of people within our community. • Recognise local social justice through understanding the work of Society of St. Vincent de Paul. • Develop opportunities to share views, debate and take part in balanced arguments.

Summer

Subject	Topic information	
RE	Holidays and Holy days Neighbours Being Sorry	<ul style="list-style-type: none"> ● Recognise the story of Pentecost. ● Describe some religious signs and symbols linked to Pentecost and the coming of the Holy Spirit. ● Recognise that people say sorry and forgive each other because they follow Jesus. ● Retell the story of the call of Levi and the story of Zacchaeus. ● Talk about my own experience and feelings about neighbours. ● Describe ways that we can be good neighbours to others. ● Recall special stories about Jesus and his friends. ● Know and understand that God helps us to choose well and to be sorry.
English	Read, Write Inc. Phonics Key texts: One Day on our Blue Planet Clean Up! Grandad's Island	<p>Speaking & listening</p> <ul style="list-style-type: none"> ● Listen to and discuss a wide range of poetry, stories and non-fiction. ● Link what they read to their own experiences and discuss. ● Recite some rhymes and poems by heart. ● Predict what might happen in a story. ● Take turns and listen to what others have to say. ● Re-tell main events of a story or recount they have been told. <p>Reading</p> <ul style="list-style-type: none"> ● Apply phonic knowledge and skills to decode words. ● Read and respond speedily with the correct sound for all simple and complex sounds. ● Read words with contractions e.g. I'm, we'll. ● Read common exception words (see end for spelling list) ● Read aloud accurately books that require phonic knowledge consistent with RWI scheme. <p>Writing</p> <ul style="list-style-type: none"> ● Spell common exception words (see end for spelling list). ● Name the letters of the alphabet in order. ● Write from memory, simple sentences dictated by teacher. ● Sit at a table correctly with a comfortable and correct pencil grip. ● Form capital and lower case letters. ● Form digits 0-9. ● Compose a sentence orally then write it. ● Join sentences with 'and'. ● Join sentences to write simple stories, recounts and reports. ● Use finger spaces. ● Punctuate sentences with a capital letter and full stop. ● Use a capital letter for the name of places, people, days of week and pronoun 'I'.

<p>Maths</p> <p>Maths cont.</p>	<p>Number</p> <p>Place value</p> <p>Fractions</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Geometry</p> <p>Position and Direction</p> <p>Money</p> <p>Time</p>	<ul style="list-style-type: none"> ● Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ● Read and write numbers from 1 to 20 in numerals and words. ● Count, read and write numbers to 100 in numerals. ● Identify and represent numbers using objects and pictorial representations including the number line. ● Given a number, identify one more and one less. ● Use the language of: equal to, more than, less than (fewer), most, least ● Count in multiples of twos, fives and tens ● Recognize, find and name a half as one of two equal parts of an object, shape or quantity ● Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity ● Add and subtract one-digit and two-digit numbers to 20, including zero ● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. ● Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays ● Recognize and know the value of different denominations of coins and notes. ● Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. ● Describe position, direction and movement, including half, quarter and three-quarter turns.
<p>Science</p>	<p>Seasons</p> <p>Plants</p>	<ul style="list-style-type: none"> ● Recognise that there are 4 seasons and name some changes. ● Describe different weather conditions. ● Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. ● Identify and describe the basic structure of a variety of common flowering plants, including trees.
<p>History</p>	<p>Local Past</p> <p>Six Famous Rulers</p>	<ul style="list-style-type: none"> ● Local study of your school's village/town ● Families in the past ● Streets and housing in the past ● Changes ● Studying six famous rulers across the ages
<p>Geography</p>	<p>Where are we?</p> <p>Living by the sea</p>	<ul style="list-style-type: none"> ● UK Map revisit ● Four points of a compass ● Locating places in the UK we know about ● Addresses ● Great Britain ● Looking at coast on a map ● What's the coast like? Local case study – Alnmouth ● Staying safe at the coast ● Contrasting case study of area of coast in UK to overseas

