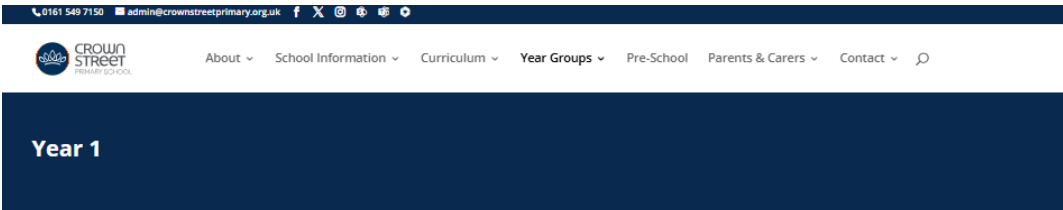




CROWN
STREET
PRIMARY SCHOOL

Year 1 Curriculum Session
September 2026

Our website – Year Group Page



Welcome to Autumn Term in Year 1

It is our first term in Year 1 at Crown Street Primary and we are excited for another fun-filled year of learning and exploration.

We will continue to strive to make your child's experience in education special, continuing to develop their relationship with their teacher and learning support assistants, who will support them and ensure that their emotional and academic needs are met daily. Our aim is for your children to become confident learners and to carry their love of learning throughout their lives.

We will continue to learn and explore our six character traits as we move through this term and our new Curriculum Bookshelf.



Meet the Team

Miss Daniel – Class Teacher
Miss Quagrainie – Learning Support Assistant
Miss Chambers – Learning Support Assistant
Miss Davies – Learning Support Assistant

Autumn Bookshelf



Meet the Team

Miss Daniel – Class Teacher
Miss Quagrainie – Learning Support Assistant
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Autumn Bookshelf



In our first text, 'Welcome to our World' we will explore our similarities and differences and learn about interests.

Next, we will immerse ourselves in 'The Grand Hotel of Feelings' where we will explore the different feelings.

In Geography, we will explore our local area through developing our sense of place and developing our map reading skills.

We will embark on an exciting adventure to the South Pole in the book Lost and Found, where we will utilise our curiosity to help the penguin return to his home. This will be followed on by the story Stick Man. We will analyse the text and explore the characters practising using capital letters, finger spaces, full stops and much more.

In RE we will continue to develop our knowledge on the teachings and beliefs of a range of different religions and look at how this is represented in society across Great Britain. We will talk about what it means to belong to a faith community.

It is going to be a busy and thoroughly enjoyable term!

Important Information

- Our team will be available every day before and after school to discuss your child's day, receive messages and celebrate successes
- Your child's book bag should be brought to school each day – this will contain a Shared Reader, Library book and a Reading Record
- Wellington boots and waterproof coats will be required daily for outdoor learning and can be left in school
- Please ensure all clothing items are labelled
- Important information will be shared via MCAS communication and our weekly school newsletter
- We will continue to use Tapestry to share your child's learning. We also love to see photographs and videos from home to talk about and celebrate in School
- At the end of the day children are dismissed directly to parents/carers. Should there be any changes to this, please inform our Admin team before the end of the day so the Class Teacher knows who to look out for

*‘Education on another level,
where possibilities are endless’*



CROWN STREET
PRIMARY SCHOOL

School Rules

We are respectful
Everybody is valued and respected

We do our best
Everybody takes pride in all that they do

We make good choices
Everybody reflects on their behaviour and learns how to make good choices



Year 1 | Autumn Term



Bravery



Citizenship



Curiosity



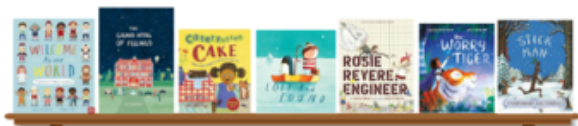
Gratitude



Integrity



Kindness

Year 1: 2026-2027						
Character Traits	Bravery, Citizenship, Curiosity, Gratitude, Integrity, Kindness					
Curriculum Bookshelf	 Welcome to our World The Grand Hotel of Feelings Caterpillar Cake Lost and Found Rosie Revere Engineer The Worry Tiger Stick Man		 The Lion Inside Tad The Gingerbread Man My Beautiful Voice Amelia Earhart Mrs Mole I'm Home!		 Little Red Reading Hood Just Because The Secret Sky Garden Beegu The Most Magnificent Thing Curious Questions & Answers about Plants	
Rights Respecting Articles	Article 8 (Identity) Article 9 (Keeping Together) Article 13 (Sharing Thoughts) Article 29 (Aims of Education)		Article 2 (No Discrimination) Article 3 (Best Interests) Article 12 (Respect for Views) Article 19 (Protection from Violence)		Article 6 (Life, Survival & Development) Article 24 (Health, Water, Food, Environment) Article 28 (Access to Education) Article 31 (Rest, Play, Culture, Arts)	
English	Shared Reading, Phonics & Handwriting Writing: Labels, Captions and Repeated Phrasing, Character Descriptions, Poetry, Narrative Re-tell, Setting Descriptions, Instructions		Shared Reading, Phonics & Handwriting Writing: Character and Setting Descriptions, Narrative, Instructions, Non-Chronological Report, Story Innovation, Diary Writing		Shared Reading, Phonics & Handwriting Writing: Narrative Story, Non-Chronological Report, Recount, Poetry, Diary	
Maths	Number: Place Value Number: Addition and Subtraction	Geometry: Shape	Number: Place Value Number: Addition and Subtraction	Measurement: Length and Height, Weight and Volume	Number: Place Value Number: Multiplication and Division	Number: Fractions Geometry: Position and Direction Measurement: Money and Time
Science	The Human Body Materials Seasonal Changes		Planting Caring for the Planet Animals Seasonal Changes		Plants and Planting Growing and Cooking Seasonal Changes	
PSHE	Relationships: Families and Friendships Safe Relationships Respecting Ourselves and Others		Living in the Wider World: Belonging to a Community Media Literacy and Digital Resilience Money and Work		Health and Wellbeing: Physical Health and Mental Wellbeing Growing and Changing Keeping Safe	
PE	Fundamental Skills / Gymnastics – Balancing and Spinning Invasion Games / Target Games		Net and Wall Skills / Dance – Animals Striking and Fielding / Gymnastics – Rolling and Balancing		Athletics / Dance – Under the Sea Object Manipulation / Yoga	
Geography	Maps, Human and Physical Features – Around our School		How Do Maps Help Us <u>To</u> Understand Where We Live?		Why Are Settlements Where They Are?	
History	Street Over Time		Flight Over Time		Female Monarchs	
Art	Drawing and Collage – Wassily Kandinsky		Sculpture (Clay) – Alexander Calder		Drawing and Painting – Jackson Pollock	
Design Technology (D&T)	Mechanisms – Sliders and Levers		Food Preparation – Preparing Fruit and Vegetables		Structures – Free Standing Structures	
Computing	Coding Digital Well-being		Online Communication Digital Confidence		Programming Computing and the Wider World	
Music	Pulse, Rhythm and Pitch - Reggae and Hip Hop		Different Styles of Music - Bossa Nova Latin		Imagination - Reflect, Rewind and Replay	
Religious Education (RE)	Living – What does it mean to belong to a Faith/Non-Faith Community?		Believing – What is Christian and what do they believe?		Expressing – What makes some places sacred?	
Enrichment – Oracy	Performance: Winter Performance		Performance: Spring Performance		Performance: Class Assembly	

