

Year Group Leader update – Year 1

Settling-in

The children have all settled into Year 1 classes well and have developed good relationships with their class teacher, TA and classmates. Before moving into Year 1, some children had moved into different classes to 'balance' the year group. This move has been positive and has enabled children to develop new friendships but also allowed them to feel comfortable in their new classes with their existing friends. Children have adapted to their new routines and expectations and are now enjoying time with their friends.

Whole School Project

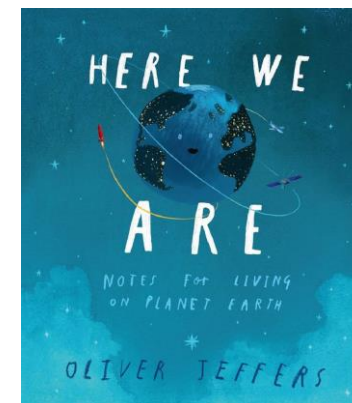
To begin the year, we started with a whole school project to help the children to settle into their new year group. This project focused on the text '*Here We Are*' by Oliver Jeffers which had many cross-curricular links, particularly **Geography** and **Art**.

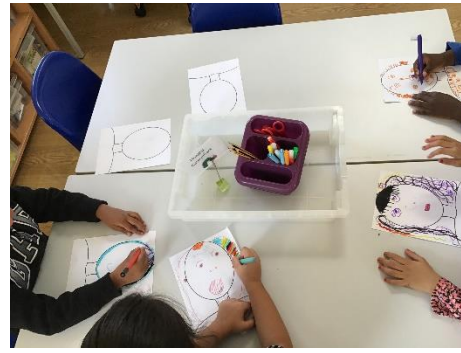
We started off by looking at the author Oliver Jeffers and explored a range of his stories, discussing which ones we had already read before, and which stories were our favourite. We then asked the children to predict what the title of book could be by only revealing the picture on the front cover. This enabled the children to use their prior knowledge of other stories they had read about the World and Earth.

The children began creating 'Earth' books, recording key vocabulary as we explored the story, learning new and exciting words related to Earth and the world we live in. There were many **PSHE** opportunities - discussions around different races/cultures and religions in our school and community and our sense of belonging. There were also conversations about how we should treat other people and we encouraged the children to think about what makes a fair and inclusive environment.

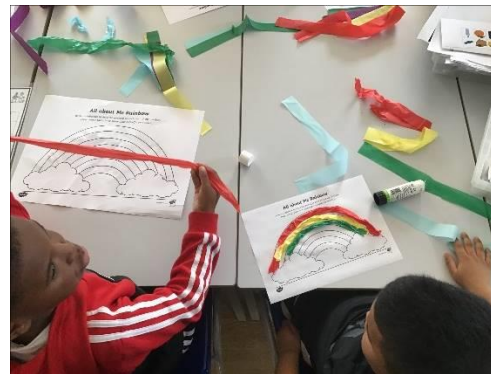
The children engaged in many activities such as making Earth collages, acrostic poems, news reporting, Google Earth on the iPads and writing opportunities. They enjoyed Maths activities including making clocks, creating a visual timetable of their day, day and night pictures and one-minute challenges.

At the end of the project, KS1 learnt the song '*What a Wonderful World*' by Louis Armstrong, and created big art pieces to go with the song. Each class learnt a verse, and a video was edited to showcase all the children singing and sharing their work.





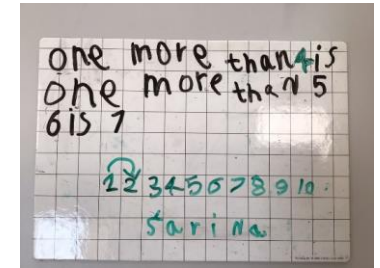
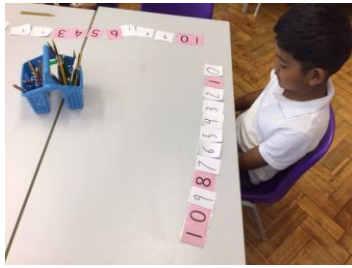
'What a Wonderful World' Song and Artwork



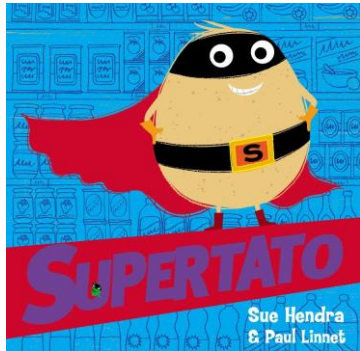
Maths

In Maths we have been sorting objects in different ways and counting objects up to 10, recognising smaller groups on sight and counting the objects in larger groups up to 10. Children are showing an understanding that the last number counted represents the total number of the count. This has provided opportunities for teachers to assess where the children are at, and if they are able to read and recognise numbers. We then began counting and backwards and forwards and recording digits to 10. The children have been exploring the use of concrete resources such as cubes, counters and drawings to represent numbers in more than one way. We have also been finding *one more* and *one less* than a given number by using a variety of methods including counting on their fingers, using objects to add or take away one, jumping backwards and forwards on a numberline and making links to counting rhymes.





