



ACHIEVEMENT, AMBITION AND PROGRESS FOR ALL...



John Ball Primary School Information Newsletter Year 1 — 2018/2019

This newsletter gives you information about what your child will be learning this year and how you will be able to support them.

Please visit our website for further information:
www.johnball.lewisham.sch.uk

The year group team

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Support Staff in Year 1:

Jo Hinson, Sophie Jebb, Genieve Budagowski, Jess Wright, Sue Mulford & Rebecca Walters.

Please note, the preferred method of contact for individual teachers is through the class dojo messaging service. Contact your class teacher if you require support in accessing this. Please remember that during the school day it may be hard for us to reply to you; any urgent messages should go via the School Office.

PLEASE NOTE: the curriculum information on the following pages may change as the year progresses; this is a live document which is reviewed regularly and tailored to class interests/needs.

Maths

In Year 1 we will be exploring numbers up to and across 100 and the children will start adding and subtracting two-digit numbers to one-digit numbers up to 20 with the use of a number line. They will learn to double and halve even numbers alongside learning their 2, 5 and 10 times tables, which will be taught using objects and pictures to support their learning. Children will be given the opportunity to apply these skills in the context of real life situations, including solving problems using money.

The children will learn how to halve and quarter objects, numbers and shape. They will deepen their knowledge of 2D and 3D shapes and also learn how to tell the time to the nearest half hour on an analogue clock. They will recap and extend their understanding of chronological ordering and gain a stronger understanding of hours, minutes and seconds.

We will be learning to accurately measure length, height, weight, volume and capacity through practical activities as well as comparing them.

The national curriculum for maths can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

English and Big Reading

The children will be taught reading through the 'Big Reading' scheme, which has been used successfully in the school for the past two years. Children will apply their phonic knowledge and skills as the route to decode words. Through the use of inspiring and engaging texts, children will be able to develop pleasure in reading, increase their motivation to read and expand upon their widening vocabulary.

Drawing upon their phonic skills, the children will be able to write more fluently and spell common exception words. They will learn about various spelling rules, including how to use prefixes and suffixes correctly. Regular handwriting sessions will aid their letter formation. They will improve their vocabulary, punctuation and grammar by writing in a variety of contexts and thus develop their composition skills. There will also be plenty of opportunity to discuss what they have written which will enhance their confidence and give them a chance to share their learning.

The national curriculum for English can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Science

This year, children will begin to work more scientifically by asking questions, observing closely and performing simple tests. They will also learn to gather data and record their findings to answer questions.

Topics include:

Plants: including identifying common plants through the use of the forest school.

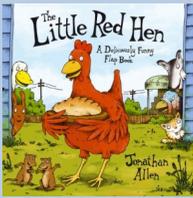
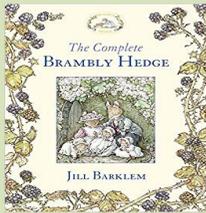
Animals including humans: focusing on classifying different types of animals and describing basic parts of the human body.

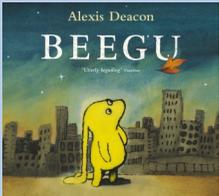
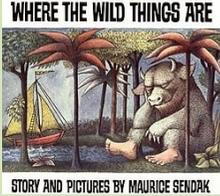
Everyday materials: describing simple properties of everyday materials.

Seasonal changes: observing changes across the four seasons.

The national curriculum for Science can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Y e a r 1	Autumn 1	Autumn 2
	Topic Title: Little Red Hen	Topic Title: Brambly Hedge
	The Big Picture: Throughout this term we will be making the smooth transition from reception to Year 1.	The Big Picture: This half term, Year 1 will focus on exploring nature and observing seasonal changes.
	PSHCE: Rights and responsibilities of children: classroom rules	PSHCE: Health and wellbeing: What is a healthy lifestyle?
	PE: Introduction to PE including playground games.	RE: Exploring Christianity including the nativity and Christmas symbols
	French: Introduction to French	PE: Throwing and Catching/Gymnastics
Music: Rhythm, Basic intro to the relevance of Rhythm and the importance of keeping in time, using basic percussion instruments	French: Greetings	
Humanities: My History Month, including Black History.	Music: Exploration of sound, Learn about the different sounds that our instruments can produce. Experiment with the instruments.	
Art/DT: Introduction to materials and media.—portrait work	Humanities: My local area.	
Computing: E-Safety	Art/DT: Printing with found objects—natural and manmade—using different materials to create effects.	
	Computing: Handling Data	
	Educational visits Autumnal walk in Greenwich Park	
Core Texts:	Core Texts:	
		