National Curriculum

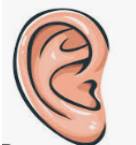
- English
- Maths
- Science
- PSHE
- PE
- Geography
- History
- Art
- Design Technology
- Computing
- Music
- Religious Education

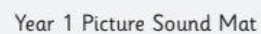
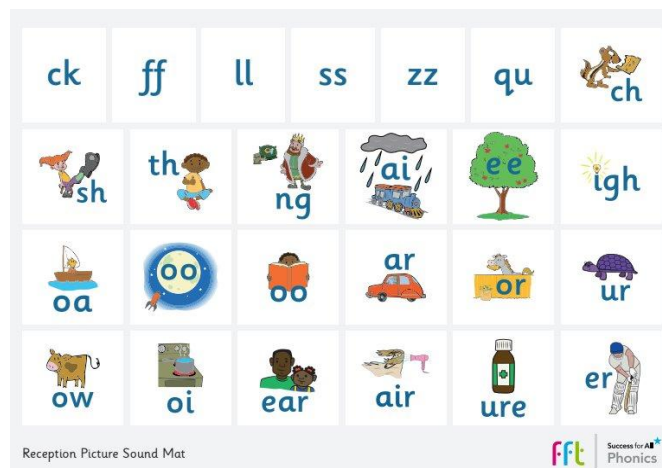
Example Timetable for Year 1

	8.45	08.45 – 10.30		10:30 – 10.45	10.45 – 11.30	11:30 – 12:00	12:00 – 13:00	13.00	13:00 – 13:30	13:30 – 15.15
Monday	Register (handwriting, songs)	8:45-9:15 Morning activity	Phonics English Snack and milk	Playtime	Maths	11:30-11:45 Languages (Autumn 2 onwards)	lunch	Register	NCETM - Maths	RE Geography/ History 2:40pm Whole School Assembly
Tuesday		8:45-9:15 Morning activity	Phonics English Snack and milk	Playtime	Maths	RRSA Assembly			Reading NCETM - Maths	Science PSHE Science
Wednesday		8:45-9:15 Morning activity	Phonics English Snack and milk	Playtime	Maths	Reading			NCETM - Maths	Art/DT Mystery Reader
Thursday		8:45-9:15 Morning activity	Phonics English Snack and milk	Playtime	Maths	Reading			Music	Computing 2:40pm Singing Assembly
Friday		8:45-9:15 Morning activity	Phonics English Snack and milk	Playtime	Maths	Library			Reading NCETM - Maths	PE PSHE

What is Phonics?



- Phonics is the way most children are taught to read
- Children are taught to recognise letters and their associated sounds
- Breaking words down into the smallest unit of sounds (segmenting)
- Blending sounds together to read a word
- The **phoneme** is the smallest unit of sound 
- The **grapheme** is the written format 
- **Grapheme Phoneme Correspondence (GPC)** means the relationship between spoken sound and its written form.



Example: FFT sounds and phrases



Goat in a boat.

oa



Shout it out.

ou

Sound Buttons

Phonemes can be represented by single letters, two letters or three letters.

We use sound buttons to show each sound.

c
●

sh
■

digraph

igh
■

trigraph

Sunday
● ● ● ● —

Split digraphs:

Sound buttons are shown as a ____ .

We say that the 'e' has a special job which is to turn the short vowel sound into a long vowel sound.



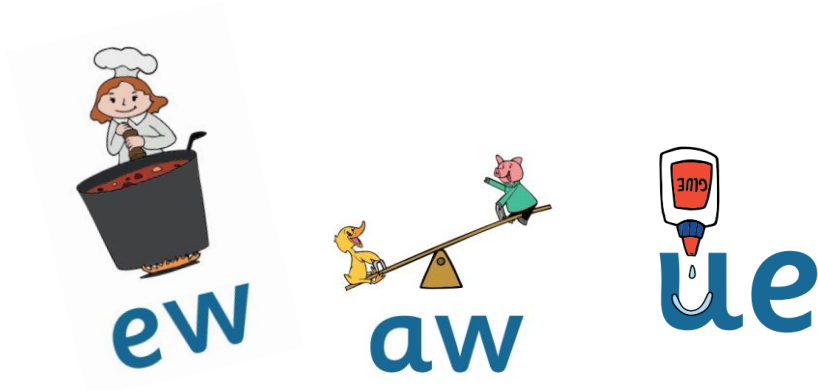
Bake a cake.

Phonics terminology your child has been taught:

- **Digraph** - Two letters that make one sound, for example 'ay'
- **Trigraph** - Three letters that make one sound, for example 'igh'
- **Split Digraph** – Two letters that are separated by another letter but form one sound e.g. home (*formally known as 'Magic e' - changes the vowel from a short to a long vowel sound.*)
- **Segmenting** - Breaking up a word into its sounds
- **Blending** - Putting the sounds together to read a word
- **Alien word/Pseudo word/Nonsense word** – Made up words that can be sounded out using phonics knowledge
- **Tricky words/Red words** – Words that are not phonetically decodable. These are learnt by sight (Also known as common exception words/CEWs)
- **Consonant** and **Vowel** – used to demonstrate word structure e.g. CVC, CVCC etc

Shared Reading

- Daily lessons
- Decoding green and red words
- Reading fluency
- Comprehension activities



Reading Skills

- Inference – an idea or opinion from clues or evidence
- Retrieval – finding key pieces of information within a text



To help me, I can...

- Find key words or phrases in the question
- Use skimming and scanning to find key words or phrases
- Read around the key words to find the answer
- Understand the answer will always be in the text!

Sam put his glass of *water* on the *table*.