Computing	Use ICT independently	<ul style="list-style-type: none"> ● Use technology to create, organise, store, manipulate and retrieve digital content. ● Recognise common uses of information technology beyond school.
Music	Pop Classical	<ul style="list-style-type: none"> ● To know and recognise the sound and names of some instruments. ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● To confidently sing or rap five songs from memory and sing them in unison. ● Listen to and follow musical instructions from a leader.
PE	Games Athletics	<ul style="list-style-type: none"> ● Participate in team games involving running, jumping, throwing and catching. ● To develop striking and fielding skills ● To work as a team player and participate in turn taking. ● To develop a range of throwing skills using a variety of objects – Quoits.
Art	Eric Carle	<ul style="list-style-type: none"> ● Use a range of material creatively to create a collage. ● Look at the work of a famous artist. ● To recreate some of the features from Eric Carle illustrations including a nature print. ● To create a 3D sculpture based on Eric Carle illustrations.
Design Technology	Textiles – Pirate Paddy’s packed lunch problem	<ul style="list-style-type: none"> ● Look at and compare a range of existing products. ● Plan, make and evaluate using design criteria and choose appropriate tools. ● Join materials and components in a range of ways. ● Design a useful product to fit a purpose.
Citizenship	General issues shared as part of Pastoral lessons	<ul style="list-style-type: none"> ● Learn and discuss shared responsibilities and how we can look after the environment. ● Understand democracy and justice within the school council. ● Recognise emotions and feelings – Mental Health week. ● Learn about charity work. ● Develop opportunities to share views, debate and take part in balanced arguments.

Year 1 Read, Write, Inc sounds

Simple Speed Sounds

Consonant sounds - strictly

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds - strictly

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds - strictly

a	e	i	o	u	ay	ee	igh	ow
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Vowel sounds - strictly

Vowel sounds - strictly

oo	oo	ar	or	air	ir	ou	oy
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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		
					c		se			
					ce					

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							

Spellings for Year 1 Words for tests will be taken from the following lists:

<i>Sounds/rules</i>	<i>Example words</i>
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k	bank, think, honk, sunk
Division of words into syllables	pocket, rabbit, carrot, thunder, sunset
-tch	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word	grander, grandest, fresher, freshest, quicker, quickest
<i>Vowel digraphs and trigraphs</i>	<i>Example words</i>
ai, oi	rain, wait, train, paid, afraid
ay, oy	oil, join, coin, point, soil
a-e	day, play, say, way, stay boy, toy, enjoy, annoy
	made, came, same, take, safe

<i>Vowel digraphs and trigraphs</i>	<i>Example words</i>
e-e	these, theme, complete
i-e	five, ride, like, time, side
o-e	home, those, woke, hope, hole
u-e	June, rule, rude, use, tube, tune
ar	car, start, park, arm, garden
ee	see, tree, green, meet, week
ea	sea, dream, meat, each, read (present tense)
ea	head, bread, meant, instead, read (past tense)
er	(stressed sound): her, term, verb, person
er	(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir	girl, bird, shirt, first, third
ur	turn, hurt, church, burst, Thursday
oo	food, pool, moon, zoo, soon
oo	book, took, foot, wood, good
oa	boat, coat, road, coach, goal
oe	toe, goes
ou	out, about, mouth, around, sound
ow	now, how, brown, down, town
ow	own, blow, snow, grow, show
ue	blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw

<i>Vowel digraphs and trigraphs</i>
ew
ie
ie
igh
or
ore
aw
au
air
ear
ear
are

<i>Example words</i>
lie, tie, pie, cried, tried, dried
chief, field, thief
high, night, light, bright, right
for, short, born, horse, morning
more, score, before, wore, shore
saw, draw, yawn, crawl
author, August, dinosaur, astronaut
air, fair, pair, hair, chair
dear, hear, beard, near, year
bear, pear, wear
bare, dare, care, share, scared

Words ending -y (/i:/ or /ɪ/)	very, happy, funny, party, family
New consonant spellings ph and wh	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	Kent, sketch, kit, skin, frisky
Adding the prefix -un	unhappy, undo, unload, unfair, unlock
Compound words	football, playground, farmyard, bedroom, blackberry
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, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Parents' Evening consultations will take place in October and March. Information relating to age-related expectations and attitude to learning as well as personalised English and Maths targets will be shared in advance of these telephone consultations.

Formal written reports are distributed to all parents in July. This will include any results from the statutory tests and teacher assessments.

Parents are welcome to contact the school at any time during the school year if they have any concerns or queries over their child's education.

More information about our school can be found on our website at www.stalbansgateshead.org

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