



*Welcome!*

*'Growing together to build our future'*



Miss Legge- Sparrow's class teacher

Mrs Morris (Mon and Tues) and Mrs Wheeler (Wed, Thurs, Fri)- Robin's  
class teacher

Mrs Stevens, Miss O'Sullivan and Mrs Emery -  
teaching assistants

PPA Wednesday (pm) - Mrs Priest and Mrs Johnson

# Contact information

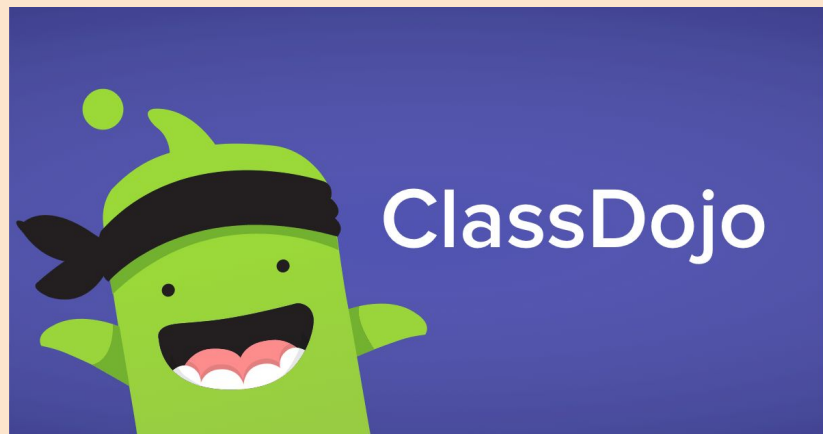
Class Dojo

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We do not expect our staff to check or respond to email when they are not at work, at weekends or during holidays. Office staff email will only be read on school days and if an email has been sent after 4pm on any school day, then it will most likely be processed the following school day.



## Days you need to know...

Monday - Book change, outdoor adventures and library.

Outdoor adventures will be on a Monday however the last session will be on Thursday 2nd November due to an inset day on Monday 30th October.



Thursday - book change.

Friday - indoor PE.

Once outdoor adventures has finished we will be doing outdoor PE on a Monday.

# PE and Outdoor Adventurers

On PE days, the children need to come to school in their PE kit.

This should consist of:

- A blue Merley t-shirt
- Black tracksuit bottoms or shorts
- Black jumper
- Trainers

For outdoor adventurers, children should come to school in their school uniform and will change into their outdoor adventurer clothes in the afternoon. We alternate each week on which class goes to outdoor adventurers first, if we go first, the children will change back into their uniform, if we go second, the children will come home in their outdoor clothes.

**Please name and label ALL clothing!**



# Merley Learners

At Merley we are all 'Merley Learners'. We can earn dojo points when we demonstrate our Merley learner attributes.



Celebration assembly

Oak Leaves

Star Writer

Headteachers award

# Merley Learners

We work together with the children to support their choices in behaviour. Some children have additional support to help them make good choices.



If a child's behaviour isn't demonstrating our Merley Learner values they are given a verbal warning, moved spaces, time out given and if needed a member of SLT will be involved.





# Curriculum: This years learning experiences and texts

| Term        | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|-------------|---|---|---|---|---|---|
| Topics      | Welcome to Merley   | Sensational Seasons   | Toys in the Past  | Amazing Animals   | Space Explorers   | Lighthouse Keeper's Lunch   |
| Class texts | <p>The True Story of the three little pigs</p> <p>The Three Little Pigs</p> <p>Mr Wolf's Pancakes<br/>Jan Fearnley</p> <p>Michael Recycle by Ellie Bethel</p> | <p>Traditional Tales</p> <p>Little Red Hen,</p> <p>My Senses Poems</p> <p>Nursery Rhymes and Body Songs</p> <p>Gingerbread Man,</p> <p>Little Red Riding Hood</p> | <p>Dogger – Shirley Hughes</p> <p>Once there were Giants – Martin Waddell</p> <p>Toys in Space – Mini Grey</p> <p>Traction Man is Here - Mini Grey</p> <p>Lost in the toy museum by David Lucas</p> <p>Where's my teddy? by Jez Alborough</p> | <p>Author: Julia Donaldson</p> <p>Monkey Puzzle</p> <p>The Gruffalo,</p> <p>What the ladybird saw . . .</p> <p>Snail &amp; the Whale</p> <p>Giraffes Can't Dance</p> <p>Bug Club: Tiddler</p> | <p>Lost and Found, - Oliver Jeffers</p> <p>The Way Back Home &amp; others by Oliver Jeffers:</p> <p>Man on the Moon –S Bartram</p> <p>A Journey through Space - Beegu – Alexis Deacon</p> <p>The Night the Stars went out</p> | <p>The Lighthouse Keeper's Lunch and others</p> <p>The Night Pirates – Peter Harris</p> <p>Pirate stories by Jonny Duddle</p> <p>Bug Club: A New home for a Pirate – Ronda Armitage</p> <p>Pirate School – Jeremy Strong</p> <p>The Pirates Next Door by Jonny Duddle</p> <p>Grandad's Island- Benji Davies</p> |
|             | <p>Geography - local area</p> <p>Science - senses</p>   | <p>Science - seasons</p>  | <p>History - how toys have changed in living memory</p> <p>Science - materials</p>  | <p>Science - Animals</p> <p>Geography - poles, equator</p>  | <p>History - historical figures and events in living memory</p> <p>Science - plants</p>   | <p>DT - food</p> <p>Geography - UK capital cities and seas</p> <p>History - Grace Darling</p> <p>Science - plants</p>   |

# Curriculum: Maths No Problem



## Comparing Numbers

### In Focus

What number does this show?  
What is 1 more than it?  
What is 1 less than it?




