



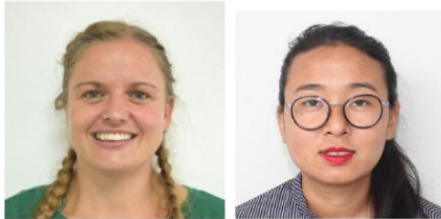
Welcome to Year 1 August 2023

Aims:

- Share our expectations
- Share format for learning
- Answer any questions you may have

Here are the Year 1 team:

Your Team:



Miss Bradley

Ms Tamang



Ms. Dangol

Please feel free to contact your teacher with any queries:

Miss. Anna-Marie Bradley

abradley@tbs.edu.np

Assistant Head for Years 1 and 2:

Ms. Alex Yates

ayates@tbs.edu.np

You will receive these emails on our curriculum overview



Weekly Overview - a typical week in Year 1B

Term 1 Year 1 Timetable 1B

	8:05 - 8:20	8:20 - 8:45	8:45 - 9:40		10 - 10:50	10:50 - 11:40		12:40 - 13:30	13:30 - 14:15	14:15 - 14:30
Mon	Morning tasks	Phonics	P.E.	Slide	English	Computing		Maths	IPC	Story
Tues	Morning tasks	Phonics	Maths	BREAK	English	French	LUNCH	Science	IPC	Story
Wed	Morning tasks	Phonics	8:30 Forest Sch		Forest Sch	Forest Sch		Maths	IPC	Story
			Maths		English	PSHE		IPC		
Thur	Morning tasks	Phonics	Music	English	P.E.	2nd Round about	PAWs	Library		
Fri	Morning tasks	Phonics	Maths	English	Nepali		PSHE	GOLDEN TIME	Assembly	

Specialist Teachers

- Music - Ms. Gilbert
- World Languages - Ms. Titley
- PE - Mr. Randall and Ms. Tindall
- Library - Ms. Joshi
- Nepali - Ms. Shrestha and Mr. Karki

Home-School Communication

Please be sure the school has your current email address.

SeeSaw Families will receive a year group email with logins for students and families.



Please use teacher email for individual updates and messages to the class teacher.



Weekly Newsletter & weekly updates on the Year group Website-learning for upcoming week

We will do our best to respond in a timely manner, in most cases within 24 hours.



Reading Expectations

At TBS we expect children to take ownership of their learning by empowering themselves through healthy reading habits.

There are two elements of reading: decoding words and comprehension

Children are expected to read for around 15 mins a day with an adult who will sign their reading record. While children are developing their decoding reading skills, they will need to read books at least 3 times before changing.

We would also encourage reading for pleasure, where children can choose books to be read to them by an adult (bedtime stories).

Children are asked to bring the journals back to school with them every day.



Curriculum Overviews



Welcome to Year 1

Your Team:



Miss Bradley Ms Tamang



Ms. Dangol

We have an exciting year ahead, packed with fun and learning. Here is a brief overview of the key learning points in the Year 1 curriculum.

Please note that these are targets for the end of the academic year; we will be working towards them in gradual steps across each term.

<p>Mathematics Below are our key foci for Year 1. The full curriculum can be found here.</p>
<p>Number and Place Value</p> <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 twos, fives and tens given a number, identify one more and one less <p>Addition and Subtraction</p> <ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 <p>Fractions</p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity <p>Measurement</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Geometry</p> <ul style="list-style-type: none"> recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
<p>English Below are our key foci for Year 1. The full curriculum can be found here.</p>
<p>Reading</p>
<p>Word reading</p> <ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes (sounds), including, where applicable, alternative sounds for graphemes.

