

Welcome to Year 1



Who will be helping my child?



Mrs Dowd

Monday to Thursday

Maths
Re
English
Phonics
Music
Science
PSHE



Mrs Guiver

Thursday and Friday

Maths
Re
Art/DT
Geography
History
Computing



Mrs Seiler



Mrs Daffada

What do I do if I need to speak to a teacher?

- Reading record and weekly diary
- Contact the office by phone or email (admin@sacredheart312.herts.sch.uk)
- Request a meeting for the end of a day

For information about what your child will be learning please refer to the following on the school website:

- Curriculum letter
- Termly overview
- Yearly overview
- signposts

<https://www.sacredheart312.herts.sch.uk/class-pages-1/>

Week 6 - 03.04.25

English

This week we have been looking at Jack and the Beanstalk. We have used this story to plan and write our own. We changed the character, hero, villain and the magic object. We were using descriptive language and remembering full stops, capital letters and finger spaces. We also are trying to use exclamation marks and question marks in our writing.

Maths

This week we have been looking at measuring height and length. We have used rulers to measure in centimetres. We also have compared the lengths and heights saying what is taller or longer.

Science

This week, we have been keeping a close eye on our plants filling in our 'Bean Diary'.

PE

This term we will be doing 'Hit, Catch and Run'.

RE

In RE we are looking at the scripture when the Angel's delivered the message.

Phonics

We have been recapping over all of our phase 5 sounds, applying and blending them.

Reading—Please make sure you are Reading at home at daily. Make sure you are filling out your child's reading record.

We are sending home Year 1 common exception words—please make sure you are practising reading and writing these.

Homework Project

From all of us in Year 1 we wanted to thank you all for your hard work with all the homework we send home. It is always completed with care and we can see the effort that goes into all of the pieces.

For the Easter holidays we want the focus to be phonics, practising all the phase 5 sounds and blending them to reads words. Last term, we sent home phonics screening booklets so please ensure you are using these regularly. They are also on the website if you need it. Please use websites like phonics play to practise blending real and fake words in preparation for

Year 1

FLORING OF HOPE

Maths

We have had a great term in Year 1. We look forward to seeing you all for the final term of the year. Have a great Easter holidays!

Sacred Heart Catholic Primary School

CURRICULUM MAP Autumn TERM YEAR 1

RELIGIOUS EDUCATION	SCIENCE	HUMANITIES	ENGLISH AND READING
In Autumn 1 our first branch of RE learning is 'Creation and Covenant'. In this branch the children will learn about the Christian belief that all that exists comes from God, the one who created the world. They will learn about the importance of the Bible as the word of God. They will also learn about the importance of the Church and the role of the priest. In Autumn 2 our second branch of RE learning is 'The Church and the World'. In this branch the children will learn about the role of the Church in the world and the importance of the sacraments. They will also learn about the importance of the Pope and the role of the bishops. In Autumn 3 our third branch of RE learning is 'The Church and the Future'. In this branch the children will learn about the role of the Church in the future and the importance of the sacraments. They will also learn about the importance of the Pope and the role of the bishops.	In Autumn 1 the children will learn about the importance of the scientific method and the role of the scientist. They will also learn about the importance of the scientific community and the role of the scientist. In Autumn 2 the children will learn about the importance of the scientific method and the role of the scientist. They will also learn about the importance of the scientific community and the role of the scientist. In Autumn 3 the children will learn about the importance of the scientific method and the role of the scientist. They will also learn about the importance of the scientific community and the role of the scientist.	In Autumn 1 the children will learn about the importance of the scientific method and the role of the scientist. They will also learn about the importance of the scientific community and the role of the scientist. In Autumn 2 the children will learn about the importance of the scientific method and the role of the scientist. They will also learn about the importance of the scientific community and the role of the scientist. In Autumn 3 the children will learn about the importance of the scientific method and the role of the scientist. They will also learn about the importance of the scientific community and the role of the scientist.	In Autumn 1 the children will learn about the importance of the scientific method and the role of the scientist. They will also learn about the importance of the scientific community and the role of the scientist. In Autumn 2 the children will learn about the importance of the scientific method and the role of the scientist. They will also learn about the importance of the scientific community and the role of the scientist. In Autumn 3 the children will learn about the importance of the scientific method and the role of the scientist. They will also learn about the importance of the scientific community and the role of the scientist.

What will my child do each day?

