



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.

Timings of the day

Gates open at 8.40

Line up on the top playground



Registration is at 8:50

Lunch is at 12.00 until 13.00



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

School ends at 15.10

Wait outside your child's classroom (by the climbing frame) and Mrs Murray will dismiss your child. Please be patient during this time while Mrs Murray gets to know your faces.

Uniform Standards

ALL items of clothing must be **clearly** named, **coats, jumpers, cardigans, hats and gloves** included.

JUMPERS AND CARDIGANS

Red P.E. kit, green P.E. kit, plimsolls, spare socks, water bottles, school bags, lunch boxes, snack boxes!

Please ensure children's hair is tied back.

Water bottles will be sent home daily to be cleaned and refilled with water only.



Name, name, name everything!



PE



Children come to school dressed in PE kits on Mondays and Thursdays.

Bring in Wellington Boots for Forest School this term.

Children to bring in Forest School overalls, please do not purchase new ones.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet swollen near touching the floor, totally absorbed in the wonderful adventures..."



Independence



To help with independence skills, please support your child with:

- dressing and undressing out of their school uniform unaided at home.
- putting on and taking off their shoes.
- putting on and taking off their coat, including using zips or buttons.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet outstretched near touching the floor, totally absorbed in the wonderful adventures..."

Autumn Timetable

		8.40 - 9.15		9.15-10.15			10.50-11.45		1.00-1.20	1.20-2.30	2.45-3.00	
Monday	Register	Phonics Readers		Phonics English 10.30-story	Story time/ time10.15	Playtime - 10.30-10.50	10.15 - 11.15 PE	Lunchtime -- 12.00 - 1300	Register Story/Poetry Science	Continuous Provision Group work	Continuous Provision Group work	
Tuesday		Phonics Readers		10.00 - 10.40 Music			Maths		Register French	Continuous Provision Group work	Continuous Provision Group work	
Wednesday		Phonics Readers		Phonics English			Maths		Register Story/Poetry Topic	Continuous Provision Group work	Continuous Provision Group work	
Thursday		Phonics Readers		Phonics English			Assembly Maths		Register Story/Poetry PE 1.30 - 2.30	Continuous Provision Group work	Continuous Provision Group work	
Friday		Phonics Readers		Phonics English			Maths		Register Story/Poetry DT	Continuous Provision Group work	Continuous Provision Group work	















The Curriculum for this term

- PE on Mondays is taken by an external specialist sports teacher.
- Music is taught by an external specialist.
- French is taught by an external specialist



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, so fully absorbed in the wonderful adventures..."

The Curriculum Overview for Autumn

Topic	Topic	Topic	Topic
Geography <p>As Geographers we will discover the geographical, physical and human, features in our local area, Farnborough village compared to a seaside town, Broadstairs. We will begin to explore the United Kingdom, its four countries, its capital cities and its geographical features.</p> 	Art <p>As Artists we will begin to practise observational drawing and explore mark making. We will explore lines and use colour to develop spiral drawings.</p> 	Music <p>As musicians we will be learning about different tempos and pitches, and practise new songs.</p>  <p>We will explore musical instruments and the different sounds they make.</p>	Design Technology <p>As Designers we will plan, design and begin to learn how to sew and create a hand puppet.</p> 
Maths <p>As Mathematicians we will begin exploring numbers; sorting objects, making numbers, ordering numbers, comparing numbers.. We will learn how to represent numbers and find missing numbers.</p> 	English <p>As readers we will continue our journey as decoders, by recapping sounds learnt previously and learning new sounds. We will listen, enjoy and share books with our teachers and peers. We will begin to identify different texts and books, fiction, non – fiction and poetry books linked to our learning and interests.</p> <p>As writers we will learn about settings and write a journey</p> 	Science <p>As Scientists we will investigate everyday materials. We will identify objects, and everyday materials, to learn that objects are made from everyday materials. We will investigate and understand how important everyday materials are important to our everyday lives.</p> 	RE <p>In RE, we will explore our natural world, celebrate and learn about Diwali and the Harvest Festival.</p> <p>We will learn about the Bible and the Christmas Story.</p>  
PE <p>As Athletes we will be developing our core strength and movement skills to be healthy and strong individuals. We will take part in games to develop our tum taking skills and team games.</p> 	PSHE <p>In PSHE we will focus on feelings and emotions. We will talk about how we are feeling and discuss ways to express our feelings to each other, and at school. We will identify our feelings using the zones of regulation in class.</p> 	Computing <p>In computing we will be learning about E-Safety and how to use a computer and I-pad safely. We will be talking about safety online.</p> 	Homework <p>As Home Learners we will read our reading books with a grown up every day for 10 minutes.</p> <p>As Home Learners, we will share a book with a grown up every day.</p> <p>As Home Learners we will complete a pieces of writing in Autumn 1 and complete maths tasks in Autumn 2.</p>



Curriculum – Reading -Phonics



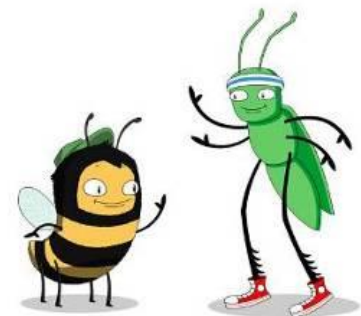
Phonics is taught daily in Year One using the Bug Club scheme.

Children are taught to read through learning phonics.

Children will build on their learning of phonics in Reception.