<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing letter patterns that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read other words of more than one syllable that contain taught letter patterns 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 <p>Reading comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events predicting what might happen on the basis of what has been read so far
<p>Writing</p>
<p>Writing Transcription</p> <ul style="list-style-type: none"> spell words containing each of the 40+ phonemes already taught name the letters of the alphabet in order write from memory simple sentences dictated by the teacher that include words using the letter patterns and common exception words taught so far <p>Handwriting</p> <ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place <p>Writing Composition Write sentences by:</p> <ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

You will each receive a curriculum overview for the year, with breakdowns of what is covered in each English and Maths throughout the course of Year 1 and the key skills taught in I.P.C.

This can be found on the website from Friday should you misplace your copy.

IPC



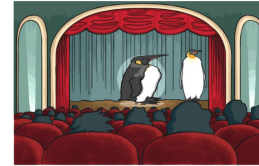
Brainwave:
The Brain



From A to B



Super
Humans



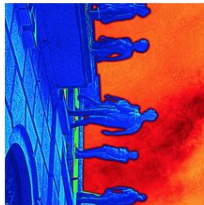
Let's Celebrate
(KS1 Production)



Sustainable
development goals



The Magic
Toymaker



Creators and
Communica...



The Earth:
Our Home



PSHE, Nepali and ICT

PSHE overview Year 1

<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
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Nepali

In Yr1, Nepali is divided into 2 groups native and non- native. In both groups they learn about upcoming festivals, Nepali cultures and traditions and some language.



PSHE, Nepali and ICT

Computing overview Year 1

Practical and Functional Computing Skills	Computer systems and networks	Handling Data	Creating media		Programming	Algorithms	Digital safety and wellbeing
Turn a computer off and on Use a mouse in different ways Use a keyboard to type on a laptop or computer To edit text using a keyboard	To identify technology To identify a computer and its main parts To create rules for using technology responsibly Begin to type using correct fingers.	To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	Digital Painting To describe what different freehand tools do To use the shape tool and the lines tool To explain why I choose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper	Digital Writing To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer	To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program	To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To plan a simple program To find out more than one solution to a problem	Media Balance is Important How do we say goodbye to technology when we don't want to? How do we go places safely online?



Some exciting things to look forward to this year

Forest schools - Our forest school day is Wednesday. Children need to come to school in suitable clothes and shoes for outdoor and adventurous learning.

Swimming - Please can you make sure they have the appropriate equipment and only miss swimming if they absolutely have to, so that they make the most of this learning opportunity. A tentative start date is Term 1 week 4 but we will send out more information when this is confirmed.

Expedition (Camp TBS) - A sleepover in school in the second half of the year with day trips out to prepare children for further adventures as they move up through the school.

Winter concert will be at the end of Term 2. KS1 will be putting together an amazing play for this - not be missed. (Date TBC)

Community festival After the success of last year we will once again be putting on a music and dance festival with our partner school later in the year. (Date TBC)



Key points to note

- Children arrive to school for 8am for registration. IF they arrive after 8:05am please take them to reception before bringing them to class.
- Pickup time is 2.30pm unless your child has a club.
- Children need to bring a hat, water bottle, snack, lunch (if packed lunch) and reading book to school each day.
- On Thursdays, please can they ensure they bring any library books that need returning.
- Children should be dressed in P.E. Kits on Monday and Thursday with appropriate sports footwear. (No Crocs)
Please do not send children in with toys from home.



Key points to note

Birthday invites - if the whole class is being invited, the teacher can share the invites, if it is selected children, the parents should contact them directly.

Swimming kit: (TBC)

Swimming costume, towel, bag to put wet clothes in, goggles, sliders to wear around the pool, hairbrush (if needed)

Forest School Kit: (Wednesdays)

Snack, water bottle, spare clothes,
Weather dependent - wellies, spare shoes and waterproofs
Suncream and hat

No Crocs

Seesaw



Seesaw

To keep you in touch with your child's learning. We use the seesaw platform.



Reading Eggs

An app for children to practise reading and phonics on at home and in school

Phonics Shed

Phonics games linked to our phonics program at T.B.S.



Class Dojo

New this year
We will use this to track house points.



Any questions?