

Welcome to Beech Class



Adults

- Miss Anderson
- Mrs Robson
- Mrs Linnane (Tuesday PM)

The curriculum

- Children join Key Stage 1 this year and start the National Curriculum.
- Across the year children will move from learning through play towards more formal learning.

Daily

Most days...

Registration (Collect in reading books)



Handwriting

English

Playtime (Fruit)

Assembly

Mathematics

Phonics

Lunch



Weekly

Science

Topic (History/Geography)

Art and DT

Music

Computing

PSHE

R.E.

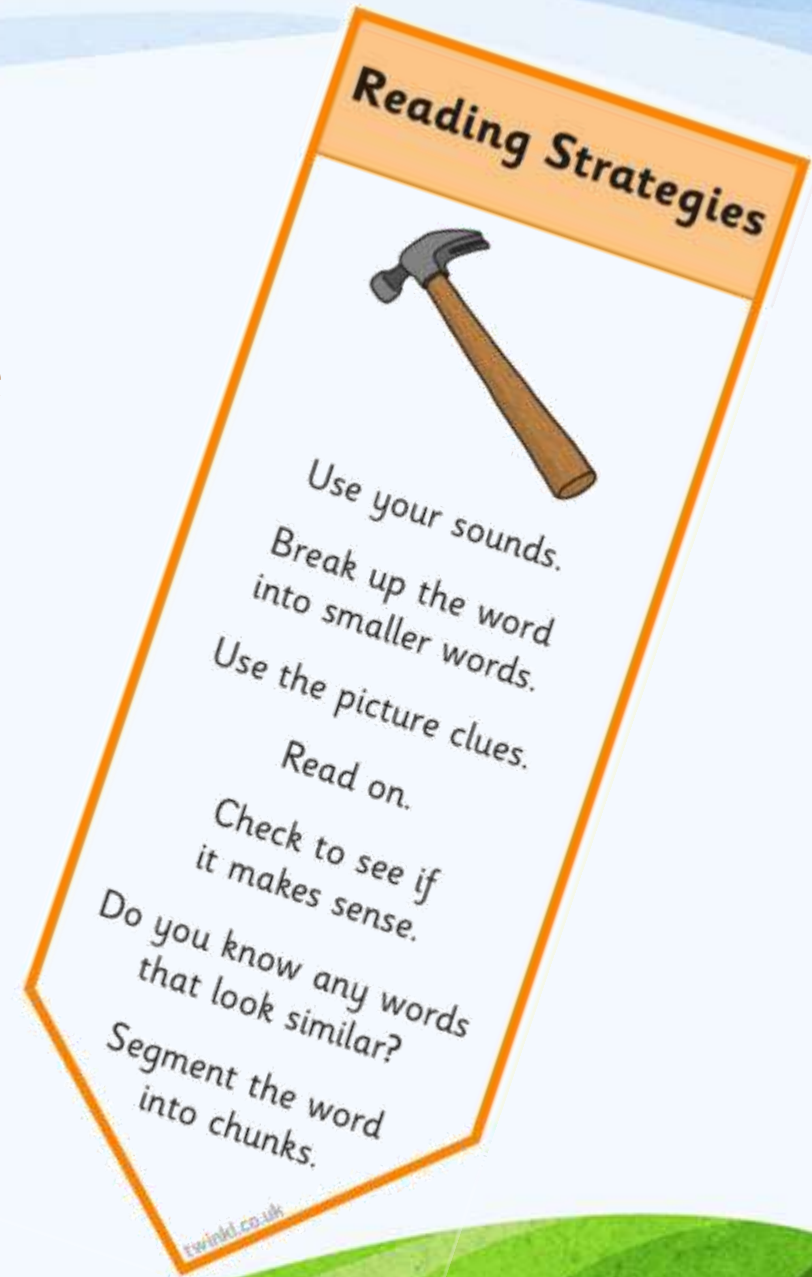
P.E. (Monday and Tuesday)