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Bug Club

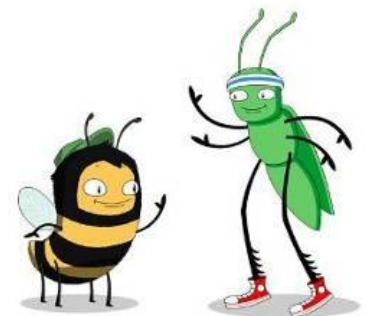
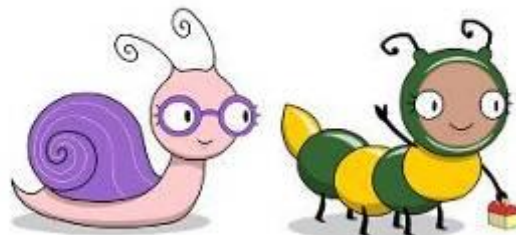
Curriculum - Reading

Please send in your child's reading folder on Mondays and the reading folder will be sent home after school on Tuesdays with new reading books.

Three books will be sent home, two of them are to help your child learn to read. They are to read to you, at their own pace, at least 10 minutes. As they become confident, they may wish to read for longer. One book is to share and enjoy with an adult.



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Curriculum - Reading

Reading for pleasure and comprehension

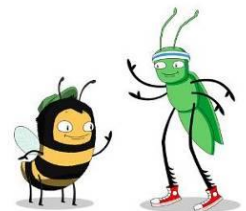
We read and enjoy books, picture books, fiction, non-fiction books, poetry daily.

Books are linked to all areas of the curriculum, themes and children's interests.

Books are easy to access for children to share, look at and read throughout the day.

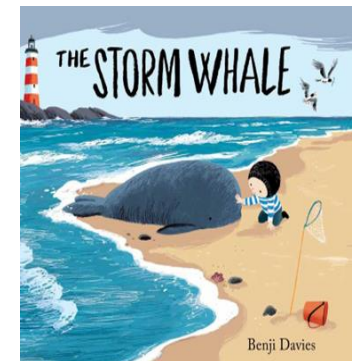
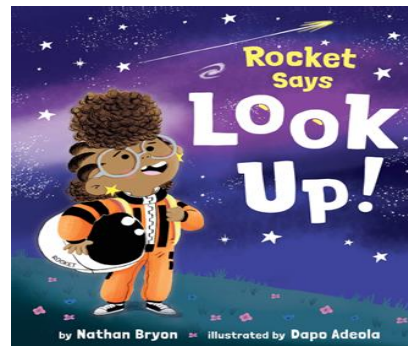
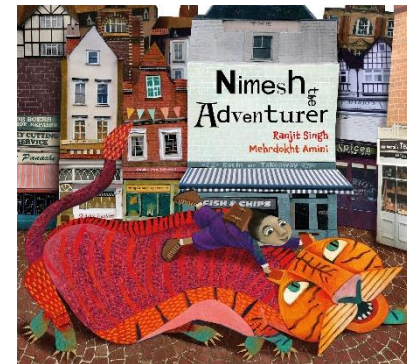
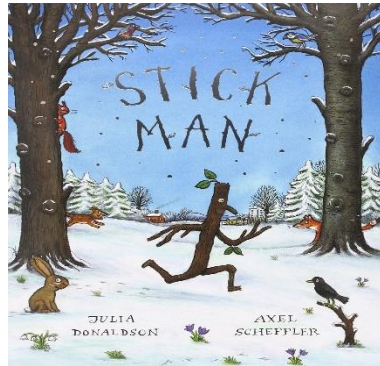
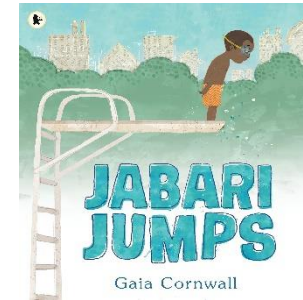
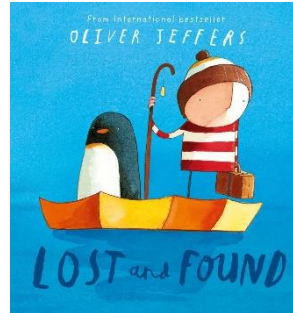
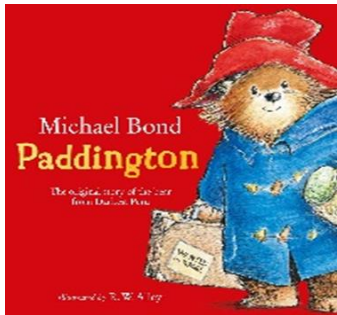


"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."