8:20 – 9:00	9:00 – 9:15	9:15 – 9:35	9:35 – 10: 30	10:30 – 11:45	11:45 – 12:45	12:00 – 1:15	1:15 – 1:25	1:25 - 1:40	1:40 – 2:30 1 lesson	<u>2:30 - 3:15</u>
Early morning work Reading intervention Registration	Assembly Monday – Gospel Wednesday- Music Thursday – Re Friday – Gold	Phonics	English	Break and snack	Maths	Lunch Opal	Registration Meditation	Maths Fluency Three times a week	Science RE Geography Music PE Art Computing	Phonics recap Reading for pleasure
	Tuesday is class worship		CIL (child led learning)		CIL (child led learning)				CIL (child led learning) PE is taught on a Wednesday and Friday	

- This will be built up through out Autumn 1 with a mixture of small group, 1:1 and whole class teach

What will my child be learning in English?

National Expectation

Year 1	
• Word reading • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been Taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • . Read other words of more than one syllable that contain taught GPCs. • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear read to their own experiences. • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. • Recognising and joining in with predictable phrases o learning to appreciate rhymes and poems, and to recite some by heart. • Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. • Checking that the text makes sense to them as they read and correcting inaccurate reading o discussing the significance of the title and events. • Making inferences on the basis of what is being said and done o predicting what might happen on the basis of what has been read so far.

• Re-read these books to build up their fluency and confidence in word reading.	• Participate in discussion about what is read to them, taking turns and listening to what others say.
Spelling Spell: • words containing each of the 40+ phonemes already taught o common exception words • Spell the days of the week • Name the letters of the alphabet: in order using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes: o using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs o using the prefix uno using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, quicker, quickest] • Apply simple spelling rules and guidance, as listed in Appendix 1 of the National Curriculum Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Handwriting • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters and form digits 0-9 • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. Composition • Write sentences by: • saying out loud what they are going to write about. • composing a sentence orally before writing it • sequencing sentences to form short narratives. • re-reading what they have written to check that it makes sense. • Discuss what they have written with the teacher or other pupils. <u>Vocabulary, grammar and punctuation</u> <u>Word</u> Use regular plural noun suffixes -s or -es [e.g. dog, dogs; wish, wishes], understanding the effects of these suffixes on the meaning of the noun. Add suffixes to verbs where no change is needed in the spelling of root words [e.g. helping, helped, helper]. Know how the prefix un- changes the meaning of verbs and adjectives [e.g. unkind, untie]. <u>Sentence</u> Combine words to make sentences. Join words and joining clauses using ‘and’. <u>Text</u> Sequence sentences to form short narratives. <u>Punctuation</u> Separate words with spaces. Begin to punctuate using capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use capital letters for names and the personal pronoun I [e.g. of people, places, the days of the week]. <u>Terminology for pupils</u> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

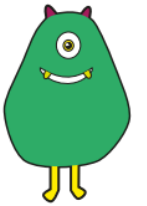
Will my child still have daily phonics lessons?

Phonics parent
workshop:
Thursday 9th October

- Children will continue daily phonics sessions. (This will increase to twice a day for 15 minutes).
 - If we identify your child needs additional adult support, you will be informed on how support them.
 - The Phonics Screening Check is a national assessment for Year 1 pupils in England.
 - Carried out annually in June
 - To support the teacher's assessment to ensure they are secure decoding to an appropriate standard.
 - The check involves a child reading 40 words, a mix of real words and pseudo-words (nonsense words)
 - Taken with the class teacher.
- Across the week commencing
Monday 8 June 2026.

Section 2

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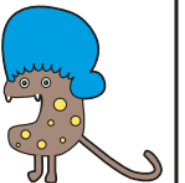
thresk



spleg



strume



Reading

- Each child will read with an adult at least once a week. (This is recorded in school) We will focus on improving decoding skills, fluency and comprehension skills.
- Your child will be given a book appropriate for their reading level and understanding. This will be changed weekly.
- In order for your child to develop fluency and improve all reading skills they must be read with at home every day. Please record comments in the reading record.
- Children will visit the school library and will choose a reading book to develop pleasure for reading.

Maths and Maths fluency

Number and place value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Read and write numbers from 1 to 20 in numerals and words.

Number – addition and subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Represent and use number bonds and related subtraction facts within 20.

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.

Number – multiplication and division

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

Compare, describe and solve practical problems for:

- o **lengths and heights** [for example, long/short, longer/shorter, tall/short, double/half]
- o **mass/weight** [for example, heavy/light, heavier than, lighter than]
- o **capacity and volume** [for example, full/empty, more than, less than, half, half full, quarter]
- o **time** [for example, quicker, slower, earlier, later]

Measurement continued

Measure and begin to record the following:

- o lengths and heights
- o mass/weight
- o capacity and volume
- o time (hours, minutes, seconds)

Recognise and know the value of different denominations of coins and notes.

