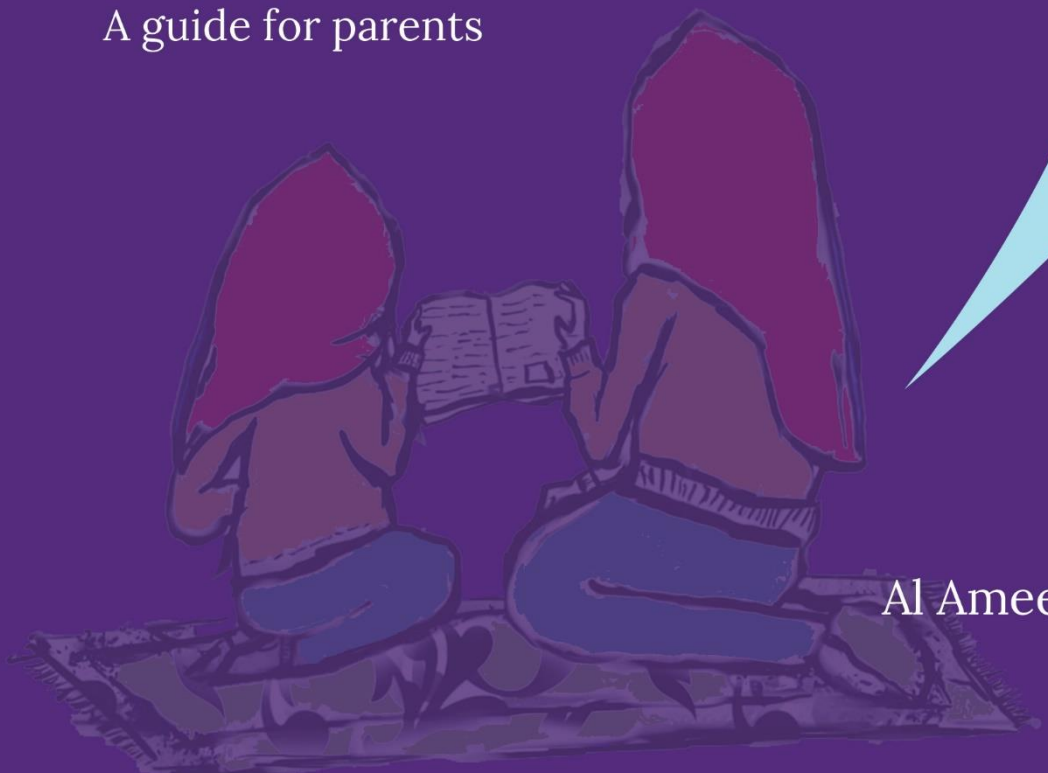
Helping your child at home

A guide for parents



Year 1

Al Ameen Primary School

In the name of Allah, The Beneficent, The Merciful

Our vision is to develop confident well-mannered children who use their full potential and achieve their best. Children at our school will acquire the skills and knowledge required for them to live in modern Britain. Subsequently, they will become courteous, law abiding, proud and active citizens of a harmonious multi cultured society, drawing guidance from the Quran and the life of the Prophet (peace be upon him).

Assalamu Alaikum wa Rahmatullah

Thank you for taking time out to look through this guide for parents. This guide includes a wealth of information and we have put this together with the aim of keeping you informed of what we are teaching your children in school and how you can further support their learning at home.

Please note that we hold regular parent workshops which are very useful and give you practical strategies for helping your child.

We hope this guide is useful. If there is something you're not sure about, please do not hesitate to speak to us.

The following are covered in this guide:

- Curriculum content - As outlined in the government's Programmes of Study (core subjects)
- Curriculum content - As outlined in the government's Programmes of Study (foundation subjects)
- Curriculum maps (these are maps of the topics we will be teaching throughout the year)
- Helping your child read (a guide for parents)
- Phonics (a guide for parents)
- Recommended reading list – This is a list of age appropriate books we expect children to have read for each year group
- Helping your child with spelling (a guide for parents)
- Helping your child with writing (a guide for parents)
- Helping your child with maths (a guide for parents)
- Helping your child in the foundation subjects (a guide for parents)
- Knowledge organisers – These are a snapshot of what children have learnt for that particular topic. Currently, we have these for Science and Humanities.
- Staying healthy
- Tips for packed lunches
- Recommended websites
- School subscriptions – This is a list of subscriptions we use to aid the children's learning

All curriculum booklets and additional content can be found on our website: www.alameen.bham.sch.uk

Curriculum Content

<table>
<tr><th colspan="3">English</th></tr>
<tr><td colspan="3">During year 1, teachers will build on learning from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately, using the phonic knowledge and skills that they have already learnt, and use decoding skills to spell and read.</td></tr>
<tr><td rowspan="11">Word Reading and Comprehension</td><td colspan="2">Children will learn to:</td></tr>
<tr><td>1</td><td>apply phonic knowledge and skills as the route to decode words</td></tr>
<tr><td>2</td><td>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</td></tr>
<tr><td>3</td><td>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</td></tr>
<tr><td>4</td><td>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</td></tr>
<tr><td>5</td><td>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</td></tr>
<tr><td>6</td><td>read other words of more than one syllable that contain taught GPCs</td></tr>
<tr><td>7</td><td>read words with contractions, and understand that the apostrophe represents the omitted letter(s)</td></tr>
<tr><td>8</td><td>read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</td></tr>
<tr><td>9</td><td>reread these books to build up their fluency and confidence in word reading.</td></tr>
<tr><td colspan="2">These objectives will be taught through daily phonics, guided reading and English lessons. As well as being supported by parents at home by reading with your child every evening.
All pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. We ensure all books are of a high-quality to develop a love of reading and broaden their vocabulary</td></tr>
<tr><td rowspan="5">Writing</td><td colspan="2">Children will be taught to:</td></tr>
<tr><td>1</td><td>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.</td></tr>
<tr><td>2</td><td>discuss what they have written with the teacher or other pupils</td></tr>
<tr><td>3</td><td>read aloud their writing clearly enough to be heard by their peers and the teacher.</td></tr>
<tr><td colspan="2">Pupils' writing during year 1 generally develops at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.</td></tr>
<tr><td rowspan="3">Grammar & Punctuation</td><td colspan="2">Children will be taught to:</td></tr>
<tr><td>1</td><td>develop their understanding of the concepts set out in English Appendix 2 by:
leaving spaces between words
joining words and joining clauses using and
beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
learning the grammar for year 1 in English Appendix 2.</td></tr>
<tr><td>2</td><td>use the grammatical terminology in English Appendix 2 in discussing their writing.</td></tr>
</table>

English - Appendix 2: Vocabulary, grammar and punctuation	
Year 1: Detail of content to be introduced	
Word	Regular **plural noun suffixes** –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the **prefix** un– changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or undoing: untie the boat]
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using and
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Spelling	**Children will be taught to:**	
	1	spell: • words containing each of the 40+ phonemes already taught: • common exception words • the days of the week.
	2	name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound.
	3	add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).
	4	apply simple spelling rules and guidance, as listed in Spelling in Year 1
	5	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Mathematics

The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting, and place value. This should involve working with numerals, words, and the four operations, including with practical resources (for example, concrete objects and measuring tools).
At this stage, pupils should develop their ability to recognise, describe, draw, compare, and sort different shapes and use the related vocabulary. They will use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time, and money.

Number & Place Value

Children will be taught to:

1. count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
2. count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
3. given a number, identify one more and one less
4. 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
5. read and write numbers from 1 to 20 in numerals and words.

Addition & Subtraction

Children will be taught to:

1. read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
2. represent and use number bonds and related subtraction facts within 20
3. add and subtract one-digit and two-digit numbers to 20, including zero
4. solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.

Multiplication &

Children will be taught to:

1. 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.

Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. They make connections between arrays, number patterns, and counting in twos, fives and tens.

Fractions

Children will be taught to:

1. recognise, find and name a half as one of two equal parts of an object, shape or quantity
2. recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.

Measurement

Children will be taught to:

1. compare, describe and solve practical problems for:
   - a. lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
   - b. mass/weight [for example, heavy/light, heavier than, lighter than]
   - c. capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
   - d. time [for example, quicker, slower, earlier, later]
2. measure and begin to record the following:
   - a. lengths and heights
   - b. mass/weight
   - c. capacity and volume
   - d. time (hours, minutes, seconds)
3. recognise and know the value of different denominations of coins and notes
4. sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
5. recognise and use language relating to dates, including days of the week, weeks, months and years
6. 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

Children will be taught to:

1. recognise and name common 2-D and 3-D shapes, including:
   - a. 2-D shapes [for example, rectangles (including squares), circles and triangles]
   - b. 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Position and direction

Children will be taught to:

1. describe position, direction and movement, including whole, half, quarter and three quarter turns.

Science		
During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. The aim of science in Year 1 is to ensure experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice.		
Plants	**Children will be taught to:**	
	1	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
	2	identify and describe the basic structure of a variety of common flowering plants, including trees.
Animals, including humans	**Children will be taught to:**	
	1	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
	2	identify and name a variety of common animals that are carnivores, herbivores and omnivores
	3	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
	4	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Everyday Materials	**Children will be taught to:**	
	1	distinguish between an object and the material from which it is made
	2	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
	3	describe the simple physical properties of a variety of everyday materials
	4	compare and group together a variety of everyday materials on the basis of their simple physical properties
Seasonal Changes	**Children will be taught to:**	
	1	observe changes across the four seasons
	2	observe and describe weather associated with the seasons and how day length varies.
	Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.	

History at Key Stage 1	
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.	
Children will be taught about:	
1	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
2	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
3	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
4	significant historical events, people and places in their own locality.

Geography at Key Stage 1		
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		
Children will be taught to:		
Locational Knowledge		
1	name and locate the world's seven continents and five oceans	
2	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	
Place knowledge		
1	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	
Human and physical geography		
1	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	
2	use basic geographical vocabulary to refer to:	
	a	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
	b	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical skills and fieldwork		
1	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	
2	use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	
3	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	
4	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	

PE at Key Stage 1	
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	
Children will be taught about:	
1	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
2	participate in team games, developing simple tactics for attacking and defending
3	perform dances using simple movement patterns.

Art at Key Stage 1	
Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.	
Children will be taught:	
1	to use a range of materials creatively to design and make products
2	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
3	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
4	about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Computing at Key Stage 1	
A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.	
Children will be taught to:	
1	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
2	create and debug simple programs
3	use logical reasoning to predict the behaviour of simple programs
4	use technology purposefully to create, organise, store, manipulate and retrieve digital content
5	recognise common uses of information technology beyond school
6	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Key Stage 1 Full Curriculum Map