Curriculum – Reading

Fiction Spine Books



Curriculum – English writing

Non-fiction writing

Recount

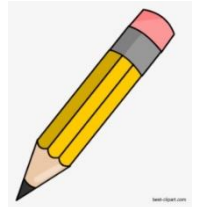
Letter

Instruction

Information



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



Fiction writing

Settings

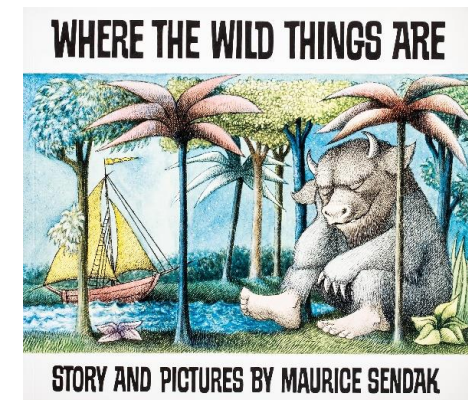
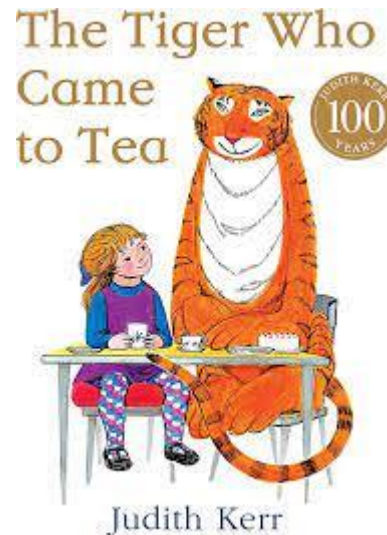
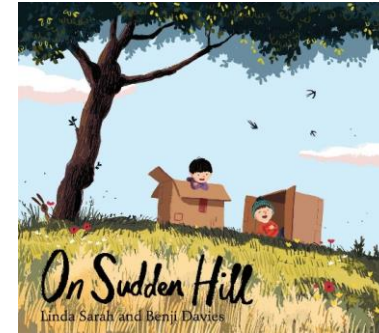
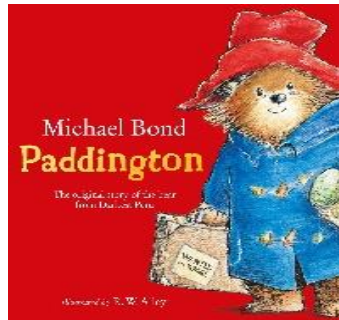
Character

Description

Journey story

Curriculum – English writing

Talk for Writing texts

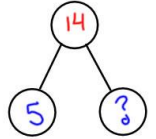
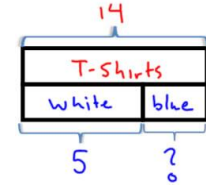
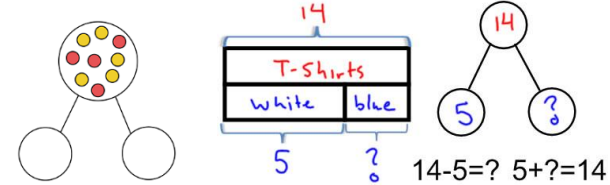
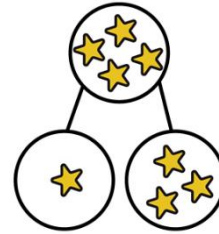


Curriculum – Maths

Place Value

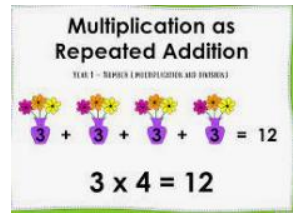
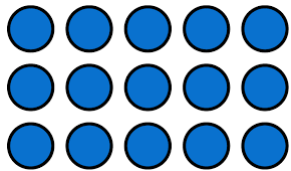


Addition and Subtraction

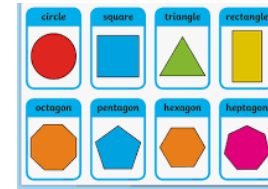


$14 - 5 = ?$ $5 + ? = 14$

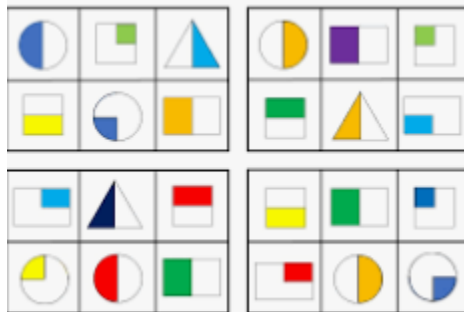
Multiplication and Division



2D and 3D Shapes



Fractions



Time Measure and Money

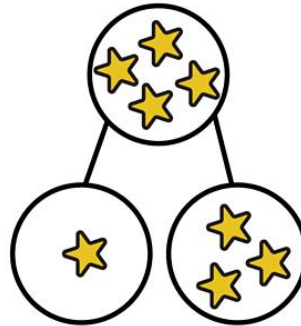


Curriculum – Maths

Object



Picture



Abstract $1 + 3 = 4$

$$3 + 1 = 4$$

$$4 = 3 + 1$$

$$4 = 1 + 3$$



Curriculum 2023-2024

History and Geography

Big Questions



Oh I do like to be beside the *seaside* – or do I?

Why is the *United Kingdom* great?



From wheels to rockets. How has *transport changed*?







Knowledge Organisers-Geography



Oh I do like to be beside the seaside - or do I?