Where did Sam put his *drink*?
On the table.



To help me, I can...

- Put myself in the author's shoes
- Think about how a character might be thinking or feeling. What clues tell me that?
- Use my own experiences to help me
- Use evidence to support my thoughts



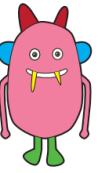
I think the dad is hurt because he is saying ouch and has a bandage on his finger. He might be scared as monsters are usually scary in stories.

fried

beak

Phonics Screening Check (PSC)

waib



zome



- National, statutory assessment which takes place in June
- Appropriate standard
- The check consists of 20 real words and 20 pseudo-words (alien words) that a pupil reads aloud to a familiar adult. Pseudo-words have a picture of an alien next to them
- The children are unaware of the assessment
- If children do not pass the PSC at this stage, they will retake it at the end of Year 2
- Results are used to inform phonics teaching and extra support needed for the rest of Year 1 and moving up to Year 2

How do we prepare in school?

- Daily phonics sessions
- Phonics practise throughout the day as part of lessons across the curriculum
- Focus on alternative spellings and more recently learned sounds, looking for sounds before reading, building confidence and accuracy in blending alien words, not guessing!
- Extra Phonics Home Learning to consolidate phonics knowledge
- Extra Phonics practise and interventions for children who need more support
- Example paper

How can you support your child at home?

- Establish a reading routine at the time of day that suits you and your child
- Read little and often, to **and** with your child
- Read a variety of texts
- Adult pre-read (walk through the book, look at pictures, make predictions, discuss characters and settings)
- Green words/ red words flashcards
- Identify letters, digraphs, red words you have spotted in the text
- Questions



Can you answer these questions about the book?

1. Where is Balmoral?
2. Who visits Balmoral at the end of summer?
3. Which bird might you see hunting?
4. Which sorts of tree might you see at Balmoral?
5. Is Kirsten good at twirling?
6. Do you think Balmoral is a good spot to visit?

Green words
Practises ir, wh

first	girl	twirls
thirst	birthday	which
bird	Kirstin	when
chirps	skirt	whirl
birch	swirls	whirr
fur	firm	

Red words
Previous red word
after*

New red words
any could many
who

*This word may be tricky depending on regional accent.

A hunting bird, a kestrel, hovers up high. Look out, mouse!

Balmoral's woods have beech, ash and oak trees. And more fir trees than you can count!

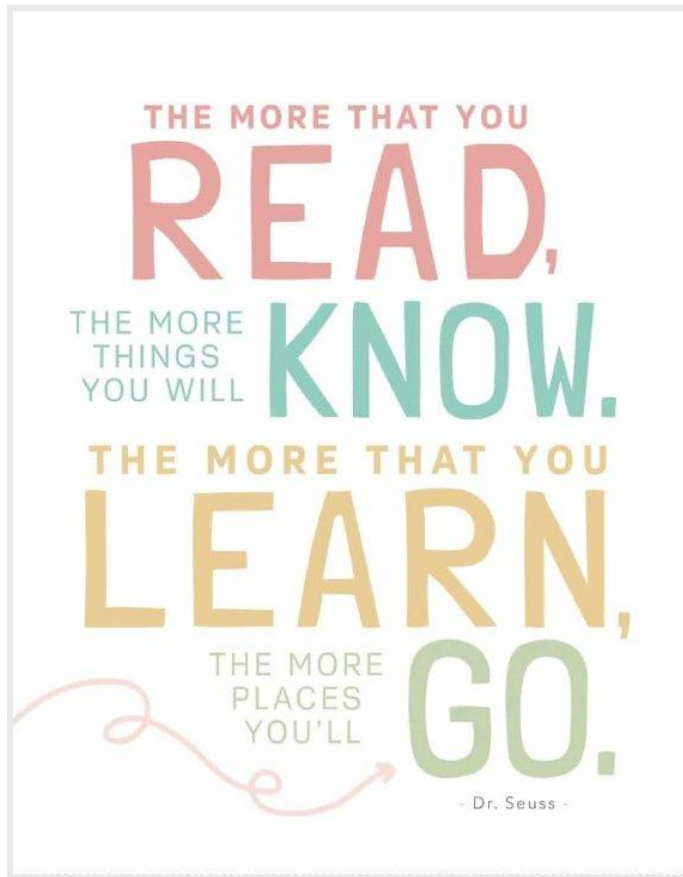
At the end of summer, the Queen has a holiday at Balmoral in north-east Scotland. It is a big grand house with towers and gardens. It stands on the banks of the river Dee. Before and after the Queen's holiday, you can visit too.

In the woods you might hear the chirps of a robin.

A bigger wild animal at Balmoral is the stag with his antlers. He roams the hills but at dusk, when he has a thirst, he comes to the river to drink.

At first you might not see the wild animals in the woods. But after a bit, if you are still, a red squirrel might peep out.

Reading – little and often!



	Child A	Child B
Minutes read each day	10 minutes	1 minute
Minutes per school year	1,800	180
Words read per year	800,000	8,000

Helpful Resources:



Phoneme Pronunciation [FFT Success for All Phonics - Parents Portal on Vimeo](#)

Glossary of terms [Tips for Home Reading – Parent Portal \(fft.org.uk\)](#)

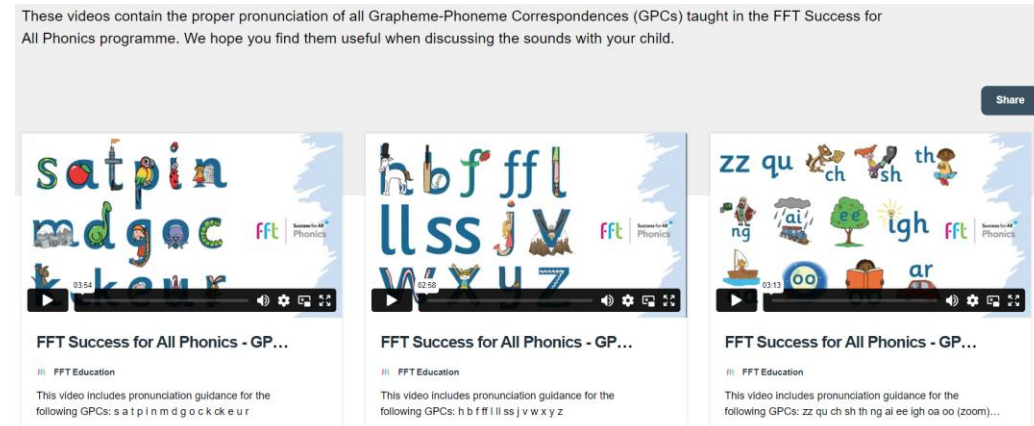


<https://home.oxfordowl.co.uk/>

Lots of information and guidance for Parents and Carers

<https://www.phonicsplay.co.uk/resources>

A selection of interactive games for all phonic phases (some can be accessed without subscribing)



Visiting the Library



The Reader Teacher **Top 100 Recommended Reads for Year 1**
www.TheReaderTeacher.com/Year1 for ages 5-6+ **Poster**

SCAN ME

Scan this QR code to purchase the pack through Reading Rocks!