Stage	Year	Term	History/ Geography	Art/ D & T	Science	Computing	PE	PSHE	Islamic	English	Maths
Key Stage 1	Year 1	1a	Our School	Nature Sculptures	Plants	Computer Skills	Gymnastics: Animals	Who am I? Communities	5 Pillars: Prayer	**Vehicle Text:** Major Glad, Major Dizzy **Narrative:** Discovery Narrative **Recount:** Messages	Number to 10 Part-whole within 10 Addition and subtraction within 10
		1b	Wonderful Weather	Moving Picture Traditional Tales	Seasonal Changes: Autumn & Winter	Word processing	Dance/ Movement: Seasons	Choices Feelings	Etiquettes: Character development	**Vehicle Text:** Rapunzel **Narrative:** A traditional tale **Instructions:** How to catch a witch	Addition and subtraction within 10 2D and 3D shapes Numbers to 20
		2a	Our Country	Landscapes and Cityscapes	Everyday Materials	Online Safety	Gymnastics: Traditional Tales	Health & hygiene	World Religions: Celebrations	**Vehicle Text:** Hermelin **Narrative:** A detective story **Recount:** Letters	Addition within 20 Subtraction within 20 Numbers to 50 Introducing length and height Introducing weight and volume
		2b	Nurturing Nurses	Fabric Bunting	Scientists & Inventors	Painting	Throwing & Catching	Feeling and relationships	Seerah: Pre-hijrah	**Vehicle Text:** Where the Wild Things Are **Narrative:** A portal story **Information:** Wild things	
		3a	The Great Fire of London	LS Lowry	Animals including Humans	Programming with Scratch Junior	Multi Skills: Sports Day	Rights, respect and responsibilities Right and wrong	Prophets: Adam, Idrees and Uzair	**Vehicle Text:** The secret of Black Rock **Narrative:** A return story **Recount:** Postcards	Multiplication Division Halves and quarters Position and direction Numbers to 100 Time Money
		3b	Travel and Transport	Dips and Dippers	Seasonal Changes: Spring & Summer	Programming Toys	Invasion Games: At the Fair	Rules	Campaigns	**Vehicle Text:** The Last Wolf **Narrative:** A hunting story **Instructions:** Recipes	
	Year 2	1a	Wonderful World	Miro	Everyday Materials- Materials Matter	Using the Internet	Gymnastics: Landscapes & Cityscapes	Who am I? Communities	5 Pillars: Prayer	**Vehicle Text:** A river **Narrative:** Circular Narrative **Recount:** Letter	Numbers to 100 Addition and subtraction Money Multiplication and division
		1b	The Gunpowder Plot	Colour Chaos	Scientists and Inventors	Presentation Skills	Circuit Training	Choices Feelings	Etiquettes: Character development	**Vehicle Text:** The night gardener **Narrative:** Setting Narrative **Recount:** Diary	
		2a	Sensational Safari	Let's Sculpt	Animals including humans	Online Safety	Gymnastics: Under the Sea	Health & hygiene	W Religions: Places of worship	**Vehicle Text:** The Bog baby **Narrative:** Finding Narrative **Instructions:** How to build a habitat	Multiplication and division Statistics Length and height Properties of shapes fractions
		2b	Significant Explorers	Our Fabric Faces	Living things and their Habitats- Habitats	Computer Art	Running and Jumping	Feeling and relationships	Seerah: Pre-hijrah	**Vehicle Text:** Grandads Island **Narrative:** Jungle animals **Information:** Jungle Animals	
		3a	Beside the Seaside	Pirate Paddy's Packed Lunch Problems	Plants	Programming Turtle Logo and Scratch	Multiskills: Sports Day	Rights, respect and responsibilities Right and wrong	Prophets: Nuh, Hud, Saalih and Lut	**Vehicle Text:** The king who banned the dark **Narrative:** Mistake Narrative **Information:** How to be a Regal Leader	Position and direction Problem solving and efficient methods Time Weight, volume and temperature
		3b	Kings and Queens	Sensational Salads	The Environment	Using and Applying	Invasion Games	Rules	Campaigns	**Vehicle Text:** Rosie Revere **Narrative:** Invention Narrative **Explanation:** How to machine works	

First Aid

Year 1 = What is First Aid and Calling 999

Year 2 = Coping Skills and Calling 999

Help your child with Reading

I SPY

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture ofa...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it, e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voicesand engagewith the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Go Online

Look online & in app stores for appropriate word & spelling games.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...

anything that is close to hand!

All children will take two books home to read each week. One will be based on their book band as illustrated in this chart. The other will be a book they have chosen from the school library.

Children also take home reading logs and are expected to read every day for 10 – 15 minutes to a parent or older sibling. We request parents to make a note in their child's reading log after listening to them read.

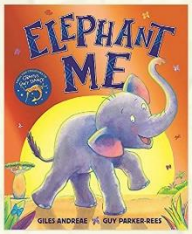
Children will also have guided reading sessions as they progress through their grasp of phonics and will listen to their teacher read to them during storytime.

We have developed recommended reading lists for all children in our school and the list for year 1 is included below. Please work with your child and aim for them to complete reading all of the books in this list by the end of year 1.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4–5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5–6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6–7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7–8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
		13	
		14	
Year 4 / Primary 5	8–9 years old	15	Dark blue
		16	
Year 5 / Primary 6	9–10 years old	17	Dark red
		18	
Year 6 / Primary 7	10–11 years old	19	
		20	

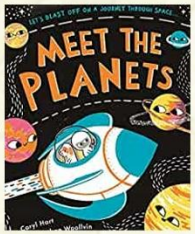
KS1

YEAR 1



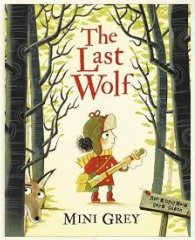
Elephant Me
by Giles Andreae

Num-Num, a little elephant, discovers the importance of simply being YOU!



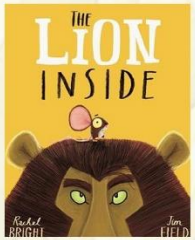
Meet the Planets
by Caryl Hart

Join in with the rhymes and spot all the smiley-faced, friendly planets, from shimmering Saturn to mighty Mars.



The Last Wolf
by Mini Grey

Once upon a time, Little Red set off into the woods to catch a wolf . . .

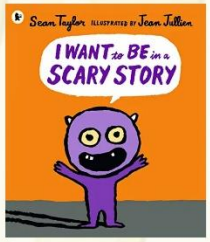


The Lion Inside
by Rachel Bright & Jim Field

A story about a little mouse trying to make himself heard

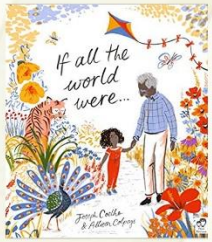
Grandma Bird
by Benji Davies

Noi isn't at all sure about staying at Grandma s. Grandma boils seaweed for soup, and there s not much to do on the tiny island where she lives where the wind cuts in and the grass grows sideways . . . But that s before Noi gets swept up in the dramatic rescue that will mark the beginning of their touching new friendship.



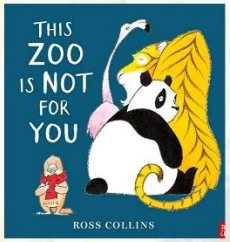
I Want to be in a Scary Story
by Sean Taylor

Monster wants to be in a scary story — but is he brave enough?



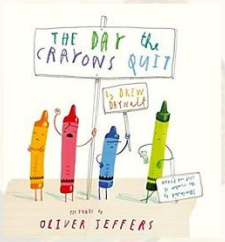
If All the World Were...
by Joseph Coelho

The perfect way into talking about a difficult subject with children.



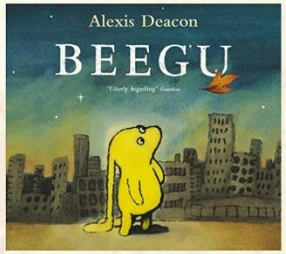
The Zoo is Not for You.
by Ross Collins

A platypus is misjudged but still shines.



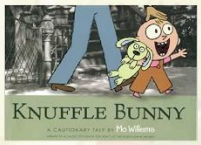
The Day the Crayons Quit
by Drew Daywalt

A platypus is misjudged but still shines.



Beegu
by Alexis Deacon

Beegu is not supposed to be on Earth. She is lost. She is a friendly little creature, but the Earth People don't seem very welcoming at all.

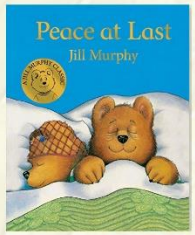


Knuffle Bunny
by Mo Willems

A tale of what happens when Daddy's in charge and things go terribly

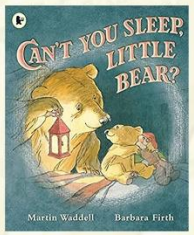
Knuffle Bunny
by Maurice Sendak

When Max puts on his wolf suit and makes mischief, his mother calls him 'Wild Thing' and sends him to bed without any supper.



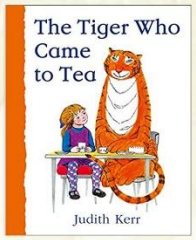
Peace at Last
by Jill Murphy

With a snoring Mrs Bear, an excitable Baby Bear and a house full of dripping and ticking, peace is hard to come by — will Mr Bear ever get a decent night's sleep?



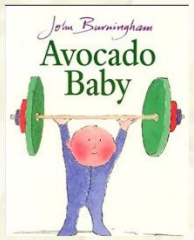
Can't you sleep little bear
by Martin Waddell

Can Big Bear find a way to reassure restless Little Bear and help him fall fast asleep?



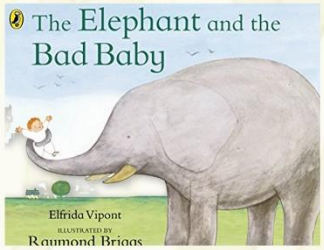
The Tiger Who Came to Tea
by Judith Kerr

The doorbell rings just as Sophie and her mummy are sitting down to tea. Who could it possibly be?



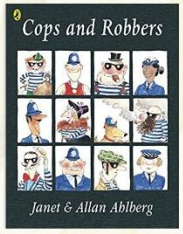
Avocado Baby
by John Burningham

The Hargraves want their new baby to grow up big and strong. But the puny mite will hardly eat a thing.



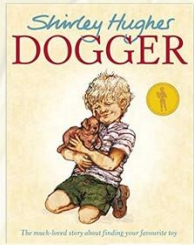
The Elephant and the Bad Baby
by Elfride Vipoint

The Elephant takes the Bad Baby for a ride and they go 'rumpeta, rumpeta, rumpeta down the road.' They help themselves to ice creams, pies, buns, crisps, biscuits, lollipops and apples, and the shopkeepers follow them down the road shouting and waving. All ends well as the Bad Baby learns to say 'Please' and his mother makes pancakes for everyone.



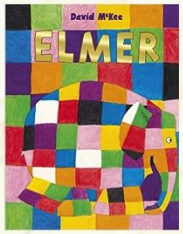
Cops and Robbers
by Allen Ahlberg

The robbers of London town plan a desperate crime one Christmas Eve - to steal all the toys they can lay their hands on!



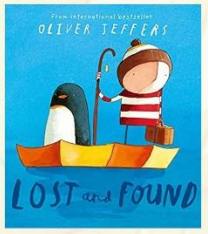
Dogger
by Shirley Hughes

When Dave loses his favourite toy, Dogger, he is desolate. But then Dogger turns up at the school summer fair, and everything seems all right...



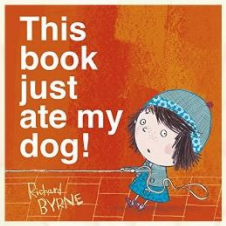
Elmer
by David Mckee

Elmer is different. Elmer is patchwork.
The grey elephants love him, but he starts to wonder what it would be like to be just the same as them...



Lost and Found
by Oliver Jeffers

The story of a boy who decides to adopt a lost penguin.



This book just ate my dog!.
by Richard Byrne

Bella is taking her dog for a stroll across the page but halfway across, he disappears! Unable to quite believe what's just happened Bella watches, in shock.

AL AMEEN PRIMARY SCHOOL

Phonics

If you have a child in the early years or the first year of primary school, there is a good chance you will have come across the word **Phonics**. Phonics is a method of learning to read words and is taught from early years at our school.

Your child will first learn a small group of sounds associated with written letters. For example, they will learn that 'm' makes an mmm sound, 'a' makes an ahh sound, and 't' makes a ttt sound.

Then, they will be taught to blend these sounds together to read whole words. For example, m–a–t makes 'mat'. Your child will then learn more sounds and will start blending them too. The order in which the sounds are taught varies depending on the scheme your school uses, so it's worth checking with your child's teacher.

At Al Ameen, we use the Read Write Inc Phonics Scheme. *Read Write Inc.* is a literacy programme developed by Ruth Miskin and is taught in over 5000 schools in the United Kingdom. Children in the early years and key stage 1 have daily phonics lessons and are assessed regularly to help them develop their reading skills.

With *Read Write Inc. Phonics*, your child will be at one of the following stages:

<table>
<tr><td rowspan="3">Learning Set 1 Speed Sounds</td><td>These are the Set 1 Speed Sounds written with one letter</td><td colspan="3">m a s d t i n p g o c k u b f e l h r j v y w z x</td></tr>
<tr><td>These are the sounds written with two letters (your child will call these 'special friends')</td><td colspan="3">sh th ch qu ng nk ck</td></tr>
<tr><td colspan="4">Check if your child can read these sounds. Make sure they say sounds like 'mmm', not letter names like 'em'.</td></tr>
<tr><td>Learning to blend with Set 1 Speed Sounds</td><td>Your child is learning to read words containing Set 1 Speed Sounds by sound blending. For example:</td><td colspan="2">m-a-t mat
c-a-t cat
g-o-t got
f-i-sh fish</td><td>s-p-o-t spot
b-e-s-t best
s-p-l-a-sh splash.</td></tr>
<tr><td>Learning Set 2 Speed Sounds</td><td>These are the Set 2 Speed Sounds:</td><td colspan="3">ay ee igh ow (as in blow) oo (as in zoo)
oo (as in look) ar or air ir ou (as in out) oy</td></tr>
<tr><td>Learning Set 3 Speed Sounds</td><td>These are Set 3 Speed Sounds:</td><td>ea (as in tea)
oi (as in spoil)
a–e (as in cake)
i–e (as in smile)
o–e (as in home)
u–e (as in huge)</td><td>aw (as in yawn)
are (as in care)
ur (as in nurse)
er (as in letter)
ow (as in brown)
ai (as in snail)</td><td>oa (as in goat)
ew (as in chew)
ire (as in fire)
ear (as in hear)
ure (as in pure)</td></tr>
<tr><td colspan="5">If your child has learnt all three sets of Speed Sounds, they need to practise them and read books with words made up of those sounds.</td></tr>
</table>

The following link provides support for parents in helping their child with phonics using the Read Write Inc scheme. Additionally, there are worksheets and activity sheets which you can use to help your child:
https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/

Help your child with Spelling

At Al Ameen, we use the Read Write Inc scheme to develop children's spelling skills.