Year 1 Knowledge Organiser



Big Question	Subject Specific Vocabulary		Cross Curricular Links
<p>Oh, I do like to be beside the seaside - or do I?</p>	geography	Geography is about earth and everything inside it.	<p>Maths: Numbers in a seaside town and in our local area. What are numbers used for in a town or village? What numbers have you spotted in your local area?</p> <p>Reading:</p>  
	beach	A beach is made up of sand, rocks or pebbles and it is the land next to the sea.	
	seaside	The seaside is the land next to the sea.	
	coast	The coast is where the sea meets land.	
	local area	The local area is the area around where you live.	
	town	A town is where people and buildings are found. A town is larger than a village.	
	village	A village is where people and buildings are found. A village is smaller than a village.	
	house, housing	A house is a building where people live. There are different types of houses (detached, semi-detached, bungalow, cottage, flats, caravan, terraced)	
	cliff	A cliff is a mass of rock which is found next to the sea.	
	landmark	A feature or a place that is clearly visible or is easily recognised.	
<p>Prior Knowledge</p> <ul style="list-style-type: none"> What is the seaside? What do you see, hear, smell, and feel at the seaside? 	shop	A shop is a place where people buy goods like food, clothes and toys and services like a post office.	
	harbour	A harbour is a place where boats and ships are protected from the open sea.	
	direction	Direction when someone or something is pointing or moving (left, right, far, near)	
	fieldwork	Fieldwork is an area where you collect information.	
	building	Buildings can be used for different things such as office, school, railway station, hospital, shops, doctor surgery, post office, restaurant, leisure centre.	
	Physical feature	A feature that occurred naturally.	
	Human feature	A feature made by people.	

Curriculum – Science 2022-2023

Big Questions

Materials:



Why are *everyday materials* important to us?

How can we describe animals?



Why are senses important to animals, including ourselves?

What do we mean by *plants*?



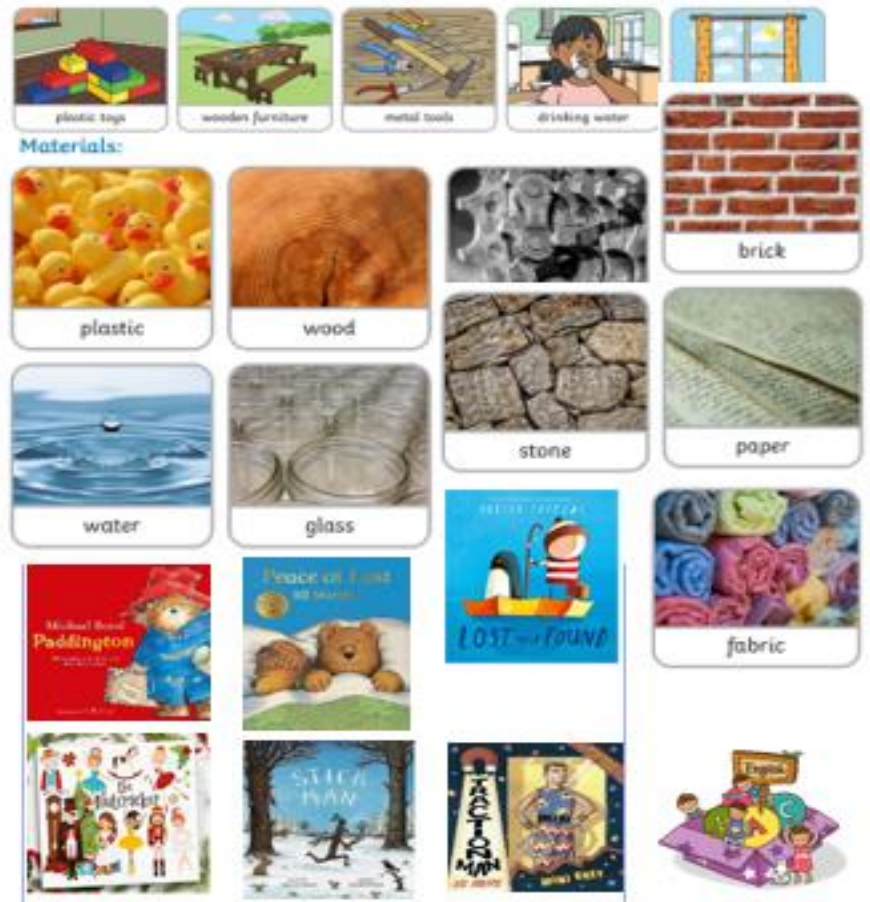
Knowledge Organisers-Science

Everyday Materials

Year One Knowledge Organiser

Why are everyday materials important to us?

Key Vocabulary	
Object	An object is a material that can be seen or touched.
Materials	A material is the substance the object is made of.
Property	A property is the characteristic to describe materials.
Hard	A material that cannot be squashed.
Soft	A material that can be squashed.
Stretchy	A material that can be extended to a full length.
Stiff	A material that is difficult to fold or bend.
Shiny	A material that can reflect light.
Dull	A material that does not reflect light.
Opaque	A material that cannot be seen through.
Transparent	A material that can be seen through.
Rough	A surface of a material that is uneven.
Smooth	A surface of a material that is flat with no bumps.
Bendy	A material that is soft and bends easily into a curved shape.
Waterproof	A material that does not let water through.
Absorbent	A material that soaks up water.



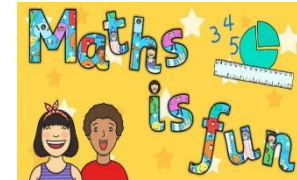
Curriculum – this half term

English writing is based on Paddington and a Tiger who came to tea.



Maths

Place value



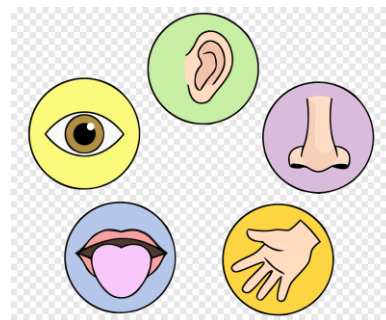
This includes sorting objects counting, ordering and comparing numbers, ordinal numbers and finding missing numbers.