For more primary school recommended reads booklists, visit TheReaderTeacher.com



Handwriting

CAMBRIDGE

PENPALS for
Handwriting **1** ?

Unit 3 Introducing... Unit 5 Practising long-legged giraffe letters and one-armed robot letters

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Reference

Penpals Gym	Posture and Pencil Grip
Alphabet	Library of Joins
Patterns	Gallery



Write New Grapheme

Left around the girl, down her plait and curl.

g g G



Spelling

Autumn 1 Spellings: Year 1				
<u>Week 3</u> <u>ou</u>	<u>Week 4</u> <u>ie</u>	<u>Week 5</u> <u>ea</u>	<u>Week 6</u> <u>oy</u>	<u>Week 7</u> <u>ay</u>
out loud cloud do her	pie fries cried my by	meal clean peach ask our	toy boy enjoy says they	play stay clay said was

Here are some strategies for spelling:

- Listening for the sounds and breaking them down
- Breaking a word into syllables
- Using rhymes, mnemonics and songs to remember
- Using visual approaches e.g. 'word shape', 'bubble writing'
- Being multi-sensory e.g. 'word painting'
- Using verbal and social e.g. 'spelling tennis'

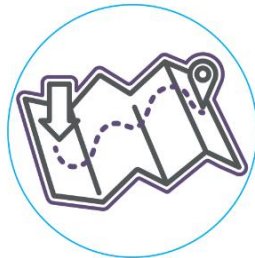
Writing



Immerse



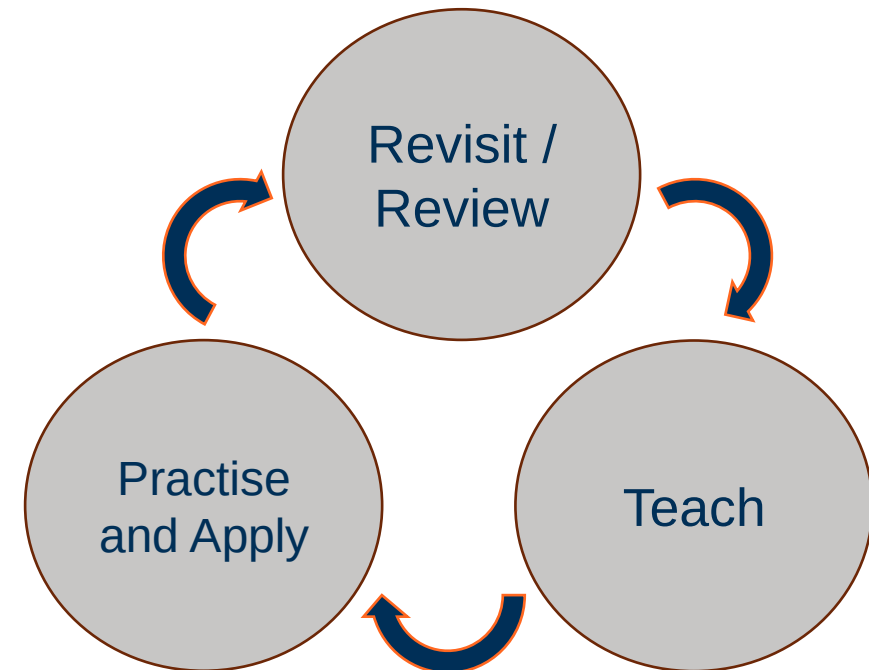
Analyse



Plan



Write



Writing Progression

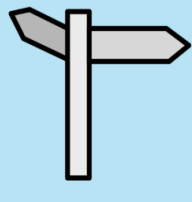
Autumn							
	A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 <i>National Poetry Day</i>	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6
Year 1	Purpose/Genre: Labels, captions and repeated phrasing	Purpose/Genre: Entertain Character description	Purpose/Genre: Entertain Poetry (pattern and rhyme)	Purpose/Genre: Entertain Story re-retell IDENTIFY STORY STRUCTURE	Purpose/Genre: Entertain Setting description	Purpose/Genre: Inform Instruction	Purpose/Genre: Entertain 3-part story IDENTIFY STORY STRUCTURE
	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Word class (noun)	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Word class (adjective)	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Rhyming words	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Word class (adjective) - Use plural noun suffixes -s	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Pronouns (she, they, he) - Classify nouns & adjective in own writing	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Word class (verb)	Key Skills: Teach + Practise Word: - Apply known 40+ GPC for spelling - Pronouns (she, they, he) - Use plural noun suffixes -s
	Key Skills Sentence: - Combine words to make simple sentences Teach + Practise - Orally rehearsing - Count the words - Segment for spelling - Word spacing (P) - Begin to use capital letters and full stops (P) - Use capital letters for names of people and the personal pronoun 'I'	Key Skills Sentence: - Combine words to make simple sentences Teach + Practise - Orally rehearsing - Count the words - Segment for spelling - Word spacing (P) - Begin to use capital letters and full stops (P) - Use capital letters for names of people and the personal pronoun 'I'	Key Skills Sentence: - Compose and orally recite a poem with rhyme and/or repeating pattern Teach + Practise - Identify rhyme - Listen to and discuss a wide range of poems - Recite/perform independently and collaboratively	Key Skills Sentence: - Combine words to make simple sentences Teach + Practise - Orally rehearsing - Count the words - Word spacing (P) - Begin to use capital letters and full stops (P) - Use capital letters for names of people and the personal pronoun 'I'	Key Skills Sentence: - Join words using 'and' (G) - Sequence sentences (link by pronoun) Teach + Practise - Orally rehearsing - Punctuate sentences with capital letters and full stops (P) - Classify nouns & adjective in own writing	Key Skills Sentence: - Join words using 'and' (G) - Sequence using adverbials of time Teach + Practise - Orally rehearsing - Punctuate sentences with capital letters and full stops (P) - Write a title and subheading - New sentence for a new instruction	Key Skills Sentence: - Join words using 'and' (G) - Sequence sentences (link by pronoun) Teach + Practise - Orally rehearsing - Punctuate sentences with capital letters and full stops (P)
	Dictation Phonics application: >step 32 Red word application: Consolidate Reception	Dictation Phonics application: ay/ou Red word application: Step 34-35	Dictation Phonics application: ie Red word application: Step 36	Dictation Phonics application: ea/oy Red word application: Step 37/38	Dictation Phonics application: ir Red word application: Step 40	Dictation Phonics application: ue/aw/au Red word application: Step 41/42	Dictation Phonics application: ew Red word application: Step 43