Spelling Games to play at home

Encourage your child to 'have a go' at spelling a new word
Making a first attempt is good for confidence, and it can reinforce spelling patterns and help identify problem areas.

Make sure they remember to use their phonics as they try to spell a word
Encouraging children to break the word they want to spell into its individual sounds and then try to match those sounds to the letters of the alphabet is really important. The chances are these have been painstakingly taught at school in KS1, and for older children it's about making sure they keep this skill fresh.
Reminding children to segment 'catch' into its three sounds – 'c' 'a' 'tch' – sounds like such a basic way of supporting spelling, but practising it is so important.

Ask them to write down the words that they need to remember how to spell
The physical act of writing the words by hand helps to anchor the spelling in children's memories and encourages them to think about the letters that represent the sounds in the word. You just don't get the same benefits if children type the words into a PC or tablet.

Hidden words is a game that you can prepare yourself
Write the words on your child's spelling list, hidden in a series of letters. Now that they are hidden, ask your child to find them. For example:
sfhplayknc – play | qrubitpdh – bit | nvzbikejfa – bike

Your child could circle the hidden words with coloured pens. To raise the challenge, you could set a time limit on the game. For example, how many words can you find in one minute?

Making silly sentences can be great fun
Challenge your child to write a silly sentence, including as many of the words on their spelling list as possible. For example, your child may have to learn 'room, took, hoop, foot, book'. They could make up a silly sentence such as 'The boy took his book across the room but got his foot caught in a hoop'. Again they could draw illustrations to go with the sentences.

Remind them to read through their writing and check for spelling errors
They need to develop a feel for whether a word looks right. They could underline words they are not sure of and then you could both check with a dictionary.

'Over-pronunciation' is a great spelling strategy
So for 'Wednesday' encourage children to say 'Wed-nes-day' as they write. There are lots of words which feature sounds that aren't always pronounced clearly (such as words ending in -ed), so asking children to over-pronounce these when spelling can also be useful (for example, teaching children to say 'hopped' or 'skipped' instead of 'jumpt' can be a huge help).

Common Exception Words (your child should be able to spell these by the end of year 1)	
the	where
a	love
do	come
to	some
today	one
of	once
said	ask
says	pull
are	full
were	he
was	me
is	she
his	house
has	our
I	friend
we	school
no	put
go	push
so	you
by	your
my	they
here	be
there	
Months of the Year	
January	July
February	August
March	September
April	October
May	November
June	December
Days of the Week	
Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	
Numbers	
One	Eleven
Two	Twelve
Three	Thirteen
Four	Fourteen
Five	Fifteen
Six	Sixteen
Seven	Seventeen
Eight	Eighteen
Nine	Nineteen
Ten	Twenty
Thirty	Forty
Fifty	Sixty
Seventy	Eighty
Ninety	One hundred

Few resources are more motivating than a highlighter pen for primary-aged children
You can focus children's attention on the tricky bits in a word by asking them to highlight them. For example, show them that receive has 'ei' in the middle and ask them to write the word, and then highlight or underline this part to help them remember.

PUNCTUATION, VOCABULARY & GRAMMAR YEAR 1 KNOWLEDGE ORGANISER

Year 1 Overview

-By the end of Year 1, you should be able to use finger spacing, capital letters, and basic punctuation (full stops, question marks and exclamation marks) to help make your writing clear.

-You should be able to use the prefix 'un' and some basic suffixes to change the meaning of words.

-To connect your ideas, you should use the word 'and', and maybe even 'but.'

-Finally, you should know the meaning of the words in the 'key terminology' section at the bottom.

Punctuation

What is Punctuation?

-Punctuation is the marks (not the words) that help readers to understand sentences. It helps to make your writing clear.

-You can also make your writing clear by using finger spaces between words.

Full Stops

-Full stops go at the end of a sentence.

-They help the reader to know when to pause. This makes writing easier to read.

Capital Letters

-Capital letters should be used for the first letter in a new sentence.

-They are also used for the first letters of names of places, people, days and months.

Question Marks

-Question marks show the reader that a sentence is a question.

-They go at the end of the question. They are used in the place of a full stop.

Exclamation Marks

-Exclamation marks show strong emotions, such as shock, excitement, or anger. They can also show shouting.

They are used in the place of a full stop.

Vocabulary and Grammar

Word Level

-**Plural Noun Suffixes:** A suffix is a letter or group of letters added to the end of a word to change its meaning.

-When added to a noun (thing), the suffixes -s and -es can let show when it is plural (there are more than one).

-If a word ends with ch, sh, s, x, or z, use -es to make it plural (e.g. wishes). For all, other words, use -s (e.g. dogs).

-**Simple Verb Suffixes:** Suffixes can also be added to verbs (doing words) to create new words.

-The suffix -ed can change an action to the past, for example in 'walk – walked' and 'jump – jumped.'

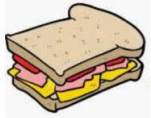
-The suffix -er can show who is doing an action, for example in 'run – runner' and 'help – helper.'

-The suffix -ing can show us that an action is still happening, for example 'sit – sitting' and 'read – reading.'

-**The Prefix un-:** A prefix is a letter or group of letters added to the beginning of a word to change its meaning.

-The prefix un- means not. For example 'unhappy' means 'not happy' and 'unfair' means 'not fair.'

Sentence Level



-**'and' & 'but':** The word 'and' helps us to add to what we have already written, e.g. 'I like cheese and ham.'

-The word 'but' helps us to write something against what we have already written, e.g. 'I like cheese but not jam.'

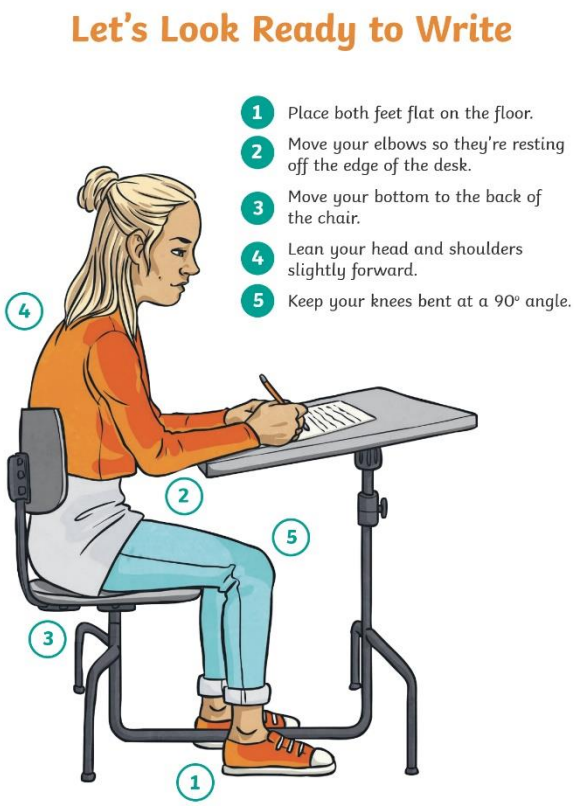
Text Level

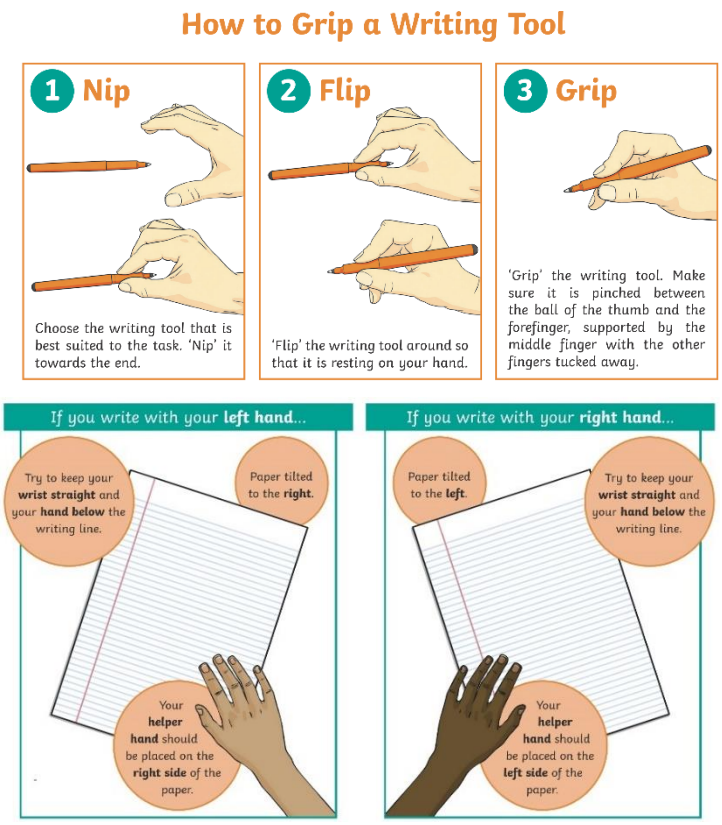
Joining Sentences Together: You can join sentences together to make short stories. Try to make sure that you put them in the correct order (beginning, middle and end) and that your sentences follow on from one another.

Key Terminology

Letter	Capital Letter	Word	Singular	Plural	Sentence	Prefix/Suffix	Punctuation	Full stop	Question Mark	Exclamation Mark

Help your child with Writing





Writing is a key skill that is used in all areas of the curriculum and the breadth of our curriculum ensures that pupils make links across all areas and subjects, writing a range of genres using subject-specific vocabulary to enhance their writing and engage their reader. Through cross-curricular writing, the skills taught in English lessons are transferred into other subjects, showing consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

Writing is taught in daily English lessons through units that are planned around high-quality texts. We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Through differentiated quality first teaching, all pupils receive the support they need in order to make good progress, to be confident and to be able to enjoy writing. Those working above age related expectations are given opportunities to extend their writing in a variety of ways, such as being given a choice of tasks in order to write effectively for a range of audiences and purposes, having a deeper understanding of the impact their writing has on the reader, selecting the appropriate form and drawing independently on what they have read as models for their own writing; showing greater control in their writing, exercising an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this; and to use the range of punctuation taught at Key Stage Two correctly and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Children are given adequate time to plan and edit their work. Teachers use high quality texts, full of rich vocabulary, to immerse the children in their learning and their writing builds on the knowledge that they have of the world around them. Teachers plan real life reasons for writing; tasks are meaningful and the children write for purpose, carefully considering the audience of and the purpose for their writing. Grammar is taught through the language used by the author in the class text. Class teachers model high quality writing, editing and proofreading, and use whole class writing to support all pupils. Teachers demonstrate the high expectations they have of all pupils. They recognise that good writing stems from reading and they place a high value on books and reading, regularly demonstrating the link between reading and writing. Children working above age-related expectations are able to draw independently on their own reading as a model for their writing.

Writing is celebrated throughout the school and we have whole-school writing events, including participation in school and nationwide competitions.

Help your child with Maths

In Year 1, your child will start to build confidence working with numbers, through developing their counting and calculation skills. They will also gain an understanding of halves and quarters, start to measure and tell the time, and learn about some 2D and 3D shapes.

Your child will be taught to count forwards and backwards to 100, add and subtract numbers to 20, and be introduced to the idea of multiplying and dividing. They will be encouraged to use objects to help them solve simple problems in a practical way.

Much of your child's learning will come from exploring and talking about maths in the world around them and there are simple things you can do at home to support their development.

Try to make mathematics at home as much fun as possible - games, puzzles and jigsaws are a great way to start. It's also important to show how we use mathematics skills in our everyday lives and to involve your child in this.

Year 1 Maths activity games

Boards games to help with maths skills:

Snakes and Ladders
Ludo
Connect 4
Bingo

Shape activity

At home, or when you are out, look at the surfaces of shapes.

- Ask your child – what shape is this plate, this mirror, the bath mat, the tea towel, the window, the door, the red traffic light, and so on.
- Choose a shape for the week, e.g. a square. How many of these shapes can your child spot during the week, at home and when you are out?

Dice game

1. You need a 1–6 dice, paper and pencil.
2. Take turns.
3. Choose a number between 1 and 10 and write it down.
4. Throw the dice and say the dice number.