Curriculum - Autumn

- In geography, year one are studying the topic 'Oh I do like to be beside the seaside – or do I?' We will identify geographical features in our local area, Farnborough Village and the seaside town, Broadstairs.
- In science 'How important are Everyday Materials to us?' We will learn about everyday materials, metal, plastic, wood, glass and water.





Home Learning - Reading

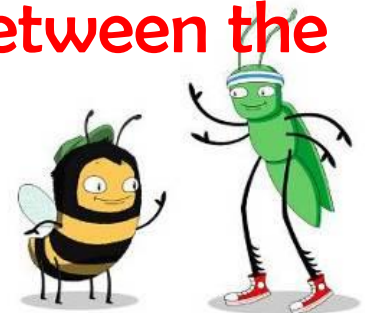
Send in your child's reading folder on Mondays. The reading folder will be kept and sent home on Tuesdays with two new paper books and one picture book for the week.

Write the title and a brief comment about your child's reading in the reading log, including words, sounds they found challenging.

The picture book is selected by the child and it's an opportunity to enjoy and share between the child and an adult.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."





Bug Club

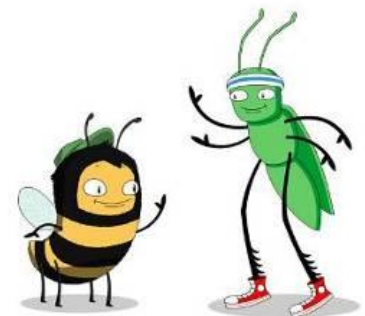
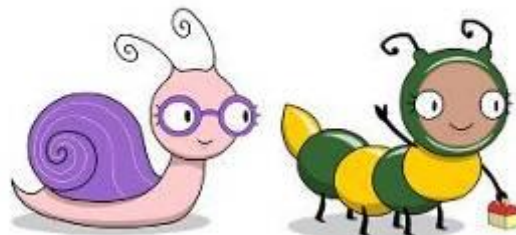
Home learning - Reading

Bug club on-line books are allocated for your child and you can access these books and read in addition to the paper books.

The e-books contain important comprehension questions. These are displayed by the 'bugs'



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."



Homework

Autumn 1

English/Topic

Five pieces of homework to be completed by 12th October.
at a time suitable for you and your family.

The homework is to be handed in by 12th October.

Maths

Play a 'maths' game, snakes and ladders, uno,
at least once a week to practice number skills.



*"And a strange sight it was, this tiny dark-haired
person sitting there with her feet swollen near
breaking the floor, totally absorbed in
the wonderful adventures."*



Workshops

You are invited to three workshops to help support your child at home with reading and maths.

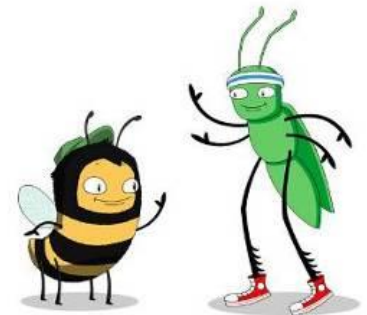
Phonics workshop – 28th September @ 2pm

Reading workshop – 5th October @ 9.00am

Math workshop



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."



Target Sheets

	FARNBOROUGH PRIMARY SCHOOL	Year 1 Autumn Term
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*"And a strange sight it was, the boy and the girl
pacing slowly there with their feet motionless
reading the flow, really absorbed in
the wonderful adventures..."*

Reading Targets	Effort
Word Reading - I can use my knowledge of phonic rules to read and spell words.	
I can read new words accurately by blending sounds and using my knowledge of phonic rules.	
I can read words that are common exceptions to phonic rules and identify unusual pairs of letters and sounds in these words.	
I can read contractions and I understand that the apostrophe represents the missing letter/s.	
I can accurately read books aloud when the words follow the phonic rules I have been taught.	
Comprehension - I can retell and explain the features of a well-known stories, fairy tales and traditional tales.	
I can check that a text makes sense as I read, and correct any errors in my reading.	
I can infer meanings from what characters say and do.	
I can discuss books that have been read to me and listen to other people's opinions about them.	
I can discuss the importance of a book's title and events.	
I can appreciate rhymes and poetry, and recite some by heart.	
I can explain my understanding of books that have been read to me.	

Writing Targets	Effort
Handwriting - I have started to write lower case letters in the same direction and shape	
Composition - I can compose a sentence out loud before writing it.	
I can join sentences together to form narratives.	
I can explain out loud what I am going to write about.	
I can read back over my writing to check it makes sense.	
I can name the letters of the alphabet in order.	
I can discuss what I have written with other people.	
Grammar - I can leave spaces between words when I write	
I can use the word 'and' to join words and clauses together	
I have started to use capital letters, full stops, questions <u>marks</u> and exclamation marks to punctuate sentences.	
I can leave spaces between words when I write.	
I can use a capital letter for proper nouns and the word 'I'	
I understand and can use the grammatical terms that I have been taught in my writing.	
Spoken Language - I can ask relevant questions to increase my knowledge and understanding	
I have used different ways to expand my vocabulary.	
I can speak clearly and fluently and use Standard English.	

