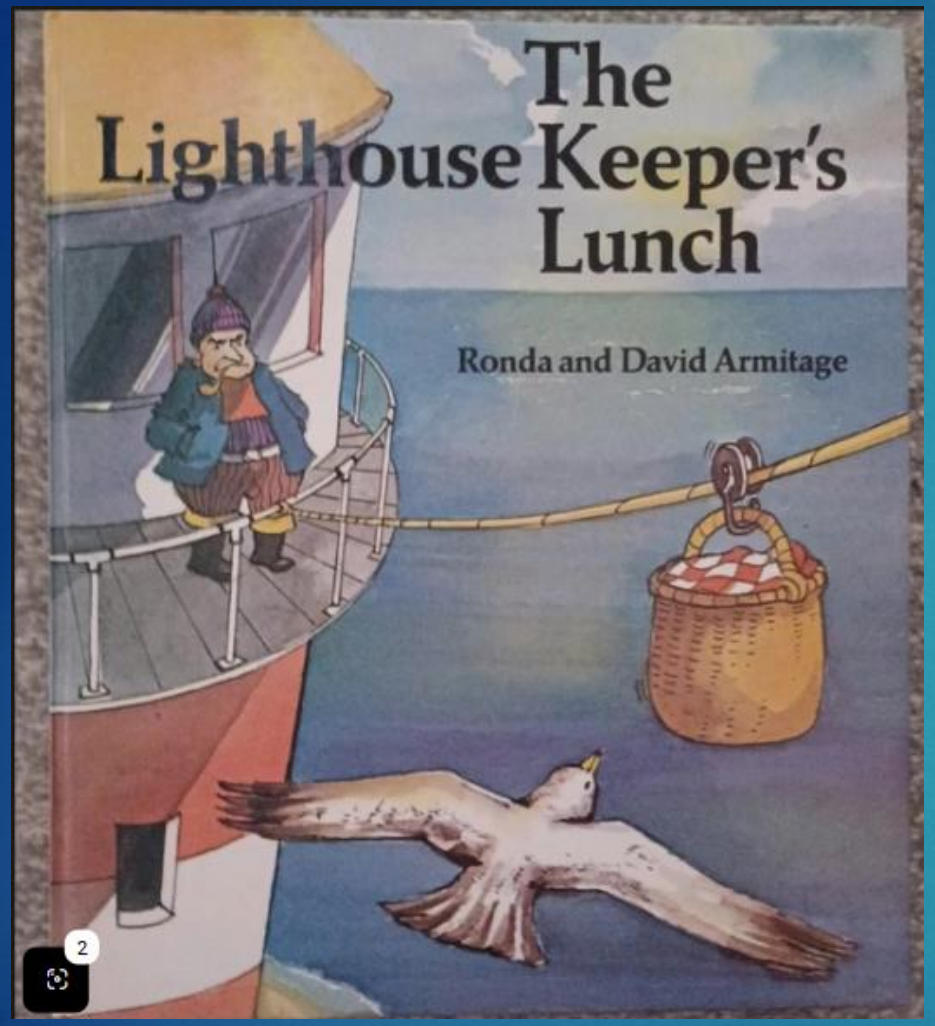


Curriculum Evening

LIGHTHOUSE CLASS

Timetable

YEAR 1 *Lighthouse Class* AUTUMN TERM TIMETABLE 2026

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00am	Soft Start 'Morning Activities'	Soft Start 'Morning Activities'	Soft Start 'Morning Activities'	Soft Start 'Morning Activities'	Soft Start 'Morning Activities'
9.00 – 9:10 am	Register Morning Prayer Share Timetable/ Helping hands	Register Morning Prayer Share Timetable/Helping Hands	Register Morning Prayer Share Timetable/Helping Hands	Register Morning Prayer Share Timetable/Helping Hands	Register Morning Prayer Share Timetable/Helping Hands
9:10 – 10.25 am	RWI	RWI	RWI	RWI	RWI
10:25 – 10:40 am	BREAK	BREAK	BREAK	BREAK	BREAK
10:40 – 11:30 am	Maths Lunch Time Prayer	Maths Lunch Time Prayer	Maths Lunch Time Prayer	Maths Lunch Time Prayer	Jam Coding (PPA) Lunch Time Prayer
11.30-12.30pm	LUNCH				
12.30-12.45pm	Handwriting Lunch Time Prayer	Christian Meditation Lunch Time Prayer	Handwriting Lunch Time Prayer	Handwriting Lunch Time Prayer	Examen Lunch Time Prayer
12.45 – 1.45 pm	Assembly 1.30-2.00pm Science	RE	Art/DT Class Celebration of the Word 12.45-1.00pm	RE	12.30-1.15pm Music (PPA) 2.00-2.30pm Spanish (PPA)
1.45-1.55pm		Play time	Play time	Playtime	
1.55 – 2.55 pm	Science continued	Geog/History	PSHE	PE	Show and Tell 2.30-2.55pm
2.55pm – 3.15pm	Storytime Afternoon Prayer HOMETIME	Storytime Afternoon Prayer HOMETIME	Storytime Afternoon Prayer HOMETIME	Prayer and Liturgy Assembly 3.00-3.15pm HOMETIME	Storytime Afternoon Prayer HOMETIME