English	 Oi Frog	 The Night Box Orion and the Dark	 Mole's Star	 Where the Wild Things are	 Manfred the Baddie	 The Queen's Hat The Queen's Handbag
Maths	Number Place Value (Within 10)	Number Addition and Subtraction (Within 10) Geometry Shape	Number Place Value (Within 20) Number Addition and Subtraction (Within 20)	Number Place Value (Within 50) Measurement Length and Height Mass and Volume	Number Multiplication and Division Fractions Geometry Position and Direction	Number Place Value (Within 100) Measurement Money Time
Geography/History	Geography: Our Local Area What's it like where we live?	History: My Family History What was life like when our grandparents were children?	Geography: People and their Communities Where in the world do these people live?	History: The Greatest Explorers Who were the greatest explorers?	Geography: Animals and their Habitats Where do our favourite animals live?	History: Great Inventions – Transport How did flight change the world? Why were the Rainhill trials important?
Science	Who am I? The Human Body The 5 Senses	Celebrations Materials Flowers	Polar Places Properties of Materials Animals	Plants and Animals Trees Birds	On Safari Animals Habitats	Holiday Sun Safety Seasides
R.E.	Christianity Baptism/Church	Judaism Mitzvot/Tzedakah	Christianity Parables / gospel	Christianity Prayer / worship	Christianity Emmanuel / Holy Spirit	Judaism Tefillah/ blessings
D&T/Art	Art: Drawing and Painting Frogs (Annette James)	D&T: Structures Making Toys	Art: Sculpture Clay animals	D&T: Cooking and Nutrition	Art: Drawing and Painting Henri Rousseau	D&T: Mechanisms Aeroplanes and Trains
P.E.	Multi-Skills Boot Camp	Mighty Movers (Running) Story Time Dance	Skip to the Beat Groovy Gymnastics	Brilliant Ball Skills Gymfit Circuits	Throwing and Catching Cool Core (Strength)	Active Athletics Fitness Frenzy
MUSIC	Senses	Superheroes	Dinosaurs	Carnival of the Animals	Fantasy and Adventure	At the Seaside
PSHE	Being Me in My World	Celebrating Difference	Dream and Goals	Healthy Me	Relationships	Changing Me
COMPUTING	Programmable toys	Creating a card digitally	Illustrating	Finding images using the web	Filming and Photography	Presentations

Reading

- Read as often as possible at home and at school.
- Linked directly to phonic.
- Books checked daily but not necessarily changed daily.



Reading

Reading – word reading	Reading – comprehension
<ul style="list-style-type: none">• Apply phonic knowledge and skills to decode words• Respond with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including alternative sounds for graphemes• Read accurately by blending sounds in unfamiliar words• Read common exception words• Read words containing known graphemes and suffixes• Read words of more than one syllable containing known graphemes.• Read words with contractions, 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• Re-read these books to build up their fluency and confidence in word reading.	<ul style="list-style-type: none">• Develop pleasure in reading, motivation to read, vocabulary and understanding.• Listen to and discuss of poems, stories and non-fiction at a level beyond their independent reading.• Link what they read or heard to their own experiences.• Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.• Recognise and join in with predictable phrases• Learn to appreciate rhymes and poems, and to recite some by heart.• Discuss word meanings, linking new meanings to those already known.• Understand books they can read and those they have.• Draw on what they know and on background information and vocabulary.• Check the text makes sense to them as they read and correct inaccurate reading.• Discuss the significance of the title and events.• Make inferences on the basis of what is being said and done.• Predict what might happen on the basis of what has been read so far.

Phonics



Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1/Primary 2 Spring 1: Phase 5



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /ool/ <u> (push) /y/+/ool/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /ool/ <ou> (soup) /oa/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Phonics



Year 1/Primary 2 Summer 1, Summer 2 : all phases

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).