Work out the difference between the chosen number and the dice number, e.g. if you wrote down a 2 and the dice shows 5, the difference is 3. You could also draw a number line to help your child to see the difference between the two numbers.

Secret numbers

1. Write the numbers 0 to 20 on a sheet of paper.
2. Ask your child secretly to choose a number on the paper. Then ask him / her some questions to find out what the secret number is, e.g. Is it less than 10? Is it between 10 and 20? Does it have a 5 in it? He / she may answer only yes or no.
3. Once you have guessed the number, it is your turn to choose a number. Your child asks the questions. For an easier game, use numbers up to 10. For a harder game, use only 5 questions, or use bigger numbers.

Tips for helping your child to enjoy mathematics:

- Point out the different shapes to be found around your home.
- Take your child shopping and talk about the quantities of anything you buy.
- Let your child handle money and work out how much things cost.
- Look together for numbers on street signs and car registration plates
- Sing multiplication tables up to 12 x 12
- Test each other on different ways to add or subtract to reach any number up to 20
- Get cooking! Using scales and a cook book to measure ingredients for a cake are great maths skills.

KEY STAGE 1

Children develop the core ideas that underpin all calculation. They begin by connecting calculation with counting on and counting back, but they should learn that understanding wholes and parts will enable them to calculate efficiently and accurately, and with greater flexibility. They learn how to use an understanding of 10s and 1s to develop their calculation strategies, especially in addition and subtraction.

Key language: whole, part, ones, ten, tens, number bond, add, addition, plus, total, altogether, subtract, subtraction, find the difference, take away, minus, less, more, group, share, equal, equals, is equal to, groups, equal groups, times, multiply, multiplied by, divide, share, shared equally, times-table

Addition and subtraction: Children first learn to connect addition and subtraction with counting, but they soon develop two very important skills: an understanding of parts and wholes, and an understanding of unitising 10s, to develop efficient and effective calculation strategies based on known number bonds and an increasing awareness of place value. Addition and subtraction are taught in a way that is interlinked to highlight the link between the two operations.

A key idea is that children will select methods and approaches based on their number sense. For example, in Year 1, when faced with 15 − 3 and 15 − 13, they will adapt their ways of approaching the calculation appropriately. The teaching should always emphasise the importance of mathematical thinking to ensure accuracy and flexibility of approach, and the importance of using known number facts to harness their recall of bonds within 20 to support both addition and subtraction methods.

In Year 2, they will start to see calculations presented in a column format, although this is not expected to be formalised until KS2. We show the column method in Year 2 as an option; teachers may not wish to include it until Year 3.

Multiplication and division: Children develop an awareness of equal groups and link this with counting in equal steps, starting with 2s, 5s and 10s. In Year 2, they learn to connect the language of equal groups with the mathematical symbols for multiplication and division.

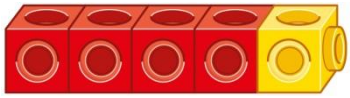
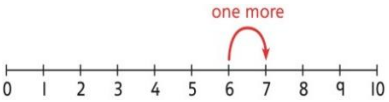
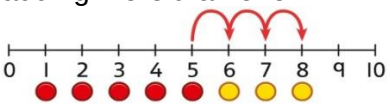
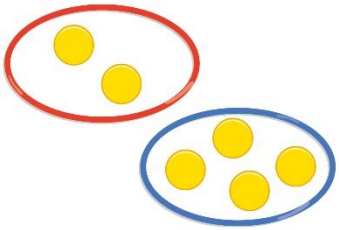
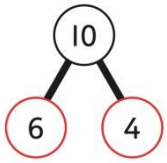
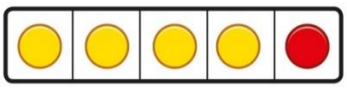
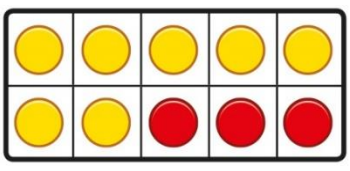
They learn how multiplication and division can be related to repeated addition and repeated subtraction to find the answer to the calculation.

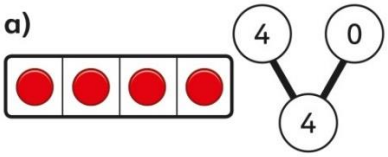
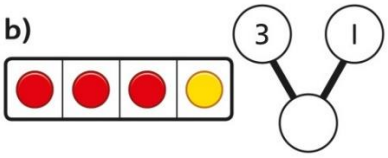
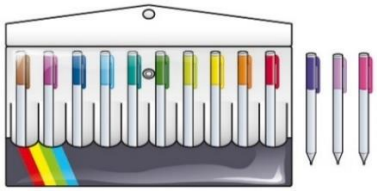
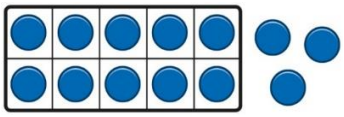
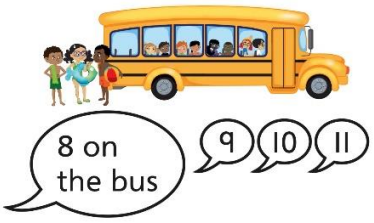
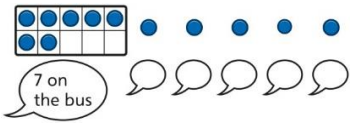
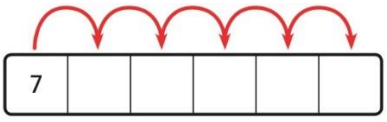
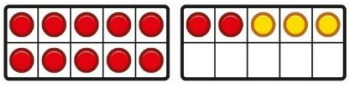
In this key stage, it is vital that children explore and experience a variety of strong images and manipulative representations of equal groups, including concrete experiences as well as abstract calculations.

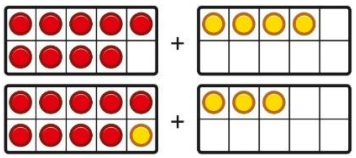
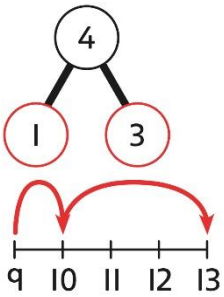
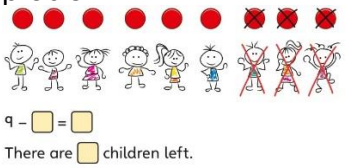
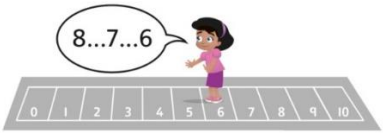
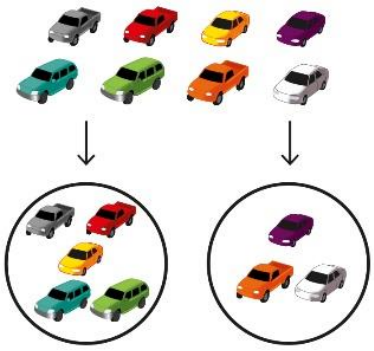
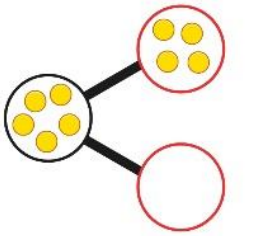
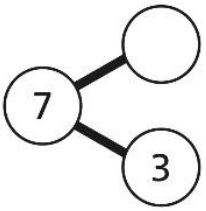
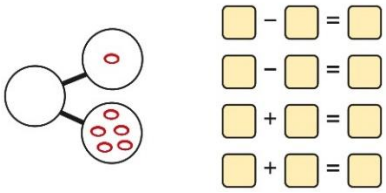
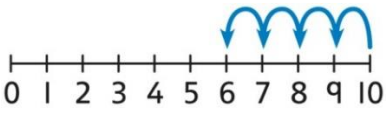
Children begin to recall some key multiplication facts, including doubles, and an understanding of the 2, 5 and 10 times-tables and how they are related to counting.

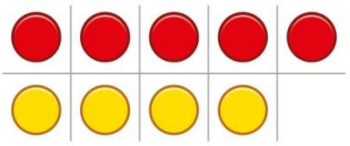
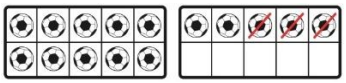
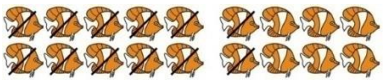
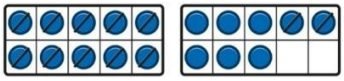
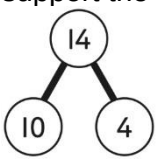
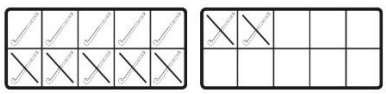
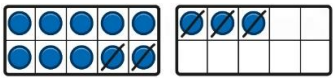
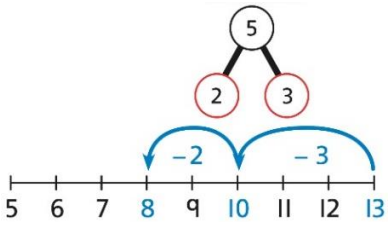
Fractions: In Year 1, children encounter halves and quarters, and link this with their understanding of sharing. They experience key spatial representations of these fractions, and learn to recognise examples and non-examples, based on their awareness of equal parts of a whole.

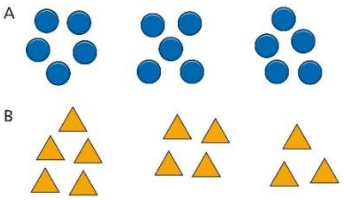
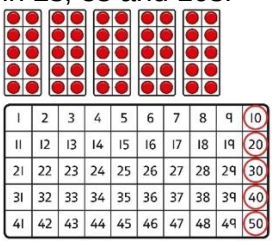
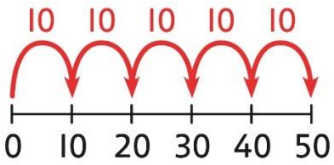
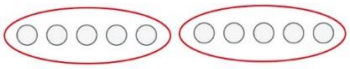
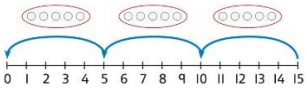
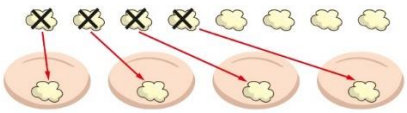
In Year 2, they develop an awareness of unit fractions and experience non-unit fractions, and they learn to write them and read them in the common format of numerator and denominator.

Year 1			
	Concrete	**Pictorial**	**Abstract**
Year 1 Addition	**Counting and adding more** Children add one more person or object to a group to find one more.	**Counting and adding more** Children add one more cube or counter to a  group to represent one more. *One more than 4 is 5.*	**Counting and adding more** Use a number line to understand how to link counting on with finding one more.  *One more than 6 is 7.* *7 is one more than 6.* Learn to link counting on with adding more than one.  *5 + 3 = 8*
	Understanding part-part-whole relationship Sort people and objects into parts and understand the relationship with the whole.  *The parts are 2 and 4. The whole is 6.*	**Understanding part-part-whole relationship** Children draw to represent the parts and understand the relationship with the whole.  *The parts are 1 and 5.* *The whole is 6.*	**Understanding part-part-whole relationship** Use a part-whole model to represent the numbers.   *6 + 4 = 10*
	Knowing and finding number bonds within 10 Break apart a group and put back together to find and form number bonds.  *3 + 4 = 7*  *6 = 2 + 4*	**Knowing and finding number bonds within 10** Use five and ten frames to represent key number bonds.  *5 = 4 + 1* 	**Knowing and finding number bonds within 10** Use a part-whole model alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero.

		10 = 7 + 3	a)  b)  *4 + 0 = 4* *3 + 1 = 4*
	Understanding teen numbers as a complete 10 and some more Complete a group of 10 objects and count more.  *13 is 10 and 3 more.*	**Understanding teen numbers as a complete 10 and some more** Use a ten frame to support understanding of a complete 10 for teen numbers.  *13 is 10 and 3 more.*	**Understanding teen numbers as a complete 10 and some more**. *1 ten and 3 ones equal 13.* *10 + 3 = 13*
	Adding by counting on Children use knowledge of counting to 20 to find a total by counting on using people or objects.  	**Adding by counting on** Children use counters to support and represent their counting on strategy.  	**Adding by counting on** Children use number lines or number tracks to support their counting on strategy.  7 + 5 = ☐
	Adding the 1s Children use bead strings to recognise how to add the 1s to find the total efficiently.  *2 + 3 = 5* *12 + 3 = 15*	**Adding the 1s** Children represent calculations using ten frames to add a teen and 1s.  *2 + 3 = 5* *12 + 3 = 15*	**Adding the 1s** Children recognise that a teen is made from a 10 and some 1s and use their knowledge of addition within 10 to work efficiently. *3 + 5 = 8* *So, 13 + 5 = 18*
	Bridging the 10 using number bonds Children use a bead string to complete a 10 and understand how this relates to the addition.	**Bridging the 10 using number bonds** Children use counters to complete a ten frame and understand how they can	**Bridging the 10 using number bonds** Use a part-whole model and a number line to support the calculation.