Lesson  
7




# Curriculum- Maths No Problem




## Worksheet 7




### Comparing Numbers

1 Count.

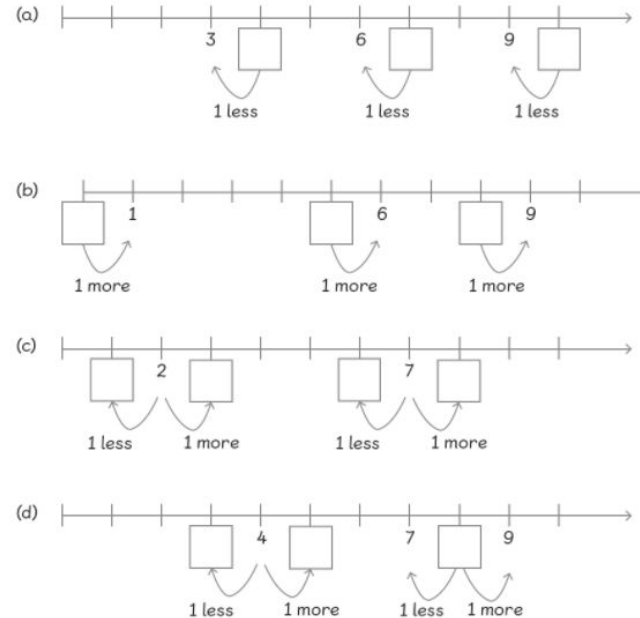
Draw  to show the number.

(a)  1 less  1 more 





(b)  1 less  1 more 

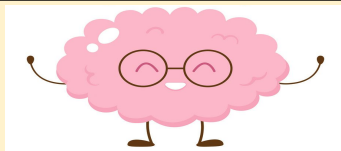
(c)  1 less  1 more 

2 Write the numbers.



3 Write the numbers.

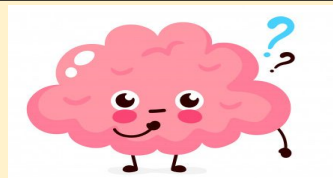
- (a)  is 1 less than 4. (b)  is 1 more than 4.
- (c)  is 1 less than 8. (d)  is 1 more than 6.



## Words I know from EYFS

Number  
Numeral  
Ones  
Part  
Whole  
Count  
Number names to 10  
Number names to 20  
Tens frame  
Counters  
Cubes  
Number card  
Numicon

Numbertrack  
Partition  
Pattern (AB/ AAB/  
ABB)  
More  
Less  
Fewer  
Check  
Same  
Different  
amount



## Words that are new

Tens  
Digit  
Represent  
Greater/ Greatest  
Smallest  
Less  
Order  
Compare  
Equal  
Pattern  
Most  
Least  
100 chart  
Number line

Part part whole  
Place value chart  
Dienes  
One more  
One less  
Compare  
Size  
Value  
Between  
Halfway Between  
Above  
Below





























# Curriculum- Spelling and spelling strategies

## Year 1 Common Exception Words

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



# Curriculum: Phonics - Unlocking letters and sounds

|   |   |  |   |  |  |
|---|---|--|---|--|--|
| Jj   | Vv   | Ww   | Xx   | Yy  | Zz  |
| zz   | qu   | ch   | sh   | th  | th  |
| ng   | ai   | ee   | igh  | oa  | oo  |
| oo   | ar   | or   | ur   | ow  | oi  |
| ear  | air  | ure  | er   |  |  |

# Curriculum: Phonics - Unlocking letters and sounds.

This year we build on the learning from reception, by spending some time revising it. We then move on to learning the following digraphs.

ay ou ie ea oy ir  
ue(glue) ue (cue) aw  
wh ph  
ew (blew) ew (few)  
oe au ey /zh/  
a\_e e\_e i\_e o\_e u\_e  
  
nk ph wh tch ve

We we also be learning alternative pronunciations of the graphemes that they will have previously learnt.