Let's create a sentence



I would travel to school by _____

 who?	 doing?	 what?	 where?
---	---	--	---















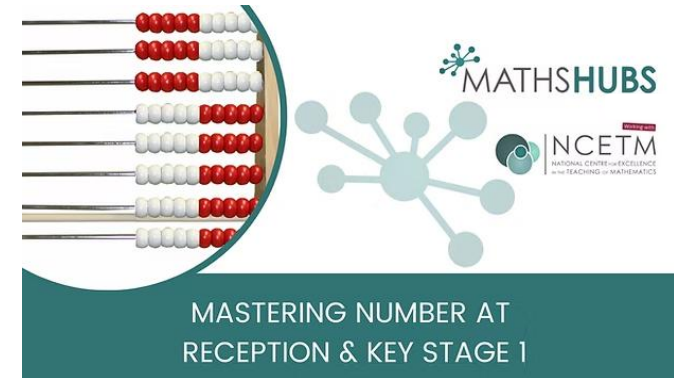









Maths



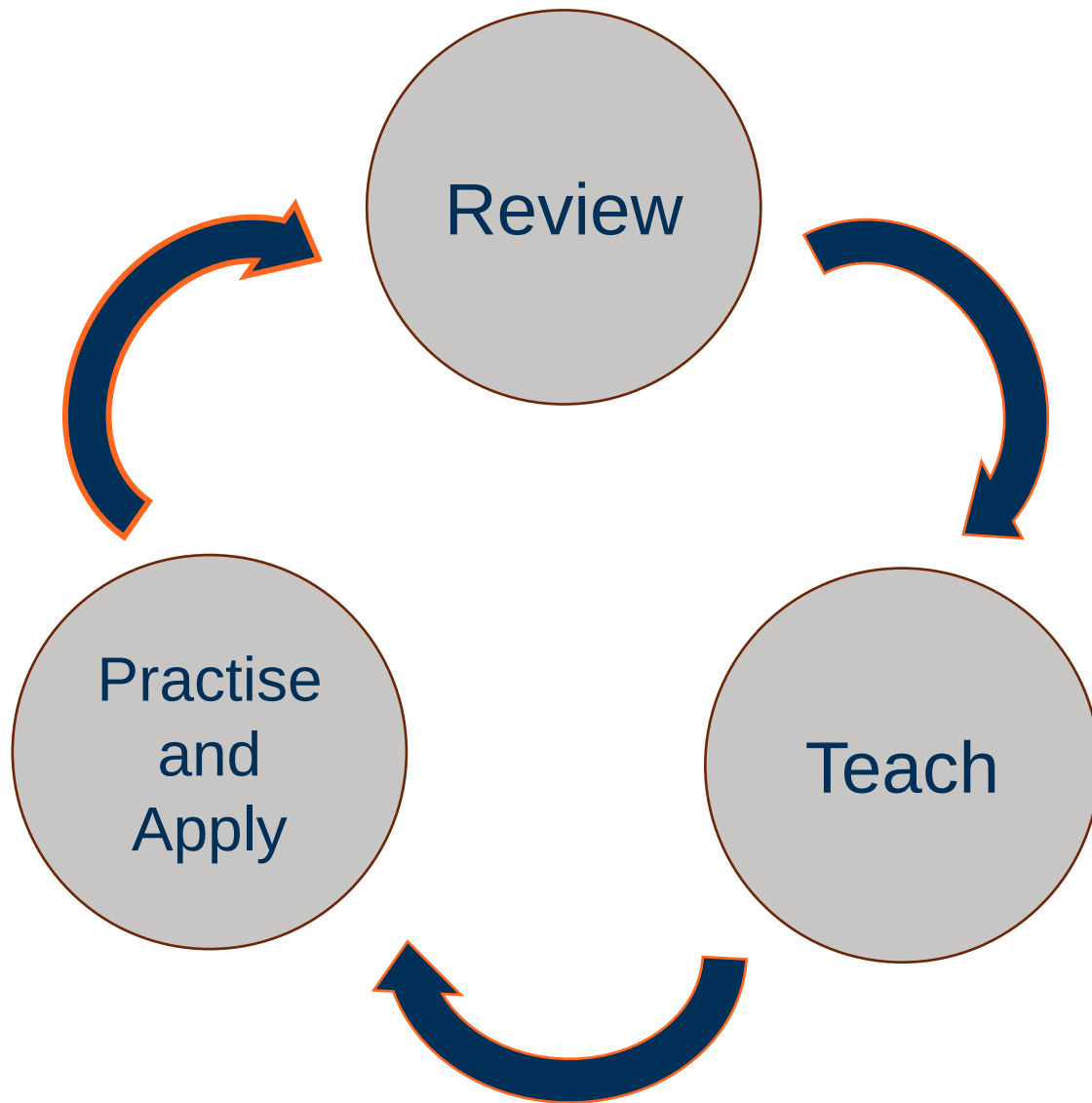
Number ■
 Measurement ■
 Geometry ■



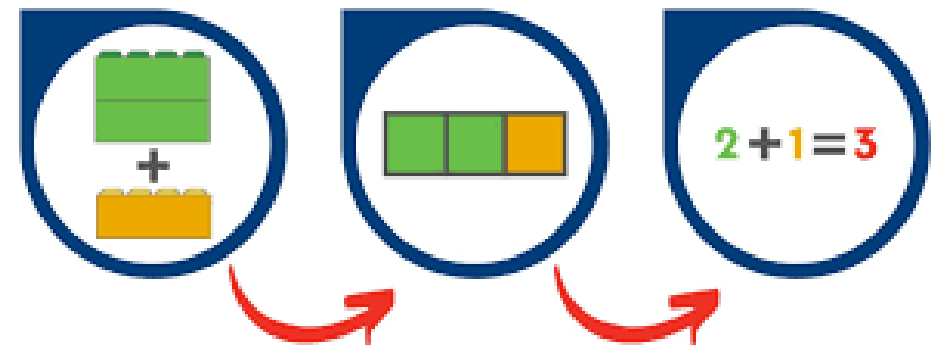
Laurus Primary Maths 8 Year Overview

Intent: To provide an ambitious, connected curriculum accessible to all pupils so that they become fluent in the fundamentals of mathematics, are able to reason and can solve problems.

