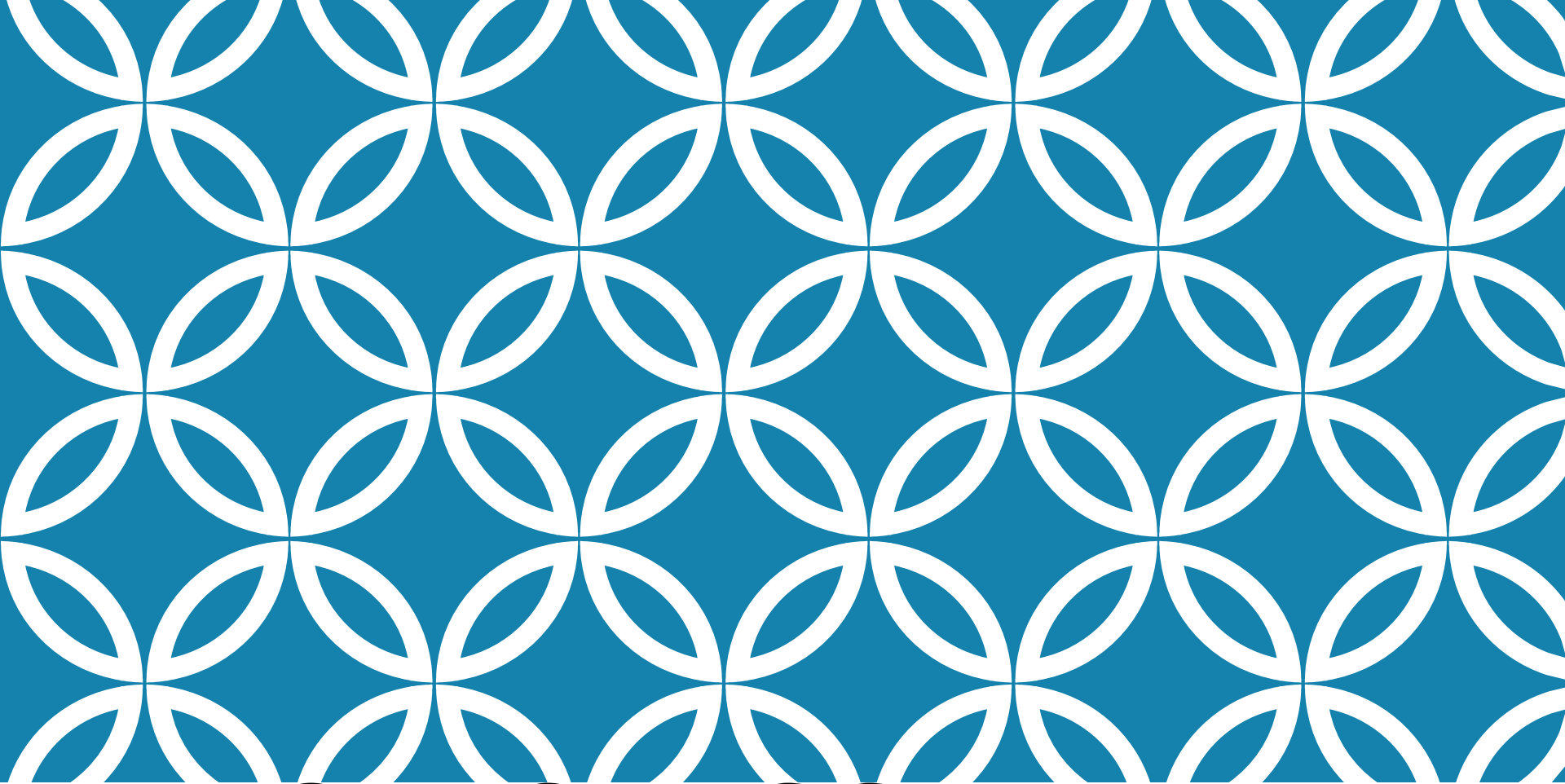




BEECH CLASS

Year Ahead Meeting

WELCOME TO YEAR 1

STAFF MEMBERS:

Miss Miller (Class Teacher)

Mrs Brookes (SNA)

Mr Beesley (SNA)

Mrs Wallwork (HLTA)

LEARNING THEMES

Welcome Back

Weather and Seasonal Changes*

History Makers and personal history**

Toys

Wild and Wonderful

Explorers

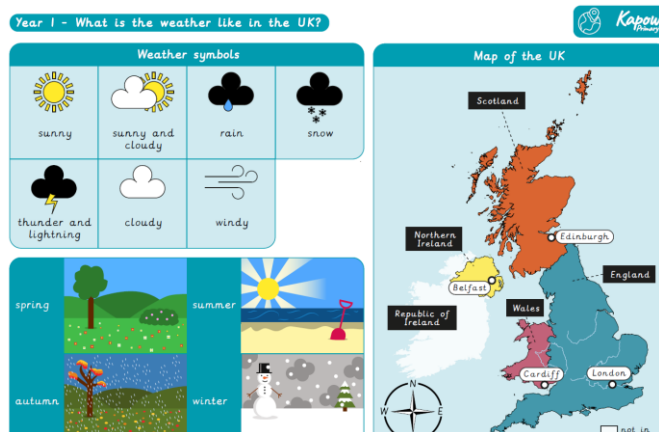
Magic Materials

*Seasons and weather will also be taught continuously throughout the year

**Your child will need to bring in photos of themselves as a baby-can send via email

KNOWLEDGE ORGANISERS AND LEARNING OVERVIEW

- Each half term the children will follow a Knowledge Organisation linked to their topic.
- Parents will also be given a learning overview which will outline the learning in each subject for the half term.
- These will be available on the school website, the classroom window and will be sent home with the children at the start of each half term.



 Claypool Primary School At Claypool everyone is valued, inspired and nurtured on their individual journey of success.			Autumn 1 2026			Beech Class		
Subject	Themes	Key Learning Objective/Enquiry based questions	Subject	Themes	Key Learning Objectives/Enquiry based questions			
English	Spoken language	Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role plays, representations and debates	Art and Design	Drawing: Exploring line and shape	Exploring line and shape Musical lines and shape in art Exploring work by the artist Paul Klee			
	Reading comprehension	Retell stories and consider their particular characteristics Discuss words meanings, linking new meanings to those already known Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them	Beliefs and Values	How did the world begin?	What is creation? What might some Christians and Jewish people think about creation? What do some Hindu people believe about creation? What do some creation theories suggest to us about God? Where did the world come from?			
	Writing composition	Complete a sentence orally before writing it Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read about their writing clearly enough to be heard by their peers and the teacher	Computing	An introduction to Purple Mash	To sign and create my own master on Purple Mash To open an activity and then save the work to the 'My Work' area To understand how to complete work in the 2D area in Purple Mash			
Mathematics	Place Value	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number 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 Compare numbers using >, = and < signs Read and write numbers from 1 to 20 in numerals and words	Geography	What is the weather like in the UK?	Where is the UK? What are the four seasons? What are the compass directions? What is the weather like today? Is the weather the same everywhere in the UK? How do people prepare for the weather?			
	Addition and Subtraction	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) Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Music	Musical lines and shape	Respond to music in creative ways Maintain a steady pulse To follow simple musical instructions To recognise and respond to changes in tempo To play a steady pulse using percussion instruments To begin to recognise the difference between pulse and rhythm To copy rhythmic patterns To explore and discuss the properties of instruments and their sounds (pitches)			
	Science	Weather and Seasons	What is Autumn? What is Winter? What is Spring? What is Summer? How can we stay safe in the rain? How does the day change throughout the seasons?	Personal, Social and Health Education	My Healthy Self	Introduction to PSHE in Y1 What emotions can we recognise? When and why do people show different emotions? How can emotions change? What helps us to feel calm or excited? What might make us feel worried, annoyed or upset? What can we do when our feelings get tricky?		
Physical Education	Running	Exploring running into the game Exploring running into a competitive game						
	Health and Wellbeing	Exploring health Exploring balance Exploring coordination: Bouncing, rolling and throwing						

TRIPS/VISITORS

Autumn 1 – The Hive at Moss Bank Park.