Maths Targets	Effort
I can read and write numbers up to 100.	
I can read and write numbers up to 20 using words.	
I can count forwards and backwards up to and across 100.	
I can count in twos, fives and tens.	
I can find one more and one less than a number.	
I can add and subtract <u>1 and 2 digit</u> numbers up to 20.	
I can solve addition and subtraction problems using objects and pictures.	
I can solve simple missing number problems involving addition and subtraction.	
I can solve simple multiplication and division problems using objects and pictures.	
I can find on half and one quarter of objects, shapes and quantities.	
I can compare and solve problems involving length, weight height, mass volume and time.	
I know the value of different coins and notes.	
I know the days of the week, and how days are arranged into months and years.	
I can name and describe common 2D shapes.	
I can name and describe common 3D shapes.	
I can describe movement and direction using whole, half, quarter and three-quarter turns.	

**A hard copy of the Year 1 targets will be sent home.
This target sheet covers targets for the entire year.**

Houses and House Points

The Houses and House Points system continues from last year. All children are placed in houses and if they have siblings they will be placed in the same houses. The houses are **Redgrave**, **Farah**, **Ennis-Hill** and **Simmonds**.

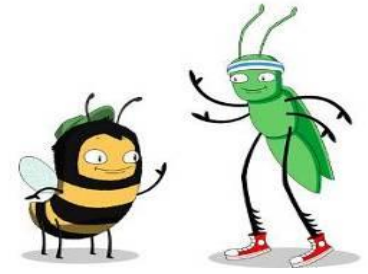


"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."





Reading



Bug Club online

To log on go to:

Type in bug club and the address below will appear.

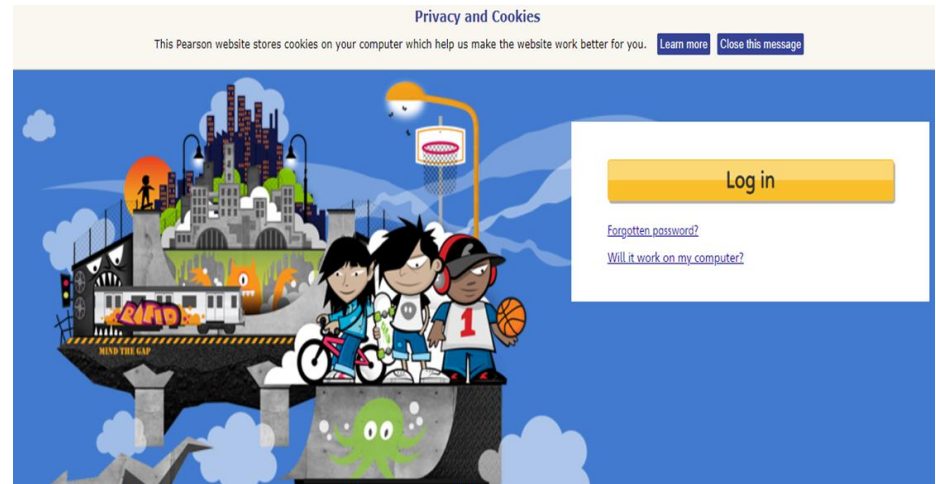
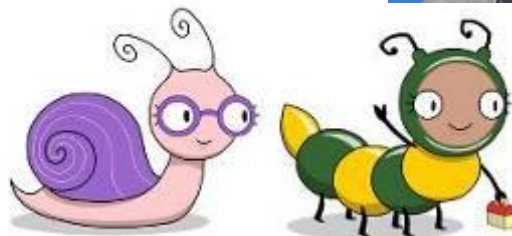
ActiveLearn: Login

<https://www.activelearnprimary.co.uk>

A digital learning space for your pupils and a toolkit for you, so that you can search, plan, allocate and assess all in one place.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."





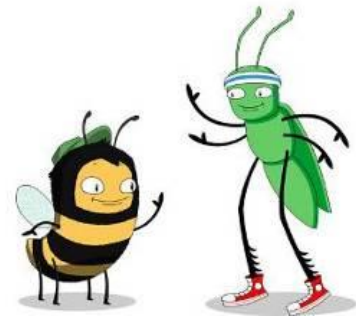
Reading

Bug Club online

Type in your child's login details



Once in your child's account, go to 'my stuff' where your child's books are displayed. Select a book to read. The book does not have to be completed in one go.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

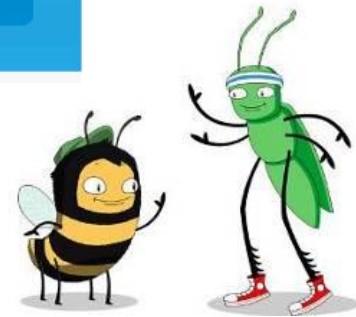
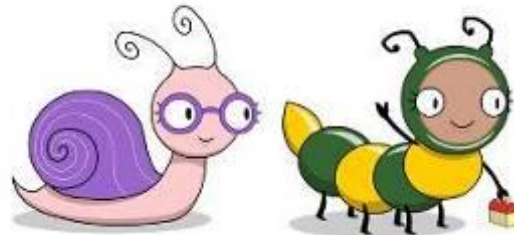


Reading

Bug Club online

The screenshot shows the 'My Stuff' section of the Bug Club online interface. At the top, there is a navigation bar with links: 'My Home', 'My Stuff' (highlighted with a red circle and the number 5), 'My Library', 'My Rewards', 'Log Out', and 'Grown-ups'. A 'Close' button is also present. Below the navigation bar, the main content area is blue and displays '5 items'. A small icon with a red circle and the number 5 and the word 'Independent' is shown. The items are displayed in a grid of five cards, each with a book cover, title, author, a green 'New' button, and a yellow circle with a number:

Book Title	Author	Level
At the Toy Shop	Written by Nicky Bagnall	3
Sid and the Scarecrow Dare	Written by Nicky Bagnall	3
The Trout Fishing Song	Written by Nicky Bagnall	3
Wallace and Gromit and the Snowman-o-tron	Written by Nicky Bagnall	21
Super Gloop!	Written by Nicky Bagnall	18



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



Reading

Bug Club online

Before and during reading

1 Say the sounds and look at the new spellings

/ow/	ou	/oi/	oy
------	----	------	----

2 Blend the sounds

toy	our	en/joy
loud	sounds	
de/stroy	cow/boy	
fair/ground	coun/ter	

3 Read the tricky words

diff/er/ent
man/y

Point out the tricky bit of the word (i.e. the 'a' sounds /e/ in 'many') and then blend the rest.

Blending more than one syllable? Do one syllable at a time, e.g. cow/boy

Comprehension

Ask the children to read the title. What do they expect this book to be about? Point out that this is an information book. What kinds of information might they expect to be inside? Have the children ever been to a toy shop themselves? Open the book to look at the contents page. What does this tell us?

Vocabulary check

Check that the children understand the meaning of following words: destroy, outfit, big wheel.

Reading the book

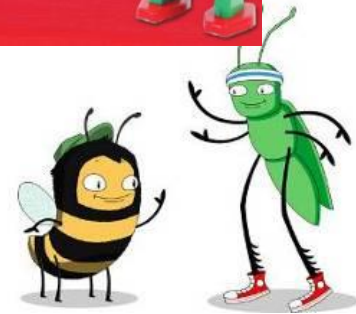
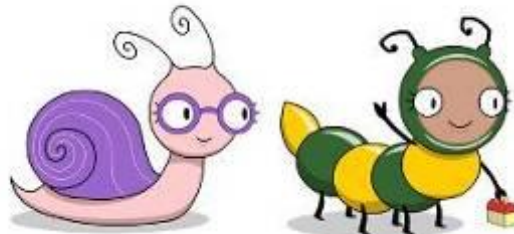
- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Ensure that children read the headings.
- Point out any places where there are speech bubbles on the page. How might the toys speak? Encourage the children to read the text as expressively as they can.
- Stop on page 14 and point out the speech punctuation. What does this show us? Encourage the children to think about who is saying the words as they read.

At the Toy shop

Contents

Our toy shop	page 2
Looking inside	page 4
Loud sounds	page 6
Different dolls	page 8
Counting	page 10
Harry Hound	page 12
Home time	page 14

Written by
Vicky Shipton



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



Reading

Bug Club online

Complete the bugs when you come across them.

Before and during reading

1 Say the sounds and look at the new spellings

/ow/	ou	/oi/	oy
------	----	------	----

2 Blend the sounds

toy	our	en/joy
loud	sounds	
de/stroy	cow/boy	
fair/ground	coun/ter	

3 Read the tricky words

diff/er/ent
man/y

Point out the tricky bit of the word (i.e. the 'ai' sounds in 'many') and then blend the rest.

Comprehension

Ask the children to read the title. What do they expect this book to be about? Point out that this is an information book. What kinds of information might they expect to be inside? Have the children ever been to a toy shop themselves? Open the book to look at the contents page. What does this tell us?

Vocabulary check

Check that the children understand the meaning of following words: destroy, outfit, big wheel.

Reading the book

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
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Blending more than one syllable? Do one syllable at a time, e.g. cow/boy

At the Toy shop

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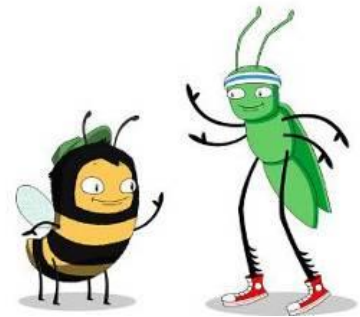
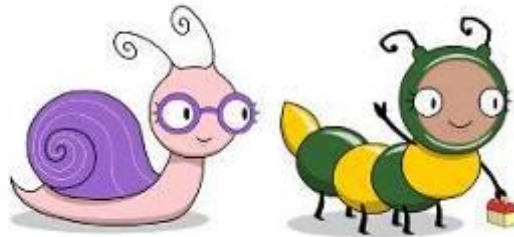


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Accessing Bug Club on line

When your child has finished a book, the book will move to 'my library' as long as all the bug questions and the ratings emojis are answered.