Areas of Learning						
Geometry		Number			Measurement	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School	Subitising Sorting and Categorising Comparing groups of objects Principles of counting: correspondence and abstraction Explore 2D shapes		Subitising Principles of counting: stable order and order irrelevance Noticing and continuing repeated patterns Shape and positional language Counting backwards and forwards.		Subitising Principles of counting: cardinality Problem solving Exploring 3D shapes Comparing measures (weight, capacity, length, height)	
Reception	Match Sort and Compare,	1,2,3,4,5	Alive in 5,	Building 9 & 10	To 20 and beyond.	Sharing and grouping
	Measure and patterns		Growing 6, 7, 8		How many now?	
	Circles and Triangles	Shapes with four sides	Mass & Capacity, Length, Height & Time	Exploring 3D Shapes	Manipulate, compose and decompose	Visual, build and map. Make connections
Year 1	Place value (within 10)	Subtraction (within 10)	Place value (within 20)	Place value (within 50)	Multiplication and division	Place value (within 100)
	Addition (within 10)	Shape	Addition and subtraction (within 20)	Length and height	Fractions	Money
		Consolidation		Mass and volume	Position and direction	Time

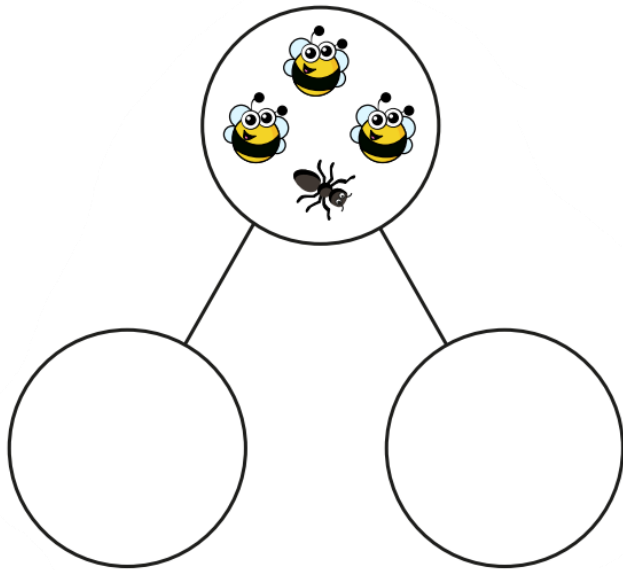


Concrete Pictorial Abstract

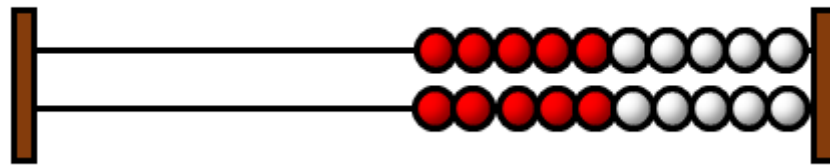




Number

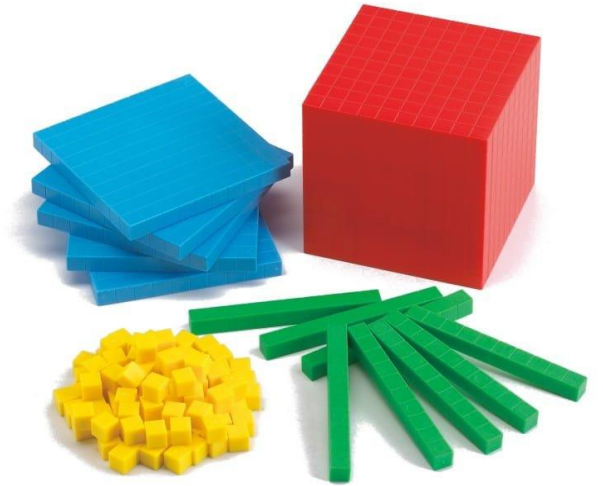


9	1
10	



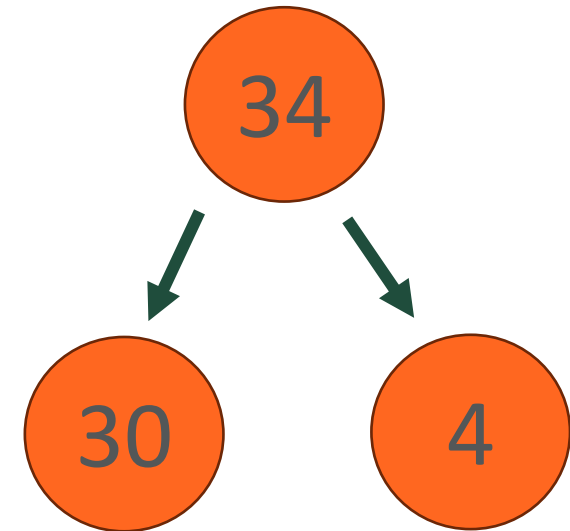
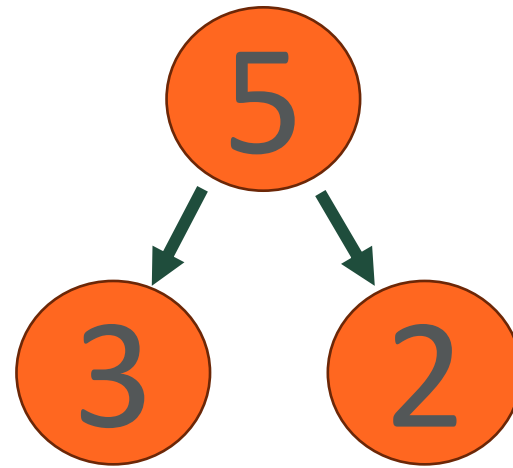
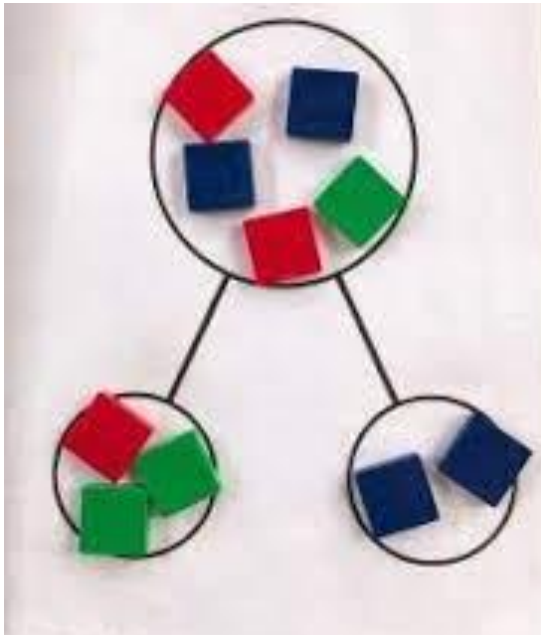
Place Value