Autumn 2 – A visitor talking about what childhood was like in the past and the pantomime coming to school.

Spring 1 – Toys from the past workshop.

Spring 2 – RHS Bridgewater Gardens.

Summer 1 – Manchester Airport.

Summer 2 – Den Building using various material.

YEAR 1 PHONICS

In Year 1 we learn Phase 5 phonics. We use the Twinkl Phonics scheme which has proven to be extremely successful. It follows a very rigid routine that relies on routine and consistent approaches. We ask that this be followed at home.

Phonics screening check

The phonics screening check will take place in June.

The children will be asked to read 40 words some of which will be made up alien words.

in

at

beg

sum

ot



vap



osk



ect



Mathematics: Teaching for Mastery



In a 'typical Claypool maths lesson', you would expect to see:

- Teachers having **high expectations** for every child: we believe all pupils can achieve and succeed in mathematics.
- **Adaptive teaching**: teachers adjust support, questioning and resources to meet pupils' needs during the lesson.
- Learning that we strive to make **accessible to all** rather than giving different groups completely different work (formally known as 'differentiation')
- Children learning together, using **practical resources** (or 'manipulatives'), discussion and reasoning to deepen understanding
- A well-paced maths lesson, which often follows a cycle of '**I do, you do, we do**', sometimes more than once within a lesson.

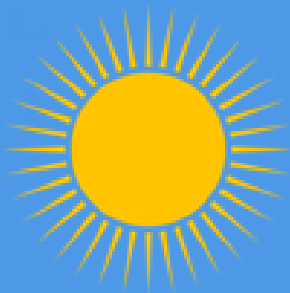
What this means for your child: greater confidence, stronger understanding and success in maths for all learners.

It means that children spend most, if not all, of their maths provision being guided by the **qualified teacher – the professional!**

Google search: 'mastery explained NCETM'

100





Beech Class - Autumn 1 Home Learning Challenges Weather and Seasons

What is the weather like in the UK?

Here are some ideas for this term's learning challenges. Let's see if everybody can complete at least one challenge. You are, of course, welcome to do more than one!

Challenges are to be done over the term and are to be completed by
Monday 21st October 2024

I look forward to seeing your completed challenges.
Any questions, please just ask!



As Writers you could:

- Start a weather journal and write about what the weather is like each day for a week.
- Make up and write some jokes about the weather.
- Write a story about the weather.

As Musicians you could:

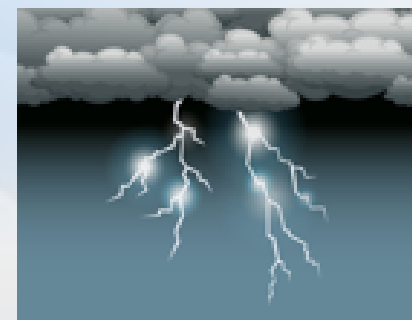
- Make up a rap, rhyme or song about the weather.
- Use musical instruments to make sounds inspired by the weather.



As Artists and Designers you could:

- Design your own windmill and watch it spin outside in the wind!
- Create a rain gauge to see how much it rains where you live.
- Create a piece of art work to showcase the different seasons in the UK.
- Design and make a kite that can fly in the wind.
- Design and make a wind chime.

Please remember reading lots of wonderful stories, both fiction and non-fiction!



SHOW AND TELL - FRIDAY

Home learning

Out of school achievement

Something they have made at home

READING

Phonics reading book and a book to share.