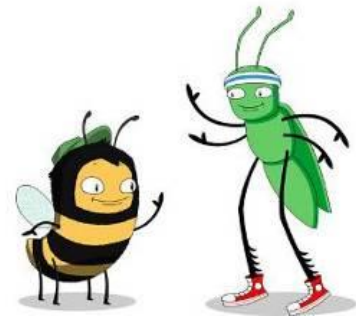
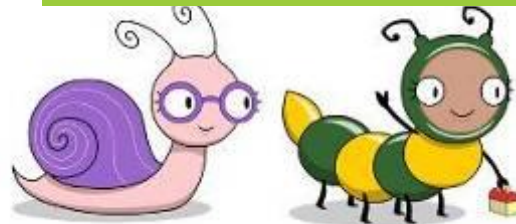
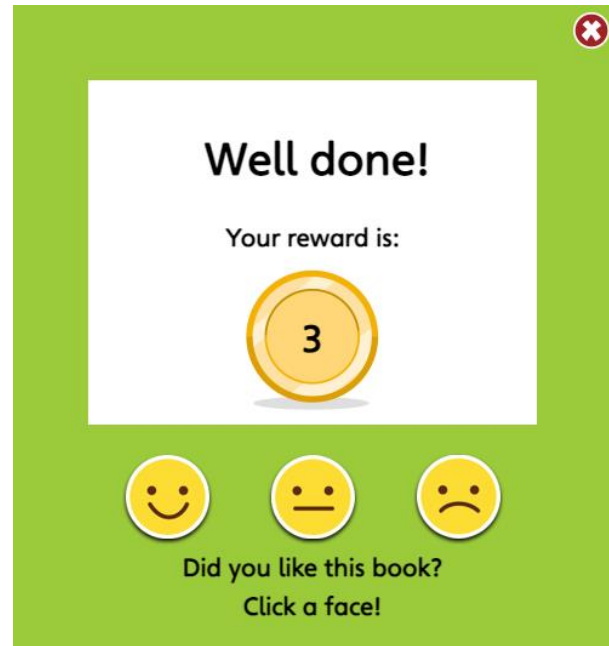


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Reading

Bug Club online – always rate the book at the end so the book goes to ‘my library’ and a new One appears in ‘my stuff’.

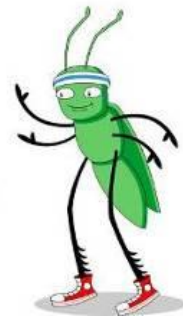
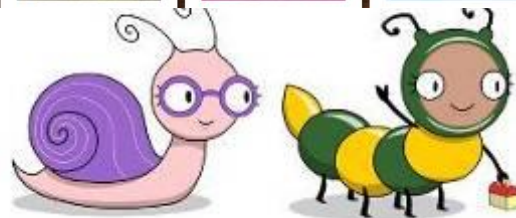
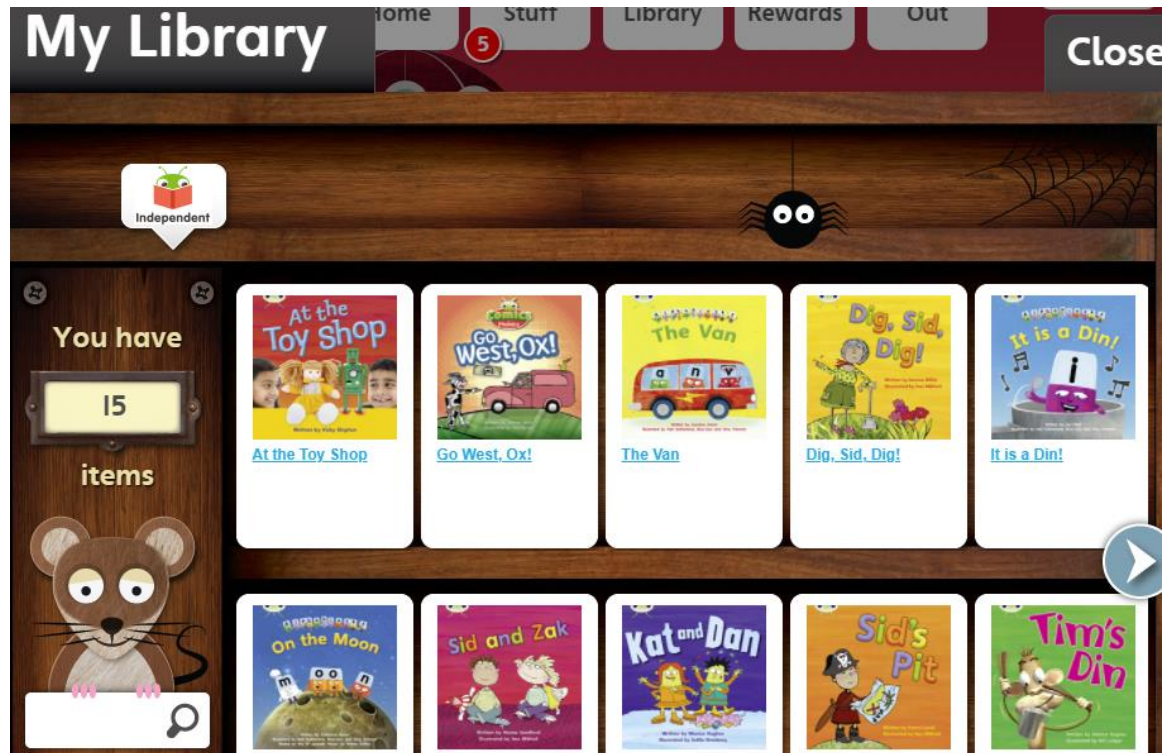


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Reading

Bug Club online



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

Bug club log in details

<https://activelearnprimary.co.uk>

ActiveLearn: Login



Each child has a
Bug Club login

[Activelearnprimary.co.uk](https://activelearnprimary.co.uk)



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

Phonic Screening Assessment

After the spring half term break
Beginning of June.



"And a strange sight it was: this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

abcdefgh
ijklmnopq
rstuvwxyz



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

Please talk
to Mrs Murray
if you would
like any guidance or have a
question
about any of the areas covered
today.