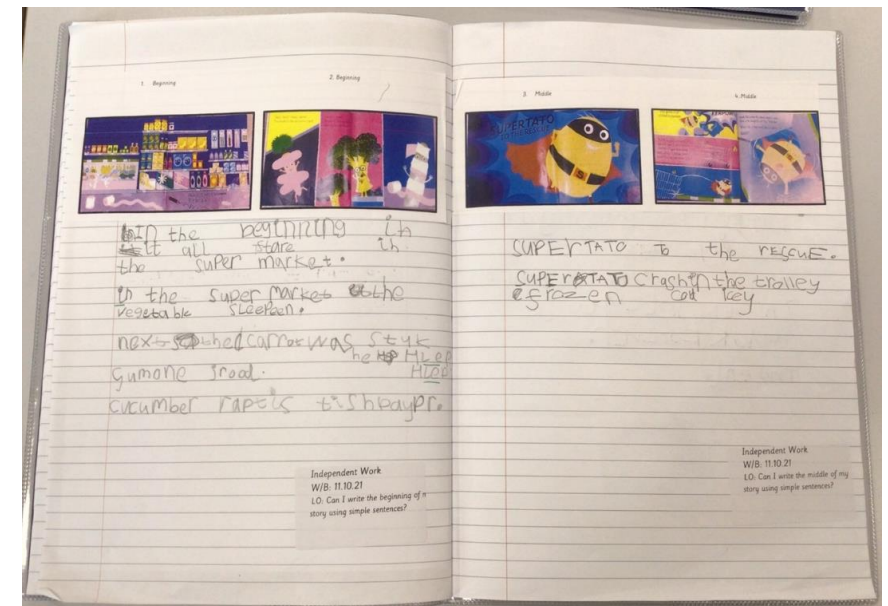
English



We have been focusing on a narrative text called '*Supertato*' by Sue Hendra and Paul Linnet. We began making simple predictions using clues from the pictures and predictions based on what we already knew. We have been exploring the characters in the story, talking about how the characters were feeling at certain points in the story and recording characters speech. Some of us used the **app of the month**: '*Chatterpix*' to record what the character would say whilst others wrote speech bubbles.

The children had fun making their own Supertato characters. We then used these to describe our Supertato using adjectives, labelling our picture and writing short captions. We discussed what makes a good and bad character and compared the characters in Supertato with characters from familiar stories and films. We also created our own story maps and used these to retell the story and key events.

The **writing** outcome was a narrative, retelling the story in their words and this will be the first piece of work which gets assessed. These assessments will inform their writing targets which will then be used as their next steps for future writing outcomes. In order to encourage talk in the classroom, most of our evidence is video footage. Scan the QR codes below to watch some of the activities.





ChatterPix App – characters speech



Topic

We began our 'Real-life Superhero' topic by inviting the children to come into school dressed up as a real-life hero such as, a doctor, nurse, policeman and many others.

They enjoyed their day engaging in different activities and role-playing as their hero.

We had discussions around what makes a real-life hero and how do they help us.



In **Science** we have labelled basic body parts of the human body including those related to our senses. We enjoyed a *senses day* where we investigated each sense and how they help us in everyday life. Each class had set-up activities related to explore a sense including music activities (hearing), optical illusions (sight) a tasting session, mystery cups (smelling) and a range of objects to touch and describe.

When the children had returned to their class to feedback to their teacher, it was all extremely positive, and the children enjoyed moving round to each class.

"My favourite was taste, I had lemons and chocolate!"

"I liked touch, there was slime and it was sticky."



We will be learning about a real-life heroine Florence Nightingale in **History** after the half-term along with an opportunity to make a healthy salad in **DT**.

Blended Learning

For our blended learning, children have a range of activities to complete at home including access to *Bug Club* to read books assigned to them by their teacher, *Numbots* with a variety of Maths games and challenges, *Phonics lessons*, *Music* and *PE* with our coach Rich. They also have a choice to complete activities with a different focus each week such as *Autumn*, *Space Week* and *Positive Mental Health*. Children are welcome to stay in school on Friday afternoons to complete their blended learning.

Assessment

At the beginning of the term, teachers completed Phonic assessments which determined children's Phonic groups. Children have managed well with moving to their different phonic classes and groups and have supported each other with the process. They have developed good relationships with their Phonics teacher and peers and Phonics is going well. Teachers will assess their class again after the half term and groups will be re-evaluated.

In English children's narrative writing outcome was marked by each class teacher and targets have been given to each child. These targets include: using capital letters, full stops, finger spaces, using phonics to help with spelling, forming letters correctly and many others. One class in Year 1 is trialling given oral feedback on Seesaw so that their work and target is shared with parents. This allows parents to see how they are doing but to also practise these targets at home with their child.

Black History Month

To celebrate the theme 'Proud to be', we have planned many **PSHE** opportunities to talk about what the word proud means what the children are proud of and what they have achieved in their lives.

We are then going to focus on Rosa Parks, looking at her personal life and her childhood. There will be links to **Geography**, exploring globes and maps to find her place of origin, and **History** links where the children will make simple timelines of her life.

We have planned **English** opportunities, writing sentences about Rosa Parks and why she was brave.

We will dive into what it means to be Black and how people of colour were treated, creating scenarios where some children will be asked to leave the class because the colour of their clothes, skin or hair.

Children will also enjoy a Black History lunch on Thursday (21.10.21) as well as staff members to celebrate this special month. On Friday (22.10.21) each Year 1 class will display their work in their classroom and we will allow the children to visit different classes to see the range of work for Black History.