Books are changed on a Friday. Please ensure your child brings their book on this day to have their book changed. This book matches the phonics sound learnt that week.

Book to share – reading for pleasure and may not match their reading ability.

It would be great if your child could read at home for at least ten minutes everyday. Please write in or put a star or a happy face when your child has read at home.

Encourage all types of reading such as comics, newspapers, kindle, audio books, menus etc. These can be written in reading diaries too.

Segmenting and blending practise as much as possible.

PHONICS COMMUNICATION

Parent information sheets will be sent home each **FRIDAY** from now on via **MCAS**. These sheets are for you to look through with your child to reinforce learning. They come with activities and prompts for you to use at home.

This week, we have been learning to read and write words containing **ay** saying /ai/.



The /ai/ Sound Family

ai

This spelling is usually used when the /ai/ sound is in the middle of a word. Occasionally, it can be used when the /ai/ sound is at the beginning of a word.

train
aim



ay

This spelling is usually used when the /ai/ sound is at the end of a word. Sometimes it can be used when the /ai/ sound is in the middle of the word.

tray
crayon



Picture

ay saying /ai/ as in 'pray'.

Action

Show the action for **ay**.



ay

Formation

Follow the arrows and finish at the dots.

Word Reading Activity

Read the words below. Colour the **ay** words in one colour and the **ai** words in another colour.

day may train

crayon say paint

play tail clay

tray spray aim

Focus Words

day may say

clay tray spray crayon play



Common Exception Words

We have been learning to read:

could
should

We have been learning to spell:

said
so

Grammar



This week, we have been learning about letters, words and sentences.

- A sentence is a sequence of words separated by finger spaces.
- We use letters to write words and we use words to make sentences.

Kit and Sam met Jay today.

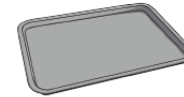
letter

word

sentence

Home Learning Challenge

Can you read the words and draw a picture to match?



tray

pray

paint

hay

pay

snail

spray

rain

Things you can work on at home:

- Correct formation of upper and lower case letters
- Correct formation of digits
- Reading and spelling high frequency words
- Spelling the days of the week.
- Spelling numbers to 20 (words)
- Counting to and recognising all numbers to 100
- Counting in 2's 5's and 10's
- Phonics learning for that week – reinforcing what has been learnt in school.

P.E. KIT

If possible have it in school at all times.

PE times may vary each week and half term but there is a sign on the door into the classroom that will be updated each half term for your reference.

Please make sure all kit is clearly marked with your child's name.

Should be left at school and will be sent home every half term.

Kit expectations:

White/Jade Green t-Shirt

Shorts/Joggers (weather depending)

Trainers

Jacket/Hoodie - Black

SNACKS

- Children can have a morning snack from the school kitchen. The cost changes each half term and you will be informed of this via **MCAS**.
- Payments can be made via **MCAS** or can be paid in cash.
- Free fruit will be given to all children at afternoon playtime.
- If you prefer, you can send in TWO **healthy** snacks for the morning and the afternoon.

TOILETING

Children can go the toilet when needed.

If your child has the occasional accident please send in spare clothes as we have very few in school.

If your child is sent home in spare clothes please wash them and return to school as soon as possible.

ESSENTIALS

Children should bring a named water bottle into school each day.

Send a coat every day, even if the weather looks to be okay in the morning. We do a lot of outdoor learning and children will need to be dressed appropriately.

Sensible footwear and no jewellery.