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry – properties of shapes

Recognise and name common shapes, including:

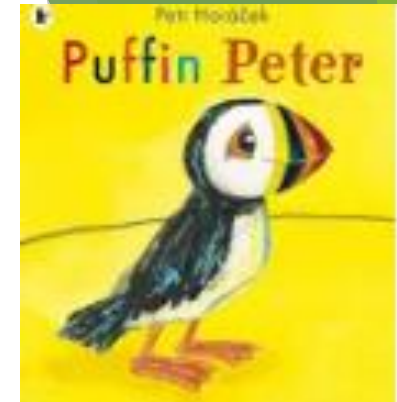
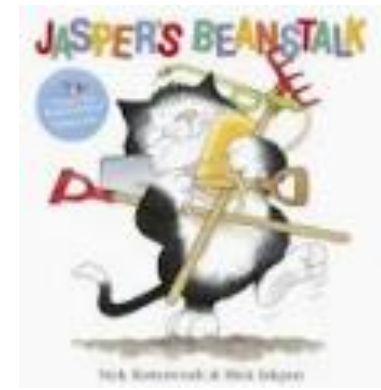
- o **2-D shapes** [for example, rectangles (including squares), circles and triangles]
- o **3-D shapes** [for example, cuboids (including cubes), pyramids and spheres]

Geometry – position and direction

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Autumn 1

RE: Creation (God the creator)



English - List labels and captions (writing to inform) followed by Narrative (writing to entertain).

Maths - Place value within 10 (Accurate counting, number formation, ordering numbers to ten and Comparing amounts up to 10)

Science - Seasons and weather (Naming the seasons and describing the differences between them)

Geography - Our classroom

Computing - We are treasure hunters. (To program a toy to follow their algorithm.)

Art: Drawing

PE: Dance and Ball skills

PSHE being in my world

Assessment

Autumn 2

Trip : Hertford Toys Museum

RE - Jesus and the Annunciation

English - **Narrative** (Traditional Tales): Three Billy Goats Gruff (by Alison Edgson), The Princess And The Pea (by Rachel Isadora), Stop! That's Not My Story (by Smriti Halls and Erikan Meza).

Recipes: Gruffalo Crumble (by Julia Donaldson)

Maths: Addition and Subtraction within ten (Looking at how parts make a whole)

Science: Materials (Name materials and describe their properties)

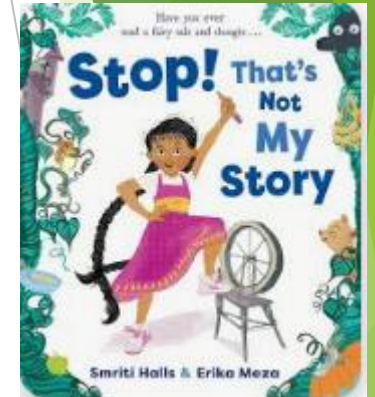
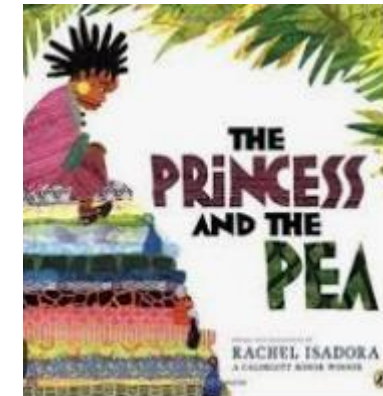
History: Toys now and then.

Computing: To use a video camera to capture moving images.

Design and Technology: Food (design and make a fruit salad)

Pe: Bats and balls / Gymnastics

PSHE: Celebrating differences (identifying similarities and differences within the class.
Understanding what a bully is.)



Spring 1

RE - Galilee to Jerusalem (Jesus' ministry)

English - **Narrative**: Stanley's Stick (by John Hegley)

Poetry: range of nursery rhymes Oi Frog (by Kes Gray & Jim Field) **Recount**: Ravi's Roar Ruby's Worry

Maths: Place value within 20 (Tens and ones), Addition and subtraction within 20.