- Ordering numbers to 10, 20 and 50.
- Beginning to partition numbers into tens and ones.
- Numbers to 100
- One more, one less
- Comparing numbers to 100 (more than, less than, equal to)
- Use number bonds to 20
- Add and subtract one-digit and two-digit numbers to 20
- One-step problems involving + -



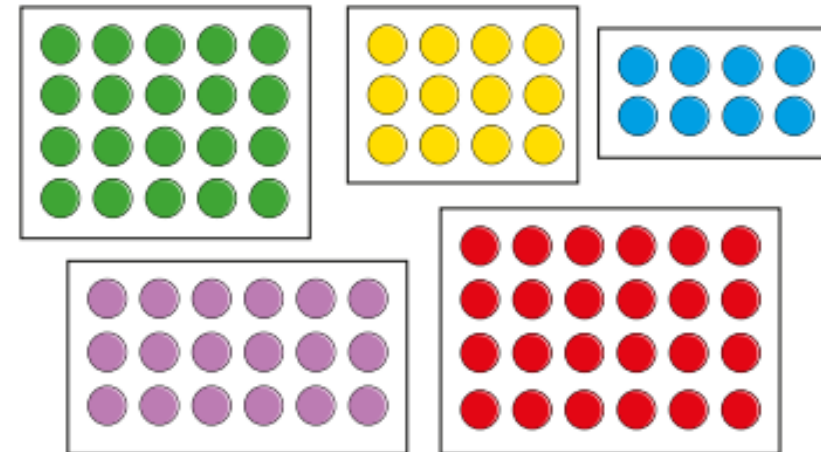
Part – Whole Model

10	
8	2



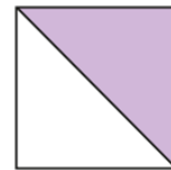
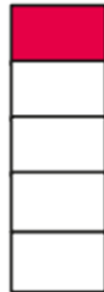
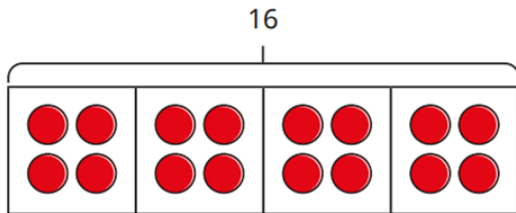
Multiplication

- Doubling and Halving
- Counting in 2s, 5s and 10s
- Counting in 3s
- Making equal groups
- Multiplication symbol
- Arrays
- Dividing by 2, 5 and 10.



Fractions

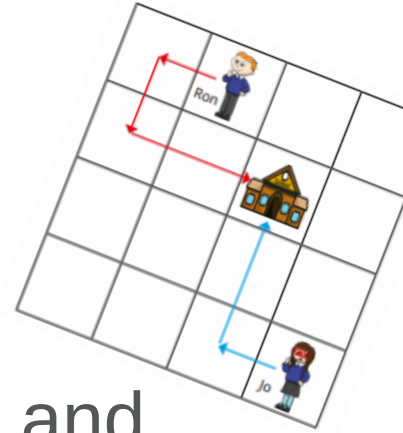
- Bar Model
- Whole, half, quarter, thirds



There are _____ equal parts.
There is _____ part shaded.
 $\frac{\square}{\square}$ is shaded.
What is the same and what is different about the bar models?

Shape and Position and Directions

- Recognise, name and sort a variety of 2D and 3D shapes.
- Categorise 2D and 3D shapes based on their properties.
- Find the line of symmetry
- Count edges, faces and vertices on 3D shapes.
- Begin to describe turns and position, using language such as **left, right, clockwise** and **anti-clockwise**.





Measure

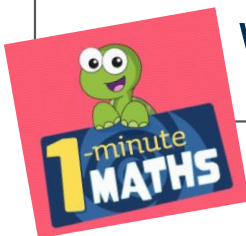


- Comparing, describing and solving practical problems
- Begin to use units of measure, first with cubes then in **cm, litres, millilitres.**
- Using units of measure for mass **grams and kilograms**
- **Money** – recognising coins and counting in coins.
- **Temperature** - using a thermometer
- **Time** – telling the time to the hour and half past, drawing clocks



Supporting your child with Maths at home

Number	Geometry	Measure
Dice Games / Board Games	Jigsaws <i>(+ positional language through play)</i>	Noticing time in the environment Play what can you do in ... 30 seconds, 1 minute ...
Counting backwards (from 50)	Hide and Seek <i>Hide objects around the house, can they direct you to it?</i>	Telling the time on an analogue clock "O'clock, half-past"
Counting in 2s, 5s and 10s		
One more, One less		Go shopping and use coins and notes
Noticing numbers in the environment	Guessing Games <i>Think of a shape – describe it – can you guess?</i>	Baking
1 Minute Maths: White Rose app	Making new shapes/creations out of loose parts/'junk' and describing them	