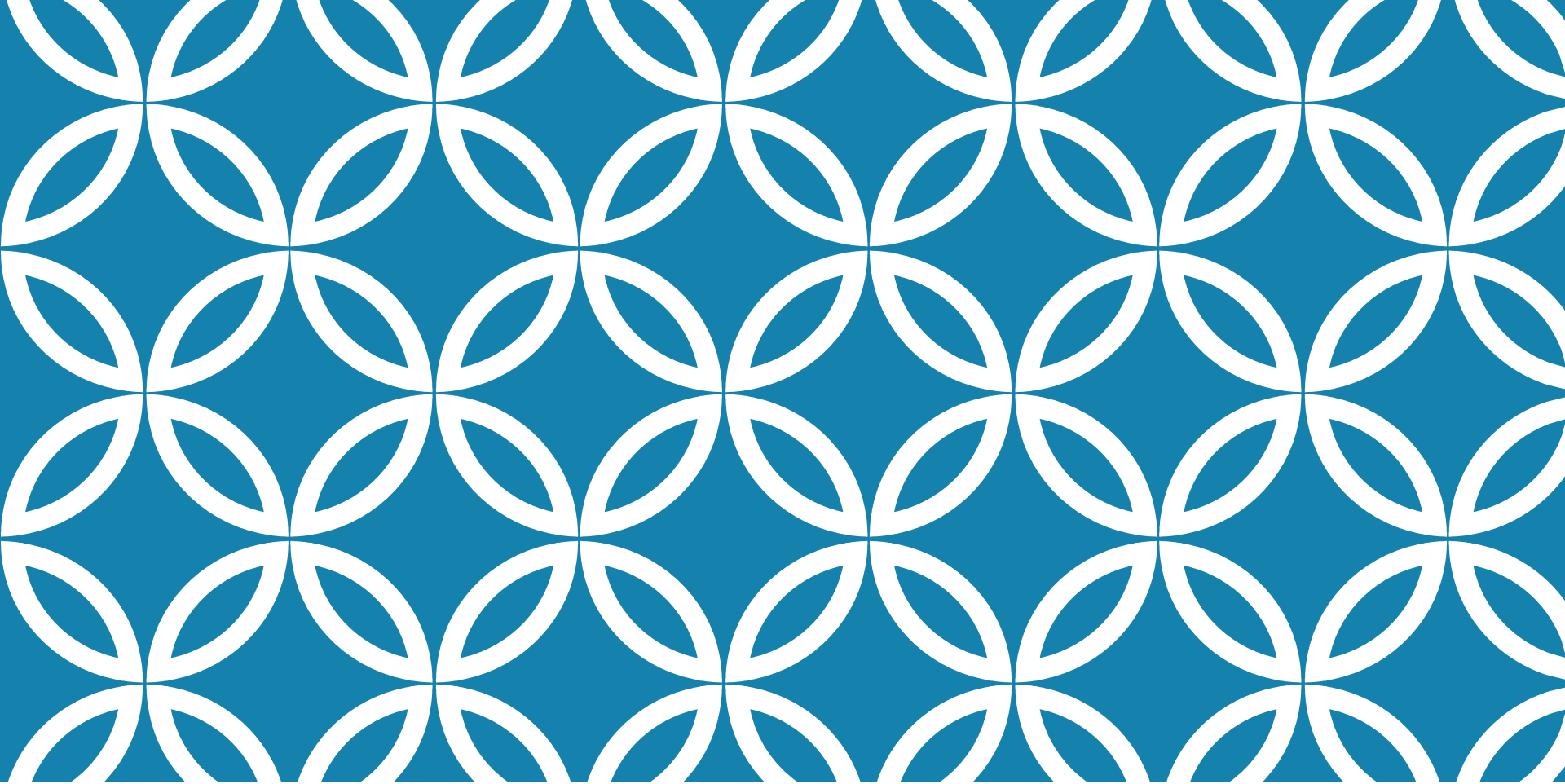
Please no toys or other items from home.

IF YOU NEED US...

If you have any worries, questions or queries please speak to us at the door, or leave a message with the office.

To speak to me in person, please contact the office to arrange a meeting.

My pop in day is a **Thursday**.



THANK YOU FOR
LISTENING.

| Any
questions?