Science: Materials continues (Name materials and describe their properties)

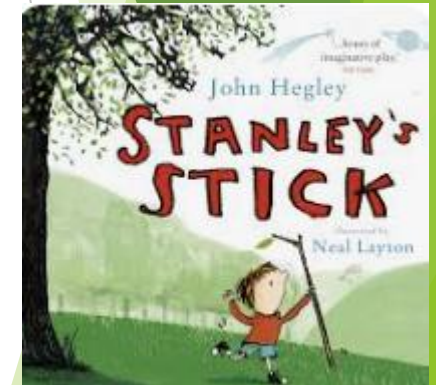
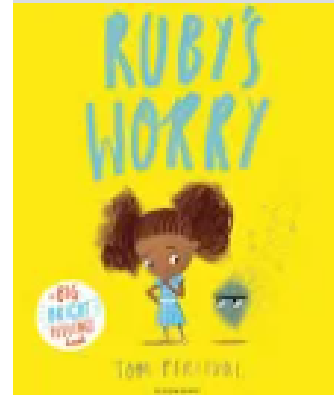
Geography: Hot and cold weather in the UK.

Computing: We are painters (To use the web safely to find ideas for illustration)

Art: Painting (watercolours)

Pe: **Swimming on a Thursday afternoon / Gymnastics.**

PSHE: Healthy me



Spring 2

RE - Desert to Garden (Lent and holy week)

English - **Short narrative** (based on real experiences): Madlenka (by Peter Sis), **Poetry**: Take One Poet Julia Donaldson Poems To Perform)

Maths: Place value within 50 (Tens and ones), Measurement (measure and compare lengths in cm)

Science: Animals including humans

History: Kings , Queens and Castles

Computing: We are story tellers (To use sound recording equipment to record sounds.)

Design and Technology: Levers and Sliders

Pe: Ball Skills : Sticks (hockey) and Hands 1 (basketball and dribbling)

PSHE: Dreams and Goals (tackling a new challenge)

Summer 1

RE - To the ends of Earth (Pentecost and the ascension)

English - **Poetry**: A First Book of Poems: Out and About

Narrative: Little Red and the Very Hungry Lion (by Alex T. Smith)

Letters: Paddington's Post. Here Comes Mr Postmouse Letters to A Monster*

Maths: Multiplication and division (repeated addition), Fractions (finding halves and quarters of shapes and amounts)

Science: Animals including humans continued

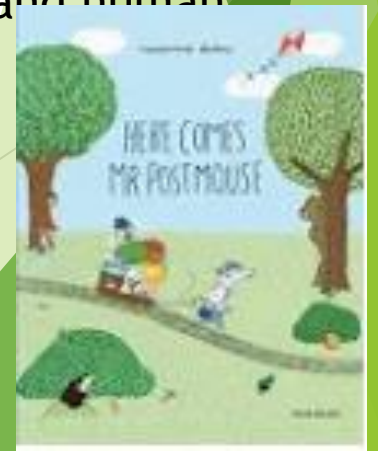
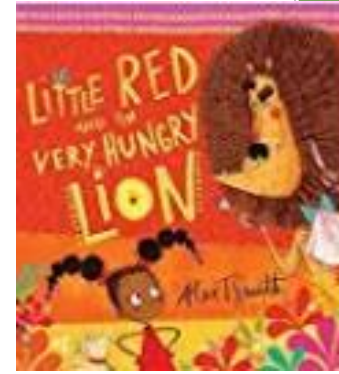
Geography: Isles of Scilly (Learning and using geographical language to describe physical and human features)

Computing: We are story tellers (To use sound recording equipment to record sounds.)

Art: Creating Sculpture

Pe: Ball Skills : Sticks (hockey) and Hands 1 (basketball and dribbling)

PSHE: Relationships



Summer 2

RE: Dialogue and Encounter (Look at other faiths)

English: **Explanation**: The Big Book of Bugs (by Yuval Zommer); The Amazing Life Cycle of Butterflies (by Kay Barnham); Tad (by Benji Davies) **Narrative** : We're Going to Find the Monster!

Maths: Place value within 100 and Time (O'clock and Half past)

Science: Plants

History :Local History (Comparing Ware from the past to present)

Computing: We are celebrators (developing keyboard skills)

DT: Textiles (joining materials)

PE: Attack and Defence and team building

PSHE: Changing me

What can I do at home to support my child?

- Mathematics (log ins to be found in the reading record)
- Reading daily
- Phonics homework (To begin in Autumn 2)
- Weekly spellings (refer to signposts)
- Half termly projects

First Project: Show your understanding about weather.

Due: Friday 10th October.

Important Dates:

Parents evening: Tuesday 21st October (5:00 - 7:00) Thursday 23rd October 3:30 - 5:00

Nativity: Thursday 11th December

Sports Day: Friday 22nd May

Phonics Workshop: Thursday 9th October

Phonics screening: Monday 8th June - Friday 12th June