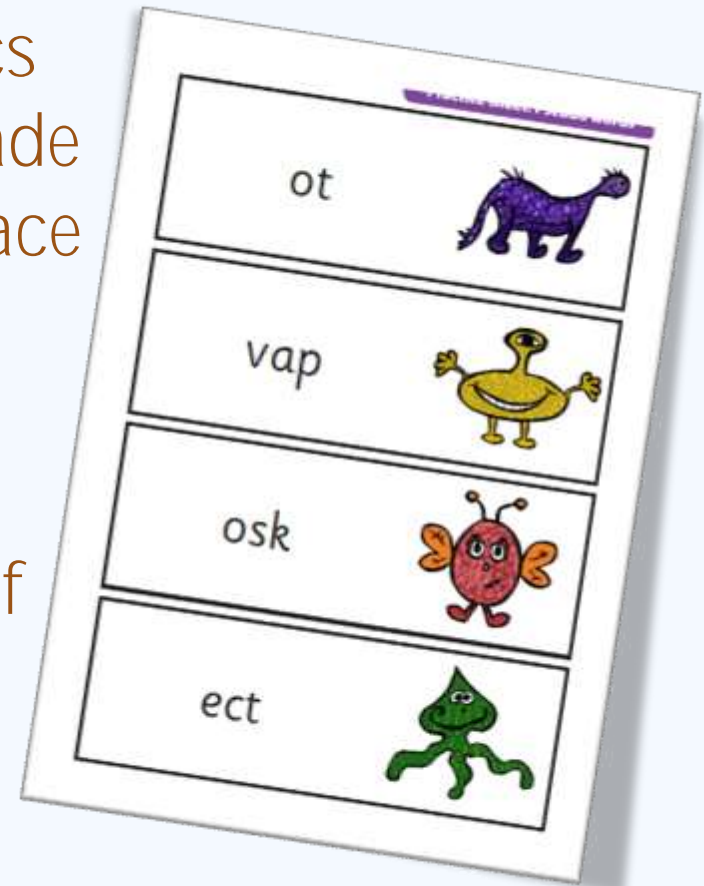
Phonics Screening Check

The Phonics Screening Check assesses children phonics knowledge. It helps confirm whether children have made the expected progress. In 2024 the check will take place during the week beginning Monday 10th June.

How does the check work?

Children sit with Miss Anderson and read a mixture of 40 real and made up words.

Normally takes 10 – 15 minutes but there is no time limit. If children struggle we can stop.



Writing

Writing – transcription	Handwriting	Writing – composition	Writing – vocabulary, grammar and punctuation
<ul style="list-style-type: none">• Spell words containing the 40+ phonemes already taught, common exception words and days of the week .• Name the letters of the alphabet in order.• Add prefixes and suffixes using spelling rules for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs, use the prefix un- and use -ing, -ed, -er and -est where no change is needed in the spelling of root words.• Apply simple spelling rules and guidance.• Write, from memory, simple sentences dictated by the teacher (including words with known gpcs and common exception)	<ul style="list-style-type: none">• 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• Form digits 0-9• Understand which letters belong to which handwriting 'families' and to practise these.	<ul style="list-style-type: none">• Compose 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• Read aloud their writing clearly enough to be heard by their peers and the teacher.	<ul style="list-style-type: none">• Leave spaces between words• Joining words and clauses using and• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I',• Use the grammatical terminology in discussing their writing.

Common Exception Words

the	are	your	go	come	push
a	were	they	so	some	pull
do	was	be	by	one	full
to	is	he	my	once	house
today	his	me	here	ask	our
of	has	she	there	friend	
said	I	we	where	school	
says	you	no	love	put	

Mathematics

Free Maths Workbooks

Number				Measurement	Geometry	
Number and place value	Addition and subtraction	Multiplication and division	Fractions		Position and direction	Properties of shapes
<ul style="list-style-type: none"> 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 2s, 5s and 10s 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. 	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving +, – and = signs Represent and use number bonds and related subtraction facts within 20 Add and subtract 1-digit and 2-digit numbers to 20, including 0 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 	<ul style="list-style-type: none"> Solve 1-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<ul style="list-style-type: none"> Recognise, find and name a half as 1 of 2 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. 	<ul style="list-style-type: none"> Compare, describe and solve practical problems for Lengths and heights, Mass/weight, Capacity and Time Measure and begin to record the following Lengths and heights, Mass/weight, Capacity and volume, Time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language. Recognise and use language relating to dates, including days, 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. 	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three quarter turns. 	<ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes.



Support at Home

- Come to school on time everyday!
- Remember to name EVERYTHING.
- Read as often as you can at home
- Practise handwriting
- Practise maths



Letter-join 
Joined-up handwriting made easy



Desktop log-in

Login Desktop Tablet

Username:

ak9385

Password:

home



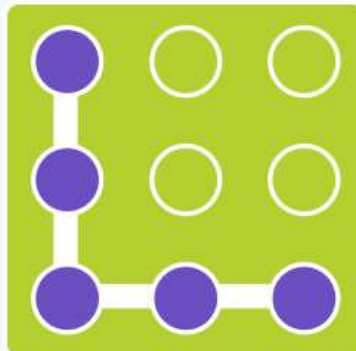
Tablet log-in

Login Desktop Tablet

Username:

ak9385

Swipecode:



A stylized, colorful illustration of a landscape. The foreground features rolling green hills with a dark brown path winding through them. On the left, there is a green tree, a purple flower, and an orange flower. A small red bird is flying in the sky above the tree. The background consists of light blue and white wavy lines representing a sky or distant hills.

Any Questions?

E-mail or call the office to pass on a message or make an appointment. For quick chats catch me on the playground before or after school.