## Phase 5b

### Alternate pronunciations of graphemes

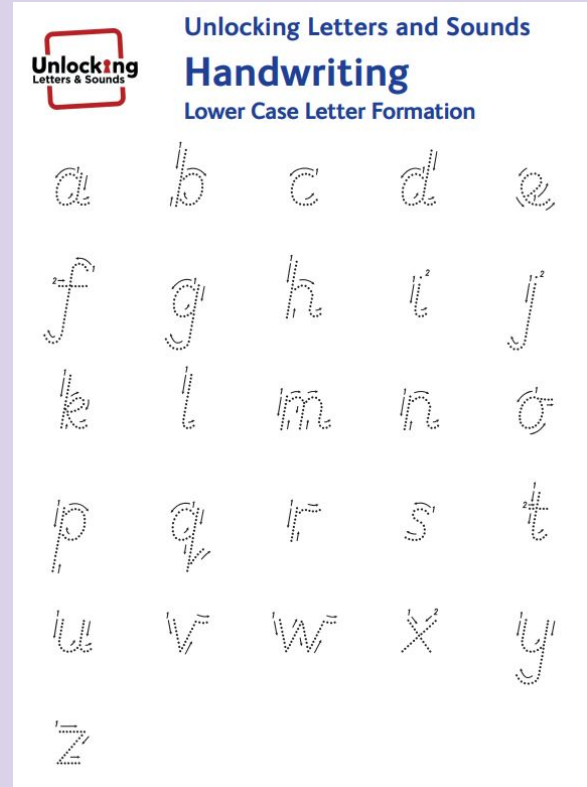
**a** acorn fast was **e** he **i** mind **o** no **u** unit put  
**ow** snow **ie** chief **ea** head **er** her **ou** you could mould **y** by gym very  
**ch** school chef **c** cell **g** gent  
**ey** they

# Curriculum: Handwriting

We will continue to follow ULS handwriting.

We teach handwriting three times a week.

It is always in our Independent learning for the children to continue practising.





# Curriculum: Writing expectations

By the end of Year 1 there are specific things that the children have to be able to demonstrate in their writing.

These are example of what we teach them and what they need to be showing us in their writing.

| Year 1 Expected Standard   |                   |
|--|-------------------|
| Compose sentences orally and in writing.   |                   |
| Sequence sentences to form a short narrative or piece of information writing.  |                   |
| Use basic descriptive language.  |                   |
| Combine words to form grammatically accurate sentences.  |                   |
| Join words and clauses using 'and'.  |                   |
| Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).                            | Capitals          |
|  | Full stops        |
|  | Question marks    |
|  | Exclamation marks |
| Use capital letters for names and the personal pronoun 'I'.  | For names         |
|  | For I             |
| Use phonic knowledge to spell <u>phonemically</u> regular words correctly and make <u>phonically-plausible</u> attempts at others.               |                   |
| Spell many Year 1 common exception words.  |                   |
| Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est'). | Plurals s and es  |
|  | ed                |
|  | ing               |
|  | est               |
|  | er                |
| Form lower-case letters in the correct direction, starting and finishing in the right place. Beginning to use a precursive style.                |                   |
| Form capital letters   |                   |
| Form digits 0-9  |                   |
| Separate words with spaces.  |                   |

# Independent learning time

In Year 1 we have time called 'independent learning'.

The children are going to be allowed to select an activity to 'continue their learning'.

These activities are explained at the start of the week. They are a retrieval of the learning from the previous week(s).

# Every Day Counts - Every Book Counts

Reading books will be changed every Monday and Thursday.  
(Please make sure the children have their reading book with them on these days so they can change their books).



\*Children will receive a new book on each of these days if they have completed their current one.

\*Just 5 mins reading a day is 900 mins reading per school year      you can really make a difference.

Reading is the fastest way to build vocabulary - children can learn between 4000 and 12 000 words per year through reading.

If you read just 20 mins a day you'll read 1, 800 000 words per year and all that reading will pay off, as children who read a million words per year are often in the top 2% of reading achievement.

So every day every book really does count.

\*If your child's reading is being supported with a phonic reading book, the book needs to be read 3 times, once each evening - for the children to practise their decoding and improve their fluency.

# Homework at Merley First School

At Merley we are placing huge significance on the value and benefits of reading and vocabulary. This will be our sole focus for homework for this term and we would really appreciate your support with this.

## Homework KS1

- Daily reading
- Spellings sent home to be learnt - this will be key words and/or words linked to previously taught phonic lessons.

We are not testing spellings directly. However they are tested in daily phonics. We will send a list home of the key words the children are expected to read and write by the end of each half term.

# Love to Read



To support your child's reading further your child will also bring home a  
'Love to Read' book

which will be chosen each week by them from our school library.

This book is for you to read to your child and for you and your child to  
enjoy together.

By sharing this book together, talking about the story, characters, exploring  
vocabulary and asking questions you will be supporting their understanding,  
developing their comprehension skills and widening their vocabulary.

# Merley PTA

Merley Parent Teacher Association was reformed last year.

We are very excited to have a PTA who are passionate about finding ways to celebrate our amazing school and community and provide those special extras for our children.

ALL parents/carers are welcome to attend meetings and all support is welcomed.



[merleypta@gmail.com](mailto:merleypta@gmail.com)

# Things to help your children at home

Reading daily

Counting forwards, backwards and accurate amounts

Number bonds learning by heart

Focus on pronunciation of words and tenses when talking with your child

Handwriting

If your child ever chooses to write anything at home then please remind them of capital letters, full stops and finger spaces.