	 *7 add 3 makes 10.* *So, 7 add 5 is 10 and 2 more.*	add using knowledge of number bonds to 10.  .	 *9 + 4 = 13*
Year 1 Subtraction	**Counting back and taking away** Children arrange objects and remove to find how many are left.  *1 less than 6 is 5.* *6 subtract 1 is 5.*	**Counting back and taking away** Children draw and cross out or use counters to represent objects from a problem.  9 – ☐ = ☐ There are ☐ children left.	**Counting back and taking away** Children count back to take away and use a number line or number track to support the method.  *9 − 3 = 6*
	Finding a missing part, given a whole and a part Children separate a whole into parts and understand how one part can be found by subtraction.  *8 − 5 = ?*	**Finding a missing part, given a whole and a part** Children represent a whole and a part and understand how to find the missing part by subtraction.  5 − 4 = ☐	**Finding a missing part, given a whole and a part** Children use a part-whole model to support the subtraction to find a missing part.  *7 − 3 = ?* Children develop an understanding of the relationship between addition and subtraction facts in a part-whole model. 
	Finding the difference Arrange two groups so that the difference between the groups can be worked out.	**Finding the difference** Represent objects using sketches or counters to support finding the difference.	**Finding the difference** Children understand 'find the difference' as subtraction.  *10 − 4 = 6*

	 *8 is 2 more than 6.* *6 is 2 less than 8.* *The difference between 8 and 6 is 2.*	 *5 − 4 = 1* *The difference between 5 and 4 is 1.*	*The difference between 10 and 6 is 4.*
	Subtraction within 20 Understand when and how to subtract 1s efficiently. Use a bead string to subtract 1s efficiently.  *5 − 3 = 2* *15 − 3 = 12*	**Subtraction within 20** Understand when and how to subtract 1s efficiently.  *5 − 3 = 2* *15 − 3 = 12*	**Subtraction within 20** Understand how to use knowledge of bonds within 10 to subtract efficiently. *5 − 3 = 2* *15 − 3 = 12*
	Subtracting 10s and 1s For example: 18 − 12 Subtract 12 by first subtracting the 10, then the remaining 2.  *First subtract the 10, then take away 2.*	**Subtracting 10s and 1s** For example: 18 − 12 Use ten frames to represent the efficient method of subtracting 12.  *First subtract the 10, then subtract 2.*	**Subtracting 10s and 1s** Use a part-whole model to support the calculation.  *19 − 14* *19 − 10 = 9* *9 − 4 = 5* *So, 19 − 14 = 5*
	Subtraction bridging 10 using number bonds For example: 12 − 7 Arrange objects into a 10 and some 1s, then decide on how to split the 7 into parts.  *7 is 2 and 5, so I take away the 2 and* *then the 5.*	**Subtraction bridging 10 using number bonds** Represent the use of bonds using ten frames.  *For 13 – 5, I take away 3 to make 10, then take away 2 to make 8.*	**Subtraction bridging 10 using number bonds** Use a number line and a part-whole model to support the method. *13 − 5* 
Year 1 Multiplication	**Recognising and making equal groups** Children arrange objects in equal and unequal groups and understand how to recognise whether they are equal. 	**Recognising and making equal groups** Children draw and represent equal and unequal groups.	**Describe equal groups using words** *Three equal groups of 4.* *Four equal groups of 3.*

			
	Finding the total of equal groups by counting in 2s, 5s and 10s  There are 5 pens in each pack … 5…10…15…20…25…30…35 …40…	**Finding the total of equal groups by counting in 2s, 5s and 10s** 100 squares and ten frames support counting in 2s, 5s and 10s. 	**Finding the total of equal groups by counting in 2s, 5s and 10s** Use a number line to support repeated addition through counting in 2s, 5s and 10s. 
Year 1 Division	**Grouping** Learn to make equal groups from a whole and find how many equal groups of a certain size can be made. Sort a whole set people and objects into equal groups.  *There are 10 children altogether.* *There are 2 in each group.* *There are 5 groups.*	**Grouping** Represent a whole and work out how many equal groups.  *There are 10 in total.* *There are 5 in each group.* *There are 2 groups.*	**Grouping** Children may relate this to counting back in steps of 2, 5 or 10. 
	Sharing Share a set of objects into equal parts and work out how many are in each part**.** 	**Sharing** Sketch or draw to represent sharing into equal parts. This may be related to fractions. 	**Sharing** *10 shared into 2 equal groups gives 5 in each group.*

Helping your child with science and the foundation subjects

Your child will study science and a number of foundation subjects throughout the year. Foundation subjects differ to the core subjects of: English, Maths and Science which are explored in further detail.

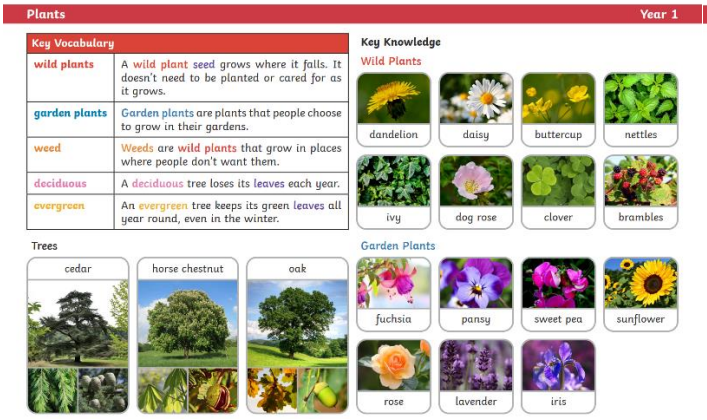
Even though foundation subjects are not explored as thoroughly, they are still important because they introduce pupils to a wide variety of skills and knowledge. Foundation subjects also give a taster to students on what they enjoy and excel at doing to give them a clear idea on what to progress further in their education.

Below are some Knowledge Organisers which will help you understand what we will be covering in the subjects mentioned above. A Knowledge Organiser (KO) sets out in detail what we want children to know by the end of the topic. We expect the majority of children to be able to recall all of the information on the Knowledge Organiser by the end of the unit of work. During their topic the children will take part in regular quizzes, that help stretch their long-term memory and develop their recall of key information.

We ask that parents go through these Knowledge Organisers at home with their children. It is also useful for children to go back to previous Knowledge Organisers and revise these so that the information from previous learning is not forgotten.

We are developing knowledge organisers across the curriculum but for now, can share the following in science and humanities

Science: Term 1a



Plants — Year 1

Key Vocabulary

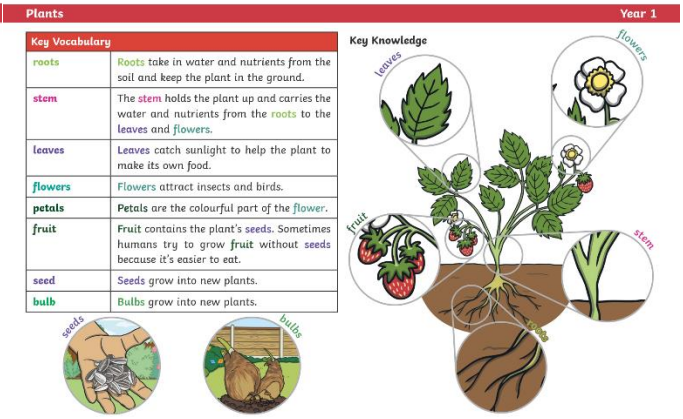
wild plants	A wild plant seed grows where it falls. It doesn't need to be planted or cared for as it grows.
garden plants	Garden plants are plants that people choose to grow in their gardens.
weed	Weeds are wild plants that grow in places where people don't want them.
deciduous	A deciduous tree loses its leaves each year.
evergreen	An evergreen tree keeps its green leaves all year round, even in the winter.

Key Knowledge

Wild Plants: dandelion, daisy, buttercup, nettles, ivy, dog rose, clover, brambles

Trees: cedar, horse chestnut, oak

Garden Plants: fuchsia, pansy, sweet pea, sunflower, rose, lavender, iris



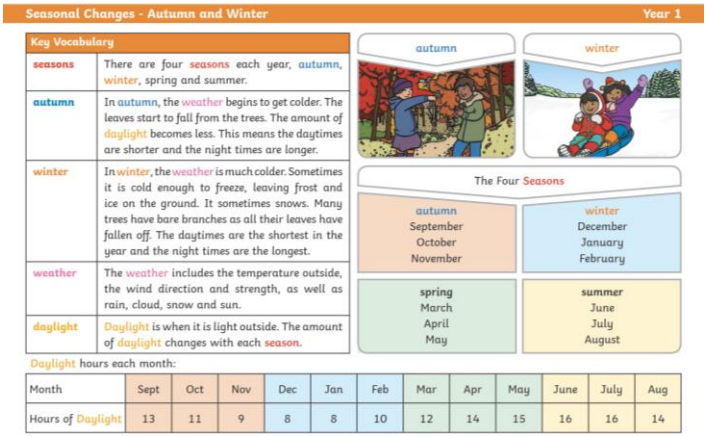
Plants — Year 1

Key Vocabulary

roots	Roots take in water and nutrients from the soil and keep the plant in the ground.
stem	The stem holds the plant up and carries the water and nutrients from the roots to the leaves and flowers.
leaves	Leaves catch sunlight to help the plant to make its own food.
flowers	Flowers attract insects and birds.
petals	Petals are the colourful part of the flower.
fruit	Fruit contains the plant's seeds. Sometimes humans try to grow fruit without seeds because it's easier to eat.
seed	Seeds grow into new plants.
bulb	Bulbs grow into new plants.

Key Knowledge

Science: Term 1b



Seasonal Changes - Autumn and Winter — Year 1

Key Vocabulary

seasons	There are four seasons each year, autumn, winter, spring and summer.
autumn	In autumn, the weather begins to get colder. The leaves start to fall from the trees. The amount of daylight becomes less. This means the daytimes are shorter and the night times are longer.
winter	In winter, the weather is much colder. Sometimes it is cold enough to freeze, leaving frost and ice on the ground. It sometimes snows. Many trees have bare branches as all their leaves have fallen off. The daytimes are the shortest in the year and the night times are the longest.
weather	The weather includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.
daylight	Daylight is when it is light outside. The amount of daylight changes with each season.

The Four Seasons

autumn	winter
September	December
October	January
November	February
spring	**summer**
March	June
April	July
May	August

Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14

Science: Term 2a

Everyday Materials — Year 1

Key Vocabulary	
object	A thing that can be used. For example a door, chair, car, table are all objects.
material	Materials are what an object is made from.
hard	Not easily broken or bent.
soft	If something is soft, it is easy to cut, fold or change the shape of.
stretchy	Can be pulled to make it longer or wider without breaking.
shiny	Reflects light easily.
dull	Doesn't reflect light. Doesn't look bright or shiny.
rough	If something is rough, it feels and looks uneven or bumpy.

Key Knowledge

Materials:

Everyday Materials — Year 1

Key Vocabulary	
smooth	Smooth objects have no lumps or bumps.
bendy	Bendy things can be bent easily into a curved or folded shape.
not bendy	If something is not bendy, it can't be bent easily into a curved or folded shape.
waterproof	If something is waterproof, it keeps water out. It keeps things dry.
not waterproof	Not waterproof materials let water in.
absorbent	If something is absorbent, it soaks liquid up.
not absorbent	If something is not absorbent, it does not soak up liquid.
transparent	Transparent objects can be seen through.
opaque	Opaque objects can't be seen through.

Key Knowledge

Materials:

Science: Term 2b

Scientists And Inventors — Year 1

Key Vocabulary	
inventor	An inventor makes or discovers a new way of doing something. They might make something new.
scientist	Scientists study the world around us, the people and animals in it as well as studying space. They do this by looking and by doing experiments.
astronaut	An astronaut is a person who is trained to travel into space.
biologist	Biology is the study of living things. A biologist is a scientist who studies biology.
veterinarian (vet)	A vet is a person who looks after animals when they are unwell or injured.