Y e a r 1	Spring 1	Spring 2
	Topic Title: New Beginnings	Topic Title: Where The Wild Things Are
	The Big Picture: This half term, we will be learning about growth and change.	The Big Picture: This half term, the children will be using their imagination and developing their creativity.
	PSHCE: Relationships: Feelings and emotions, valuing difference	PSHCE: Relationships: healthy relationships. Resolving differences.
	RE: Hinduism—exploring the importance of Diwali through the story of Rama and Sita.	RE: Buddhism—teachings of the Buddha including the 4 noble truths.
	PE: Invasion Games Skills/ Dance	PE: Problem Solving/ Indoor Games
French: All About Me	French: All About Me: My Family	
Music: Melody. A very basic understanding of what melody is and how it is constructed?	Music: Melody. A very basic understanding of what melody is and how it is constructed?	
Humanities: Significant historical events including space travel.	Humanities: Knowledge of the globe: continents and oceans.	
Art/DT: Looking at textures with clay and creating fantasy art—designing Beegu's planet	Art/DT: Creating 3D work—using found objects to make a fantasy land where the wild things live	
Computing: Creating pictures	Computing: Word processing—creating books	
Educational visits Greenwich observatory		
Core Texts:	Core Texts:	
		

Y e a r 1	Summer 1	Summer 2
	Topic Title: The Scarecrow's Wedding	Topic Title: Bog Baby
	The Big Picture: We will be exploring agriculture and different celebrations.	The Big Picture: We will be learning about life cycles, reviewing the year and preparing for Year 2.
	PSHCE: Living in the wider world: Money. RE: Islam—understanding the life of a Muslim and the Qur'an. PE: Core Skills/ Gymnastics French: Numbers and Colours Music: Improvisation. Develop a basic skill in improvisation using instruments. Humanities: Then and Now: changes within living history. Art/DT: collage—using different materials to create a picture. Computing: Espresso Coding—Simple inputs	PSHCE: Health and wellbeing: Basic Hygiene. Growing and changing. RE: World views including Humanism—introduction to Humanism. PE: Attacking and defending/Physical development. French: The weather Music: Improvisation. Develop a basic skill in improvisation using instruments. Humanities: Exploring different climates. Art/DT: Using clay to make a bog baby and things to help him—pinch pots. Computing: BeeBot Programming
	Educational visits: Mudchute Farm	
	Core Texts: 	Core Texts: 

Home Learning

Reading and Spelling	Children are expected to record their reading in their reading record each week. After the initial transitional period, short lists of spelling will be sent home for children to learn.
Maths	Home learning for Maths will consist of activities and interactive games online.
BugClub	Children will have the opportunity to explore electronic games and e-books through the BugClub website throughout the school year.

Home School Agreement

At John Ball School we believe in **Achievement, ambition and progress for all...**

This can only be achieved when the school, the parents and carers, and the children work together in partnership. This agreement sets out what we will do to ensure that all the children who attend John Ball School have the best chance of success.

The School is committed to:

- Creating a happy school and an environment where children, staff and families feel safe and supported
- Providing opportunities for parents and carers, and the local community to take an active and supportive role in the life of the school
- Providing an enriching curriculum which recognises that children develop in different ways and at different rates and encourages them to achieve their full potential
- Provide children with homework activities appropriate to their needs and abilities
- Keep families fully informed of their children's progress through Guardian Consultations, workshops, open evenings and informal meetings
- Keep families up to date with news and events at school through a weekly newsletter (JBuzz), yearly curriculum updates and letters

Continued on the next page...

Home School Agreement

- Actively liaise with the families of children with additional needs
- Deal with any concerns promptly
- Contact families immediately when children have not arrived at school unless a parent or carer has phoned the school to explain absence
- Ensure that all school policies are available for parents to read (online or paper copy if preferred)

The family is committed to ensure:

- That children arrive at school ready to learn (having had breakfast and a good night's sleep)
- The children are in the playground by 8.55 am, ready to go into school when the bell rings at 9.00 am
- The children are suitably dressed for school according to the weather
- The children attend each school session
- They will phone the school on every day of absence when their child is unwell
- They will read and support the school policies found on the school website
- They will hear their children read and sign the Reading Record/Homework Diary at least 4 times a week
- They will try to make time to read **to** their children regularly
- The children bring their school bag with them every day
- The children complete the homework activities provided by their teachers
- They deal with the school staff calmly and respectfully
- They keep in regular contact with the school and let the school know if there are any problems or major life changes
- They attend all Guardian Consultations.
- They, and any other carer, respect the legal restrictions on parking outside the school

At 'Meet the Teacher' you will have an opportunity to see your child's individual class charter. You will also be asked to sign to say you have read and understand this agreement.