Bravery



Citizenship



Curiosity



Gratitude



Integrity



Kindness



Personal Development

PSHE & RSHE

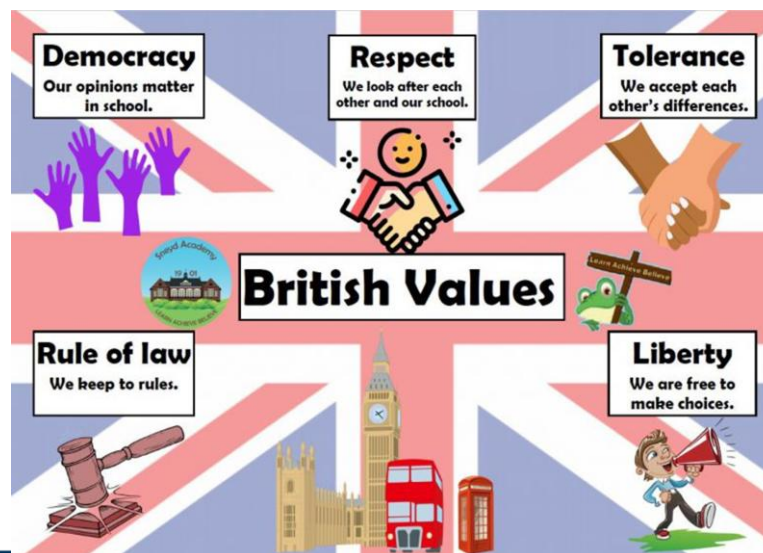
Fundamental
British Values

SMSC

Citizenship

The **ZONES** of Regulation®

BLUE ZONE		GREEN ZONE		YELLOW ZONE		RED ZONE	
Sad	Sick	Happy	Calm	Frustrated	Worried	Mad/Angry	Terrified
Tired		Feeling Okay		Silly/Wiggly		Yelling/Hitting	
Bored		Focused		Excited		Elated	
Moving Slowly		Ready to Learn		Loss of Some Control		Out of Control	



PSHE

Rec	Forming Friendships, Exploring Emotions, Staying Safe		Teamwork, People who Help, Introducing the Internet,		Being Healthy, Becoming Independent, Understanding change	
Key Stage 1 Pupils should be taught about: special and important people in their lives; similarities and differences; different families; friendship and fairness; cooperation and teamwork skills; feelings and emotions; communicating effectively with others; consent and bullying behaviours.						
Year 1	Making friends, playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being Healthy	Showing kindness to ourselves and others
Year 2	Mental Health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Key Stage 2 Pupils should extend their learning on the themes covered in KS1 and build on their knowledge about: different types of families and loving relationships; who their support network consists of; unhealthy and healthy relationships, dares, risks and peer pressure; personal boundaries and secrets; techniques for resolving disputes, collaboration, compromise and sharing responsibilities and the consequences for our actions.						
Year 3	Me, my friends and	Mental Health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other

Year 1 PSHE Medium Term Plan - Autumn						
Theme: Making Friends, Playing and Learning together Mental Health and Wellbeing					y matters and news y	Me, my body and growing up
					acting boundaries	Safe connections online
					education: assessing nd managing nces	Developing our understanding of AI
Core Substantive Knowledge		Key Vocabulary		Key Questions		
Making Friends, Playing and Learning together: Children learn: - How to make and maintain positive friendships. - How to listen, share and work cooperatively with others. - The importance of kindness, respect and inclusion. - How to resolve disagreements and make up after falling out. - How to recognise bullying and unkind behaviour. - When and how to ask for permission.		friendship, kindness, sharing, cooperation, respect, inclusion, permission, bullying, listening, teamwork		- What makes a good friend? - How can I be kind to others? - Why is it important to share and listen? - What should I do if I fall out with a friend? - When should I ask for permission?		
Mental Health and Wellbeing: Children learn: - To notice and name different feelings and emotions. - That everyone experiences a range of feelings. - Simple ways to manage difficult feelings. - How paying attention to positive experiences can support wellbeing. - The difference between helpful and unhelpful thoughts. - Who can help if they feel worried, upset or overwhelmed.		emotion, feeling, wellbeing, happy, sad, worried, calm, thought, support, kindness		- What different feelings can I experience? - How can I manage difficult feelings? - What helps me feel calm and happy? - How can my thoughts affect how I feel? - Who can I talk to if I need help?		

Physical Development (PE)



PE Kit
White polo shirt with school logo
Plain Navy/Dark Blue shorts
Plain Navy/Dark Blue tracksuit bottoms
Plain Navy/Dark Blue Sweatshirt jumper
Trainers (no pumps) and White socks

Home Learning



Autumn 1 Spellings: Year 1				
Week 3 <u>ou</u>	Week 4 <u>ie</u>	Week 5 <u>ea</u>	Week 6 <u>oy</u>	Week 7 <u>ay</u>
out loud cloud do her	pie fries cried my by	meal clean peach ask our	toy boy enjoy says they	play stay clay said was

- **Reading** – reading Shared Reader and practising red words
- **Spelling** – 5 words a week (phonics sound + red words)
- **Writing** – answers to questions from Shared Reader
or
- **Maths** – question linked to small-step from White Rose

Supporting your child at home

- Reading, reading and more reading!
- Engage with Home Learning – build a routine, make it fun
- Writing – little and often (*diaries, letters, maps, signing their name, speech bubbles...*)
- Experiences inside and outside of the home
(*cooking with the family, your local park, helping with the weekly shop or visiting family and friends*)
- Talking about activities and your child's ideas
- Encourage creativity and designing (*paintings, drawings, designs, modelling, crafts*)
- Playing board games / card games

Your Child's Achievements

- Use of MCAS (My Child at School) - *reports, first aid, messages*
- Parents' Evenings in the Autumn and Spring Terms
 - *Reporting of assessments – Phonics/Reading, Maths*
- Additional appointments initiated by teacher / parent
- *Bi-Weekly Year Group Newsletter*
- Exercise books / outcomes throughout the year
- Achievement Award, House Points, Class Points, Diamond Sticker

Behaviour

To support our children to manage their own behaviour and develop into respectful and empathetic young people



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PRIMARY SCHOOL

School Rules

We are respectful

Everybody is valued and respected

We do our best

Everybody takes pride in all that they do

We make good choices

Everybody reflects on their behaviour and learns how to make good choices

- *'Curriculum' - teaching behaviour*
 - *School Rules, Character Traits, Rights Respecting*
 - *Routines, transitions, lessons*
- *Positive praise, rewards and achievements*
- *Scaffolds to support behaviour*
 - *Five stages*
- *Communication with parents/carers*
 - *MCAS Notification*



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Communication and Working Together

- *Bi-weekly Year Group Newsletter*
- *Whole-School Weekly Newsletter*
- www.crownstreetprimary.org.uk
- *My Child At School (MCAS)*
- *Whole School Social Media Accounts – Facebook and Instagram*
- *We value home-school communication*
 - *Updates, changes, different pick-ups ... etc*
- *Contacting teachers:*
 - *Quick messages at drop off/pick up times*
 - *Notes in book bags*
 - *Available for longer conversations – organise through Admin*



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Your involvement ...

- Mystery Readers
- 'Watch me Teach'
- Coffee Mornings
- Sharing your experiences:
 - Religions and Celebrations*
 - Careers*
 - Linked to world-events*
 - Awareness days*
- PTA



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crownstreetprimary.org.uk