Scientists and Inventors — Year 1

Key Vocabulary	
Ole Kirk Christiansen	Ole Kirk Christiansen invented Lego in 1949.
Mae Jemison	In 1992, Mae Jemison became the first African American woman in space. She was a scientist.
George Mottershead	George Mottershead founded Chester Zoo in 1931. This zoo was unusual at the time as the animals did not live in cages. They lived in larger enclosures.
George James Symons	George James Symons invented his own version of the rain gauge that is still used by meteorologists today.
Linda Brown Buck	Linda Brown Buck is an American biologist. She discovered that mammals have odorant receptors in their noses. This means they can smell over 10,000 different smells. She won the Nobel Prize in 2004.

To look at all the planning resources linked to the Scientists and Inventors unit, click here.

Science: Term 3a

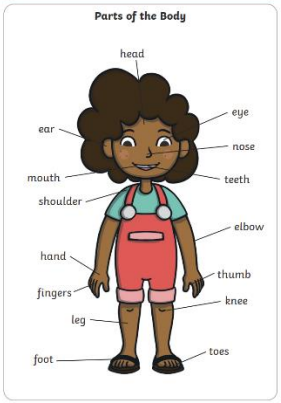
Animals Including Humans — Year 1

Key Vocabulary	
amphibians	Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin.
birds	All birds have a beak, two legs, feathers and wings.
fish	Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.
mammals	Mammals are animals that breathe air, grow hair or fur and feed on their mother's milk as a baby.
reptiles	All reptiles breathe air. They have scales on their skin.
carnivore	Animals that mostly eat other animals (meat) are carnivores.
herbivore	Animals that only eat plants are herbivores.
omnivore	Animals that eat both plants and other animals are omnivores.

To look at all the planning resources linked to the Animals Including Humans unit, click here.

Animals Including Humans — Year 1

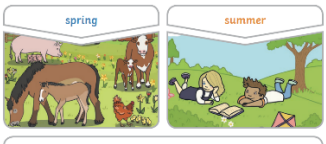
Key Vocabulary	
sight	Your eyes let you see all the things around you.
hearing	Your ears let you listen to all the things around you. Your brain is able to tell what different sounds are.
touch	Your skin gives you the sense of touch. You can tell if something is warm, cold, smooth or rough without even looking at it!
taste	Your sense of taste comes from your tongue. You can tell if something tastes bitter or sweet. You might have some tastes you like and some you don't.
smell	You smell using your nose. Your nose can tell if things smell nice or not nice.



Science: Term 3b

Seasonal Changes - Spring and Summer — Year 1

Key Vocabulary	
seasons	In places like the UK, there are four seasons each year, autumn, winter, spring and summer.
spring	In spring, the weather starts to get warmer. The leaves begin to grow on the trees and some trees may blossom (have flowers). Plants begin to grow and you may see baby animals like lambs around. The daytimes start to get longer.
summer	In summer, the weather gets hotter. The daytime is long and the nights are short. Summer has the longest days. The trees are full of leaves and there are lots of flowers, bees, butterflies and other insects.
weather	The weather includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.
daylight	Daylight is when it is light outside. The amount of daylight changes with each season.



The Four Seasons

autumn	winter
September	December
October	January
November	February
spring	**summer**
March	June
April	July
May	August

Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14

Humanities: Term 1a

Our School — Year 1

Key Vocabulary	
local area	The area around where you live.
map	A drawing of an area shown from above.
address	The place where someone lives or a business is found.
observe	To watch/look at something carefully.
passport	A travel document needed to travel to other countries overseas.
distance	How far away something is.
aerial view (bird's eye view)	What somewhere would look like from above, looking down.
fieldwork	Working outside to collect information.
route	How you get to somewhere.

Where Do I Live?

An address needs to be written in a certain way so it gets to the right place.

- Name of school → Twinkl Primary School,
- Building number and road → 12 School Road,
- Town, village or area → Woodseats,
- City → Sheffield,
- County → South Yorkshire,
- Postcode → S1 3TW

Aerial Photograph

A photograph taken from above looking down.

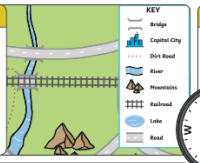
Aerial Plan

A drawing of what a place looks like from above.

Our School — Year 1

Maps

- A view from above a place
- Sometimes have a key with symbols
- Show the distance between places
- Sometimes have a compass
- Can use colour



Symbols show what different things or places can be found in an area.

Compass

A compass can be used to help you find your way. It shows four directions - north, east, south and west. It is useful to people who are, for example, navigating ships and aircraft, explorers, builders, etc.

Types of Map

World Map	Map of UK	Street Map	Transport Map	Theme Park Map
				

Humanities: Term 1b

Wonderful Weather — Year 1

Key Vocabulary	
seasons	The year is divided into four seasons: spring, summer, autumn and winter.
observations	What you notice when you look carefully at something.
record	Keep information about something that has happened, e.g. in writing or pictures.
temperature	A measure of how hot or cold something is.
thermometer	An instrument used to measure temperature.
United Kingdom	Made up of England, Northern Ireland, Scotland and Wales. Sometimes known as the UK.
affects	Makes a difference to.
waterproof	Keeps out water.

Our Weather

The weather in the United Kingdom can change from day to day. The four seasons have particular weather patterns. You could keep a weather diary by measuring the temperature (using a thermometer) and recording your observations.

Seasonal Changes

There are changes in weather in each season. In spring, it is often rainy and the temperature begins to get warmer.

In summer, the sun is much stronger. The temperature is warmer than in any other season.

In the autumn, the weather turns chillier, windier and there is often rain.

In the winter, it is often cold and frosty. It has to be freezing cold to snow.

How the Weather Affects Us

The weather affects what we do and what we wear. If it is rainy, we wear waterproof clothes when we go outside.

If it is hot, we need to wear sun cream and a sun hat.

Wonderful Weather — Year 1

Key Vocabulary	
weather forecast	A prediction of what the weather will be like in the future.
symbols	Pictures or signs that help us understand something.
extreme	Beyond what is normal.
drought	When there is no rainfall for a long time.
flooding	When usually dry land is covered with a large amount of water.
blizzard	A very heavy snowstorm with high winds.
heatwave	Unusually hot weather over a long period.
hurricane	A storm with extremely strong winds.
climate	The usual weather conditions of an area.

Our Weather

In a weather forecast, symbols are used to show what the weather will be like in a particular area. People check the weather forecast before they make plans for a day out. Computers are used to help make accurate weather forecasts.

Weather around the World

In some places around the world, the weather can be extreme and this can be dangerous.

Weather Dangers

People need to take special care in extreme weather such as: droughts, flooding, blizzards, heatwaves and hurricanes. Extreme weather can affect our surroundings as well as us.

Climates

Countries around the world have different climates. Countries near the equator have hotter climates and the Arctic and Antarctic have much colder climates. Climates can affect many things, such as which plants can grow. Many animals are specially adapted to the climate they live in.

Different instruments can be used to measure and record the weather.

Humanities: Term 2a

Our Country — Year 1

Key Vocabulary	
town	A town is a place where people live and work. There may be shops, places of worship, leisure facilities and schools there. It is bigger than a village but smaller than a city.
countryside	Land that is not in towns or cities. Sometimes there are small settlements (like hamlets and villages) there. The countryside has lots of farmland and often has woodland.
pro	The positives of something.
con	The negatives of something.
country	An area of land with its own government, rules and borders.
UK	The United Kingdom. It is made up of four countries: England, Scotland, Wales and Northern Ireland.
island	An area of land surrounded by water.

Town and Country

In a town, you might find a football stadium, office blocks and shopping centres.
In the countryside, you might find farms and open fields.
Pros of towns might include the fact that there is lots going on and many places where you can get a job.
Cons might include high noise levels and pollution.
Pros of the countryside could include that it is peaceful and there is less traffic.
Cons are that there might not as many job options or services that are easily available.

The UK

The UK is made up of the island of Great Britain and Northern Ireland. It is surrounded by the English Channel, the North Sea, the Irish Sea and the North Atlantic Ocean.

Countries in the United Kingdom

England: England is the largest country in the UK. London is the capital city. Many parts of England are flat but there is also lots of rural countryside with rolling hills and valleys in the north.

Scotland: Scotland is a country in the north of the UK. Edinburgh is the capital city. Scotland has large mountains including Ben Nevis, which is the largest in the UK.

Northern Ireland: Northern Ireland is the smallest country in the UK. Belfast is the capital city. One of the most famous landmarks is Giant's Causeway (natural rock steps mostly hexagonal in shape).

Wales: Wales is a mountainous country in the west of the UK. Cardiff is the capital city. Wales has its own language (Welsh). Not everyone there speaks it though.

Our Country — Year 1

Key Vocabulary	
capital city	A town or city where the government sits.
landmark	A feature of a landscape or place that is easily recognised. It could be something made by people (a human feature) or something that occured naturally (a physical feature). Big Ben is a landmark in London.
population	How many people live in one particular place. This could be the population of a city, a town, a country or the whole world.

The Capital City of the UK

London is a very busy and built-up city with lots of important buildings.

There are lots of different ways of travelling around London. There are train stations, the London Underground (sometimes called the 'tube') and buses.

London has lots of famous landmarks. These include the London Eye, Big Ben, the Houses of Parliament, Tower Bridge and Westminster Abbey.

London hosted the Olympic Games in 2012 and it was an exciting time for sport in the UK.

While there are lots of buildings, London also has lots of green spaces in its parks, including Hyde Park and Regents Park.

The Queen lives in Buckingham Palace in London.

London has lots of tourists, who visit from other places in the country and the world.

London

London is the capital city of the UK. It is the largest city in England. It has a population of about nine million people.

London is found in the Northern Hemisphere.

London has a temperate climate. This means that temperatures vary all year round but are generally not extremely hot or extremely cold. Weather is seasonal and summers are often warm and winters are often cool.

Brasilia

Brasilia is the capital city of Brazil - the largest country in South America. It has a population of about four and a half million people (as of 2020).

Brasilia is found in the Southern Hemisphere.

Brasilia has a tropical climate with two main seasons: a rainy season from October to April and a dry season from May to September.

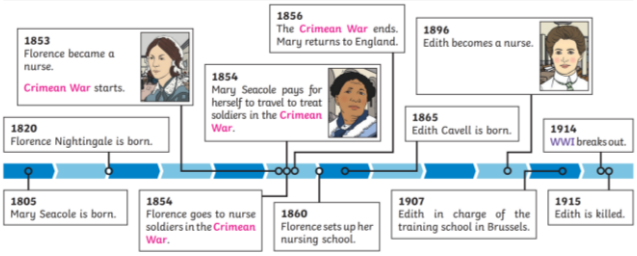
Humanities: Term 2b

Nurturing Nurses — KS1

Key Facts	
Who was Mary Seacole?	Mary Seacole was a nurse. She was born in Jamaica in 1805. Her mother was Jamaican and her father was Scottish. She died in Britain in 1881.
What is Mary Seacole remembered for?	Mary Seacole wanted to join the nurses treating the soldiers injured in the Crimean War, but the British Government refused. So she paid for herself to go. She set up the 'British Hotel' hospital two miles from the fighting for soldiers to receive food, drink and treatment. She would also travel to the front line, taking supplies and treating soldiers from both sides.
Who was Florence Nightingale?	Florence Nightingale was a British nurse born 12th May 1820 in Florence, Italy. She was the daughter of an upper-class couple. She longed to be a nurse, but her father wouldn't allow it as it was not a job that a lady would have. Eventually, she became a nurse in 1853.
What is Florence Nightingale remembered for?	Florence Nightingale is remembered for changing the way hospitals were run. She treated soldiers during the Crimean War; here she became known as 'The Lady with the Lamp'.
Who was Edith Cavell?	Edith Cavell was born 4th December 1865 in Norfolk, England. She trained as a nurse in 1896. In 1907, she was asked to be in charge of a nursing training school in Brussels, Belgium.
What is Edith Cavell remembered for?	During WWI, Edith nursed and saved soldiers from both sides of the war. She also hid over 200 allied soldiers from the Germans. She was arrested for treason and sentenced to death. She was killed by a German firing squad on 12th October 1915.

Nurturing Nurses — KS1

Key Vocabulary	
Crimean War	(1853 - 1856) A war between Russia on one side and Britain, France, the Ottoman Empire (Turkey) and Kingdom of Sardinia on the other.
WWI	(1914 - 1918) First World War or World War I.
allies	Countries that fight together against other countries. In the First World War, the allies were Britain, France, Russia and USA.
treason	The crime of betraying your country by helping the enemy.



Humanities: Term 3a

The Great Fire of London — KS1

Key Events and Facts

When and where did the fire start?	The fire started on Sunday 2nd September 1666 in Thomas Farriner's **bakery** on Pudding Lane.
Why did the fire start?	The fires used for baking were not put out properly.
Why did the fire spread so quickly?	In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.
How did people try to put the fire out?	People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.
How and when was the fire put out?	By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.

Key Vocabulary

bakery	A place that makes bread, cakes, etc.
St Paul's Cathedral	A very large church in London. A new St Paul's Cathedral was built after the fire.
diary	A book that people write about their lives in.
firebreak	A gap that stops a fire spreading to nearby buildings.

Key People

The Great Fire of London — KS1

Timeline of Events

Monday 3rd September 1666
The fire gets very close to the Tower of London.

Tuesday 4th September 1666
St Paul's Cathedral is destroyed by the fire.

Sunday 2nd September 1666
The fire starts at 1 a.m.
Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

Wednesday 5th September 1666
The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666
The fire is finally put out.
Thousands of people are left homeless.

Key Knowledge

Humanities: Term 3b

Travel and Transport — KS1

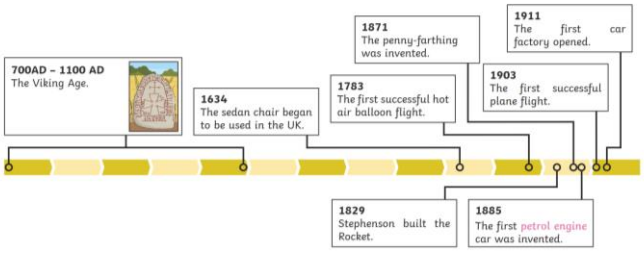
Key Facts

What was a longboat?	Longboats were used by the Vikings to travel to other countries.
What were sedan chairs?	Sedan chairs were mainly used by wealthy people. The person would sit on a chair inside a cabin and would be carried by servants using poles.
What was a horse and cart used for?	Horses and carts were used by people to travel and transport goods to other places.
What was a penny-farthing?	The penny-farthing was a bicycle that had one large wheel at the front and one smaller wheel at the back.
How did the steam locomotive change lives?	The steam train changed the way people moved goods and travelled. Many city people, even the poorer workers, were able to travel to the seaside for the first time.
Who invented the petrol car?	Karl Benz invented the first petrol engine car.
Who flew the first plane?	The Wright Brothers were the first people to successfully fly in a plane.

Travel and Transport — KS1

Key Vocabulary

travel	Moving one from one place to another.
transport	Carrying people or goods from one place to another.
steam engine	A steam engine uses steam from boiling water to make it move. The steam pushes the moving parts.
petrol/combustion engine	Combustion means burning. A petrol engine burns petrol to make it move.
electric cars	Electric cars use electricity to make the motor turn.



Staying Fit and Healthy

We encourage our pupils to develop healthy habits and stay fit. Here are some tips

School Packed Lunches

Hummus and Salad Wrap

Ingredients

- 2 tbsp reduced-fat hummus
- 1 large wholemeal wrap
- 1 small carrot, grated
- a couple of leaves of lettuce, shredded

Method

1. With a knife, spread the hummus evenly over the wrap.
2. Sprinkle the grated carrot and shredded lettuce on top as well.
3. Fold the bottom and top of the wrap in and roll up the wrap. Cut it in half and store it in an airtight container.

Serve with healthy snacks like a handful of cherry tomatoes and Greek yoghurt with mixed berries.

Always remember to include a drink with your child's lunch.

School Packed Lunches

Salmon Bagel

Ingredients

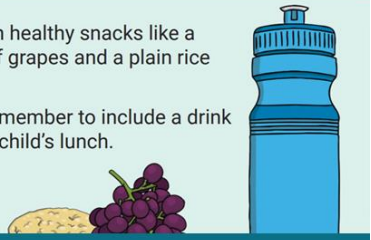
- 1 wholemeal bagel
- half a large can of pink salmon
- 1 level tbsp mayonnaise
- 4 slices of cucumber
- A couple of leaves of lettuce, shredded

Method

1. Slice the bagel in half and toast it. Leave it to cool.
2. Drain all of the water out of the salmon and remove any bones.
3. In a bowl, mix the salmon, mayonnaise and season with pepper.
4. Spread the mixture onto one-half of the bagel pieces.
5. Cover the other side with the cucumber and lettuce.

Serve with healthy snacks like a handful of grapes and a plain rice cake.

Always remember to include a drink with your child's lunch.



We know it's easy to run out of ideas for a healthy packed lunch, so we've put some not so difficult ideas together for you

School Packed Lunches

Spinach, Feta and Beans Quinoa

Ingredients

- 270g quinoa, uncooked
- 2 carrots, peeled and diced
- 150g spinach
- 1 can cannellini beans, drained and rinsed
- 170g feta, crumbled
- 700ml vegetable stock

Dressing

- 200ml olive oil
- 1 tbsp balsamic vinegar
- 2 tbsp lemon juice
- 1 clove garlic, crushed
- 1 tsp honey
- ½ tsp dried oregano

Method

1. In a large saucepan, add in the quinoa, vegetable stock and carrots.
2. Bring to the boil, and then reduce down to a simmer and cover. Keep cooking until the quinoa has absorbed all of the liquid, which should take about 20 minutes.
3. Whilst this is cooking, mix all of the dressing ingredients together. Season with salt and pepper to taste.
4. Chop the spinach and stir it into the quinoa and carrots. Place the lid on again and cook for another 3 minutes, to allow the spinach to wilt.
5. Add in the cannellini beans and dressing, mix well and allow to cool.
6. Stir in the feta cheese.
7. Portion and store in airtight containers.

School Packed Lunches

Tuna and Bean salad

Ingredients

- 3 tsp olive oil
- ½ lemon, juiced
- Pinch of mixed herbs
- Pinch of mustard powder
- Pinch black pepper
- 1/2 bell pepper, chopped
- 2 spring onions, sliced
- 3cm cucumber, chopped
- 1 heaped tbsp mixed beans, drained
- ½ can of tuna, drained

Method

1. In a bowl, combine the oil, lemon juice, mixed herbs, mustard powder and black pepper.
2. Add in the pepper, onions, cucumber, beans and tuna. Mix together well.
3. Serve with a slice of wholemeal bread with a low-fat spread.
4. Include some healthy snacks such as a satsuma and a slice of malt lof, as well as a drink.

School Packed Lunches

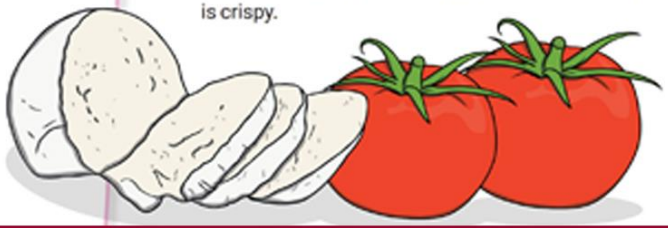
Mozzarella, Pesto and Tomato Paninis

Ingredients

- 2 paninis
- 250g mozzarella cheese, sliced
- 1 tomato, sliced
- 2 tbsp pesto
- 2 tbsp basil leaves
- butter

Method

1. Slice the paninis in halves. Lightly butter on both sides.
2. Spread the pesto onto one half of each panini.
3. On the pesto covered side, place the mozzarella, tomato and basil. Then sandwich together with the other halves.
4. Cook the paninis in a grill or panini press for a few minutes. Alternatively, heat a frying pan and once hot fry the paninis on each side for a couple of minutes until the cheese has melted and the bread is crispy.



School Packed Lunches

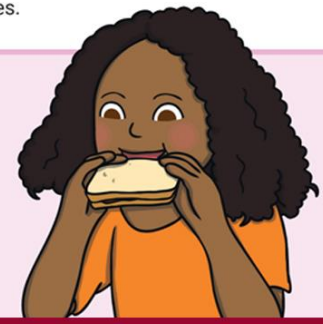
Tuna Mayo Sandwich

Ingredients

- ½ can of tuna, drained
- 1 tbsp mayonnaise
- 1 tbsp sweetcorn
- a handful of lettuce, chopped
- 2 slices of half-and-half bread
- 1 carrot cut into sticks
- 3cm portion of cucumber cut into sticks
- 60g mixed berries

Method

1. In a bowl, mix the tuna, mayonnaise and sweet corn together.
2. Season with black pepper.
3. Spoon the mixture onto a slice of bread and form a sandwich with the other slice.
4. Top with some chopped lettuce.
5. Serve with carrot sticks, cucumber sticks and mixed berries.



We know it's easy to run out of ideas for a healthy packed lunch, so we've put some not so difficult ideas together for you

School Packed Lunches

Spicy Chicken Salad Wrap

Ingredients

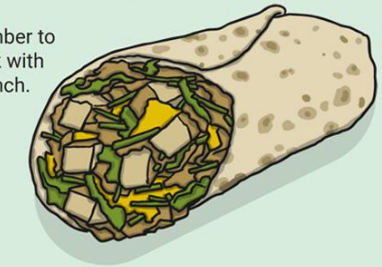
- 1 tbsp Greek yoghurt
- ¼ tsp curry powder
- chilli powder, to taste
- 85g cook chicken breast, cut into small pieces
- 1 large wholemeal wrap
- a couple of leaves of lettuce, shredded
- 3 slices of cucumber, chopped into small pieces
- 1 slice of pepper, chopped into small pieces

Method

1. In a bowl, mix together the yoghurt, curry powder and chilli powder.
2. Throw in the chicken pieces and cover well.
3. In the wrap, spread the chicken mixture. Top with lettuce, cucumber and pepper.
4. Fold the bottom and top of the wrap in and roll up the wrap. Cut it in half and store it in an airtight container.

Serve with healthy snacks like some peach and strawberry slices and a fruit cake.

Always remember to include a drink with your child's lunch.



School Packed Lunches

Egg Mayonnaise Sandwhich

Ingredients

- 1 egg
- 1 tbsp mayonnaise
- 1 large wholemeal roll or 2 wholemeal slices
- a couple of leaves of lettuce, shredded

Method

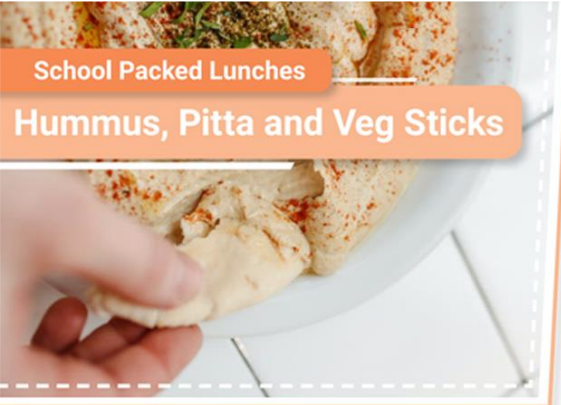
1. Boil a small saucepan of water. Place the egg in the water and cook for 10 minutes.
2. Now, move the egg into cold water and wait for it to cool.
3. Remove all of the shell from the egg.
4. In a bowl, mash the egg with the mayonnaise. Season with pepper.
5. Fill the roll or bread slices with the egg and mayonnaise mixture. Top with the lettuce.

Serve with healthy snacks like some cherry tomatoes and strawberry slices and a fruit snack pot.

Always remember to include a drink with your child's lunch.

School Packed Lunches

Hummus, Pitta and Veg Sticks



Ingredients

- 2 tbsp tinned chickpeas
- ½ lemon, juiced
- 1 tbsp low-fat Greek-style yoghurt
- 1 tbsp olive oil
- ¼ tsp paprika
- 1 clove of garlic, peeled
- 1 large wholemeal pitta bread, sliced into strips
- 1 small carrot, cut into sticks
- 1 stick of celery, cut into sticks

Method

1. In a large bowl, combine the chickpeas, lemon juice, yoghurt, olive oil, paprika, cumin and garlic.
2. With a hand blender, mix together the ingredients until you've formed a smooth paste. Mix this the night before and store it in the fridge, this will save you time in the morning and allows the hummus to develop.
3. Store the pitta, carrot and celery in the fridge overnight as well.

Serve with a banana and yoghurt.

School Packed Lunches

Easy Quesadilla

Ingredients

- 2 tortilla wraps
- a handful of grated cheese
- slice of ham, shredded
- a handful of chargrilled peppers from a jar
- additional vegetables, optional

Method

1. Heat a large frying pan over a stove.
2. Without any oil, add in one of the wraps.
3. Sprinkle in the cheese, ham and peppers onto the wrap.
4. Add the other wrap over the top and press down.
5. Keep cooking until the cheese has melted, and then flip over to brown the other wrap.
6. Remove from the pan and cut into wedges, place in an airtight container and store in the fridge overnight.

Why not try adding in some other vegetables, such as some fried onion, fried mushrooms, tomatoes, sweetcorn, spinach or kidney beans to add to the quesadilla?

Serve with healthy snacks, like a handful of cherry tomatoes and a box of raisins.

We know it's easy to run out of ideas for a healthy packed lunch, so we've put some not so difficult ideas together for you

School Packed Lunches

Chicken Pitta Pockets

Ingredients

- ½ avocado, peeled and sliced
- 1 chicken breast
- 40g watercress
- ¼ tbsp balsamic vinegar
- ½ tsp olive oil
- 1 plum tomato, thinly sliced
- 2 pittas

Marinade

- 1 ½ tbsp olive oil
- 2 tsp balsamic vinegar
- 1 tsp soy sauce
- 1 tsp oregano

Method

1. In a bowl, mix all of the marinade ingredients.
2. Score the chicken breasts a few times with a knife and place the chicken into the marinade bowl. Rub the marinade into the chicken and leave for at least half an hour.
3. Drain and keep the marinade.
4. Heat a frying pan and add a tiny amount of oil. Season the chicken with salt and pepper and cook for 8 to 10 minutes, making sure to flip halfway through. Ensure the chicken is cooked all the way through.
5. Take the chicken out of the pan and slice it into strips.
6. Slice the pittas in half and brush with the rest of the marinade.
7. Throw the watercress, balsamic vinegar and olive oil together into a bowl.
8. Add in the chicken, avocado, tomato and watercress into the pittas.

School Packed Lunches

Cheesy Coleslaw Pitta

Ingredients

- 1 tsp mayonnaise
- 1 tbsp low-fat Greek-style yoghurt
- 1 thin slice of white cabbage, shredded (to give a handful)
- 1 small carrot, grated
- 2 spring onions or a slice of onion, chopped
- 20g reduced-fat cheddar cheese, finely chopped or grated
- 1 large wholemeal pitta bread

Method

1. In a small bowl, mix the mayonnaise and yoghurt.
2. Add in the cabbage, carrot, onion and cheese.
3. Slice open a pitta bread and spoon filling into the pocket.

Coleslaw keeps well in the fridge, so why not prepare the coleslaw the night before to save you time in the morning.

Serve with healthy snacks, like a handful of cherry tomatoes and a box of raisins.

School Packed Lunches Snack

Oat and Raisin Cookies

Ingredients

- 85g butter
- 75g soft brown sugar
- 1 tsp vanilla extract
- 75g porridge oats
- 75g raisins
- 40g sunflower seeds
- 50g plain flour
- 1 egg, beaten
- ¼ tsp bicarbonate of soda
- ½ tsp salt

Method

1. Preheat the oven to 180°C.
2. Beat together the butter and sugar. This is best done with a stand mixer but can also be done with an electric hand mixer or with a spoon.
3. Once the butter and sugar are well combined, add in the remaining ingredients until well mixed.
4. Spoon the mixture into small balls, and place them onto a non-stick baking tray. Flatten them down to compact them.
5. Place in the oven and bake for 12 to 14 minutes until golden brown.
6. Remove from the oven and transfer to a wire rack to cool. They will be quite soft when first out of the oven, but will harden as they cool.

School Packed Lunches

Muffin Pizzas

Ingredients

- 4 English muffins
- 80ml tomato sauce
- slices of pepperoni, cut into quarters
- 1 ball mozzarella, cut into small cubes
- 2 handfuls of grated cheese

Method

1. Heat the girl to a high temperature.
2. Slice the muffins in half.
3. Spread the tomato sauce evenly onto the muffins.
4. Top with mozzarella, pepperoni slices and cheddar.
5. Grill for 2 - 3 minutes until the cheese has melted and browning.

Serve with healthy snacks like a few vegetable sticks and a piece of flapjack.

Always remember to include a drink with your child's lunch.

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School Packed Lunches

Veggie Pasties

Ingredients

- 1 tbs olive oil
- 1 onion
- 4 potatoes
- 200ml hot vegetable stock
- 150g frozen peas
- 150g cheddar cheese, grated
- 500g shortcrust pastry
- 1 egg, beaten

Method

1. Preheat the oven to 200°C.
2. Peel and dice the potatoes into small cubes that are about 1cm. Finely chop the onion as well.
3. In a large non-stick pan, heat the olive oil. Once the oil is hot, fry the onions for about 5 minutes.
4. Throw in the potatoes as well and keep stirring. Heat on medium heat for a couple of minutes.
5. Pour in the hot vegetable stock. Cover the pan with a lid and cook on low heat for about 15 minutes.
6. Add in the frozen peas and continue cooking for another 5 minutes.
7. Remove the pan from the heat and stir in the grated cheese.
8. Roll out the shortcrust pastry, using flour so it doesn't stick to the work surface. Use a small plate as a template to cut out 6 circles from the pastry.
9. Evenly spoon the filling into each circle of pastry. Fold the circles in half across the filling and crimp (compress) the edges with a fork. Score the tops of the pasties with small lines to allow heat to escape when cooking.
10. Brush the pasties with the beaten egg, before cooking them in the oven for 20 minutes, or until they're golden brown.

School Packed Lunches

Soft Cheese Salad Sandwich

Ingredients

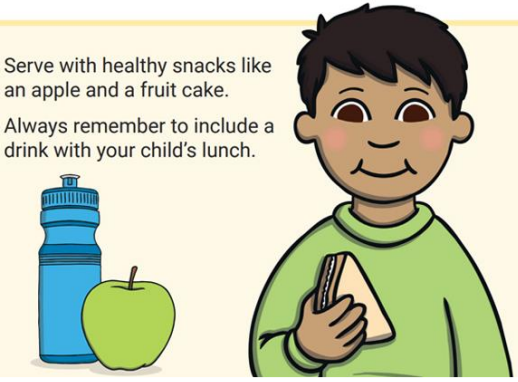
- 2 slices of wholemeal bread
- 2 tbsp soft cheese
- 3cm piece of cucumber, finely chopped
- ⅔ celery stick, finely chopped
- a couple of leaves of lettuce, shredded

Method

1. Spread the soft cheese on both slices of bread.
2. Add all of the vegetables onto the cheese of my side.
3. Season with pepper or paprika if you like.
4. Finish the sandwich simply by combing the two pieces together.

Serve with healthy snacks like an apple and a fruit cake.

Always remember to include a drink with your child's lunch.



Healthy Lunchboxes

A Guide for Parents

NHS guidelines suggest that a balanced lunchbox will contain something from each of the following groups:

- a starchy food such as bread, pasta or rice
- a protein source such as meat, fish, egg or beans
- a source of calcium such as yoghurt, cheese or milk
- fresh vegetables or salad
- fruit (including fresh fruit juice and dried fruit)

Make fruit fun and easy to eat by chopping it into small pieces and including a spoon. You can stop fruit such as apples and bananas from going brown by tossing them in a little water mixed with lemon juice and storing in an airtight container. You can use cookie cutters on fruit that can be cut into larger slices, such as melon or pineapple.

Try not to include foods high in fat and sugar on a daily basis. Make healthy swaps, such as crunchy carrot sticks instead of crisps, or a fruity yoghurt instead of a cake.

Don't forget your leftovers. If you've had a pasta meal, for example, the leftovers can quickly be turned into a nutritious pasta salad with the addition of a few chopped fresh vegetables. Leftovers from the Sunday roast also make fantastic sandwich fillings.

Chiller packs are readily available at the supermarket – pop a couple in the freezer so you always have one ready to slip into the lunchbox to keep things cool and fresh. Alternatively, you could freeze juice boxes and pop one of those in the box – by lunchtime it will have defrosted, all the while keeping the lunch fresh.

Reduce your use of single-use plastics by avoiding plastic spoons and drinks with straws, and using foil instead of plastic wrap. There are lots of reusable plastic food containers available now and it's also more cost-effective to buy larger pots of foods such as yoghurt and decant a portion into a reusable container.

Get your kids involved in making packed lunches – even the youngest can have a go at buttering a piece of bread and adding a filling. Set up a production line and you'll be surprised how quickly the lunches get done!

Plan a week's lunches in advance – try using this handy **Weekly Lunchbox Planner.**

You can make sandwiches more interesting by using different types of breads – try tortilla wraps, chapattis, pitta or bread flavoured with herbs, seeds or cheese. It's also fun to use cookie cutters to cut sandwiches into different shapes.

If your child is bored of sandwiches, try making a colourful pasta or rice salad, or send them with a dip such as hummus and a handful of breadsticks and veggie sticks.

Don't be tempted to include too much in your child's lunchbox, especially for younger children. Think about what you would serve them for a normal lunch at home. Often, children struggle to eat large amounts and they are always keen to finish quickly so that they can go outside to play with their friends!

Weekly Lunchbox Planning Record

Week beginning ____________________

	Monday	Tuesday	Wednesday	Thursday	Friday	Shopping List
Sandwich/Salad 						
Dairy 						
Fruit/Veggies 						
Snack/Treat 						
Notes/Comments 						

Recommended Websites to Support Learning

https://www.oxfordowl.co.uk/

https://www.bbc.co.uk/bitesize

https://www.nationalgeographic.org/

https://www.dkfindout.com/uk/

https://www.booktrust.org.uk/

https://www.phonicsplay.co.uk/

https://ed.ted.com/

https://www.youtube.com/c/RuthMiskinTrainingEdu

Government approved Educational Apps

Following a competition to find the best educational apps for parents to engage young children in learning at home, a panel of experts has approved 6 with a focus on early literacy, language and communication. These apps cover activities ranging from interactive story books, handwriting exercises using Artificial Intelligence, and educational video games.

The 6 apps - published on the Hungry Little Minds website – are part of the government's drive to help parents make informed decisions about the use of technology in creating positive learning environments at home.

The 6 apps published on the Hungry Little Minds website include:

- Lingumi (For children aged 2-5): Sets of learning games, speech recognition games and video-based games to help with a child's grammar and getting them speaking their first words early on.
- Kaligo (For children aged 3-5): The first digital handwriting exercise book using a stylus and tablet, built using AI and co-created with teachers, occupational therapists and neuroscientists.
- Phonics Hero (For school-aged children): Over 850 fun, varied and motivating games take a child step-by-step through the 44 sounds, the reading and spelling of words, and how to conquer sentences.
- Teach Your Monster to Read (For school-aged children): Covers the first two years of learning to read, from matching letters and sounds to enjoying little books, designed in collaboration with leading academics.
- Navigo Game (For school-aged children): Focuses on developing skills that underpin reading, including phonics, letters and sounds, designed by UCL Institute of Education and Fish in a Bottle.
- Fonetti (For school-aged children): The world's first 'Listening Bookshop' interacting with children by giving visual cues in real-time as they read aloud and highlighting where the most support is needed.

School Subscriptions

We have a number of subscriptions we use for school use and for which parents and children have access. These are listed below including some brief guidelines on how to use them.

Classdojo = All Year Groups

ClassDojo is a school communication platform that teachers, pupils, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.
To login to Classdojo, visit www.classdojo.com and sign in as a parent. If you are new to the school, you will need to be 'connected' to your child's class. We will provide instructions on how this is done.

Read, Write, Inc = Years 2, 3, 4, 5 and 6

Using a proven approach underpinned by phonics, fast–paced lessons and an online subscription, Read Write Inc. Spelling prepares children for the higher demands of the statutory spelling assessments in England. To access your learning platform, please visit: https://www.oxfordowl.co.uk/login?active-tab=students

Ensure you have selected the 'Student' tab

Active Learn = All Year Groups

Your child's teacher will often set work on Active Learn for Maths.
Visit: www.activelearnprimary.co.uk and log in with the details provided by your teacher.

Century = Years 3, 4, 5 and 6

Century is for children in years 3 – 6. Homework is set on Century for English, Maths and Science. Additionally, children can use Century to continue learning as the software uses artificial intelligence to allocate work according to the child's abilities.
Visit: app.century.tech/login and user your username and password to login

School Jam = Reception, Year 1 and 2

Maths Homework and tasks are allocated on School Jam for child in years 1 and 2. School Jam is accessed via a mobile app
School Jam on the App Store (Apple devices): https://apps.apple.com/gb/app/school-jam/id1447069305
School Jam on the Play Store (Android devices): https://play.google.com/store/apps/details?id=com.pearson.android.parentalengagement&hl=en_GB&gl=US

Pickatale = All Year Groups

We use Pickatale to further re-enforce reading. This is open to all year groups.
Download the app and use your username and password to login
Apple Users:
https://apps.apple.com/gb/app/pickatale-school/id1533803381
Android Users:
https://play.google.com/store/apps/details?id=com.Pickatale.PFS&hl=en_GB&gl=US