Autumn Curriculum

Year 1 Topic Web
Autumn Term

Maths

Count within 100 in different ways
Count and compare sets of objects
Use equality & inequality symbols to compare sets of objects and expressions
Know a whole represents a set of objects
Identify part of a whole
Use a part whole model to represent a whole partitioned into two or more parts
Partition numbers 1 to 5 in different ways
Partition numbers 1 to 5 in a systematic way
Find a missing part
Show one more or one less

Geography

Geography – ***What is it like here?*** Locate where they live on an aerial photograph and recognise features within a local context. Create maps using classroom objects before drawing simple maps of the school grounds. Follow simple routes around the school grounds and carry out an enquiry into how their playground could be improved.

History – ***How am I making History?*** Explore personal chronology and find out about the past within living memory. Examine photographs and ask questions, investigate chronology, and begin to use a simple timeline extending back to before they were born.

PSHE

Being Me in My World: Explore feeling special and safe, understand what it means to be part of a class, and learn about rights and responsibilities. Consider rewards and what it feels like to be proud. **Celebrating Difference:** Recognise similarities and differences, understand what bullying is and how to deal with it, make new friends, and celebrate the uniqueness of everyone.

M.F.L. (Spanish) -

Greetings, colours, numbers, days of the week, shapes, songs and rhymes.

RE

Creation and Covenant: Begin by exploring the story of Creation and God's love and care for the world. Recognise that God gave human beings the responsibility to look after creation. Learn the Our Father, understanding that this prayer draws us closer to God. In studying the Nicene Creed, begin to understand that the Church teaches that all things come from God our Father, who made Heaven and Earth. **Prophecy and Promise**: Learn about the Annunciation and Mary's visit to Elizabeth. Understand that Mary is our mother and explore the words and meaning of the Hail Mary. As Christmas approaches, learn about the Birth of Jesus and recognise that, for Christians, the Christmas story reveals God's love in sending Jesus, his Son. Understand that angels bring God's message and are a sign that Jesus is the Son of God.

Judaism Know that Shabbat is a family meal and a day of rest. Recognise the worship that takes place during Shabbat. Know that the Synagogue is a place of worship, understand how worship happens there, and describe its key signs and symbols.

Values: Faith filled &Hopeful. Eloquent &Truthful

Science

Looking at Animals Learn about a variety of familiar and less familiar animals, including fish, amphibians, reptiles, birds and mammals. Identify and name different animals, look closely at them, and compare and contrast their features. Introduce the terms carnivore, herbivore and omnivore to help children understand how animals obtain their food.

English

Deliver Read Write Inc. daily, teaching speed sounds and red words to support reading, writing, comprehension and spelling. Read RWI books with a partner and refer to these texts when developing grammar, punctuation, vocabulary and proofreading skills. Provide daily reading opportunities, whether being read to or being heard read, to build fluency and foster a love of reading.

DT/ART

Construct a windmill as part of a DT project, designing the structure, assembling the components, and testing and evaluating the finished model. Explore drawing in Art during the second half of the term, investigating line, creating wave patterns, experimenting with different media, practising mark making, and drawing from observation.

P.E.

Ball Skills: Develop confidence in rolling, throwing, catching, bouncing and kicking balls. They will improve their coordination, accuracy and control through games, target activities and partner work.

Gymnastics (Animals): Explore animal movements, balance and travelling safely using apparatus, developing coordination and confidence.

Computing

Make a floor robot move using button input; explain what a command card is and predict what the robot will do; plan algorithms to make a robot interact with objects; create accurate algorithms to move a robot with precision; find and fix errors (debug) in algorithms and test their outcomes; plan and run algorithms that help a floor robot achieve a set goal.

Music

Embed the foundations of the interrelated dimensions of music through singing and playing instruments. Sing the song 'Hey You' and play simple instrumental parts within it. Improvise using voices and perform short compositions. Learn the song 'Rhythm in the Way We Walk' and develop confidence in performing a rap.

Phonics

- Daily Read Write Inc sessions in ability groupings
- Speed sound lesson
- Shared reading of book based upon sounds being taught
- Daily writing activity
- Daily handwriting
- Half termly assessment

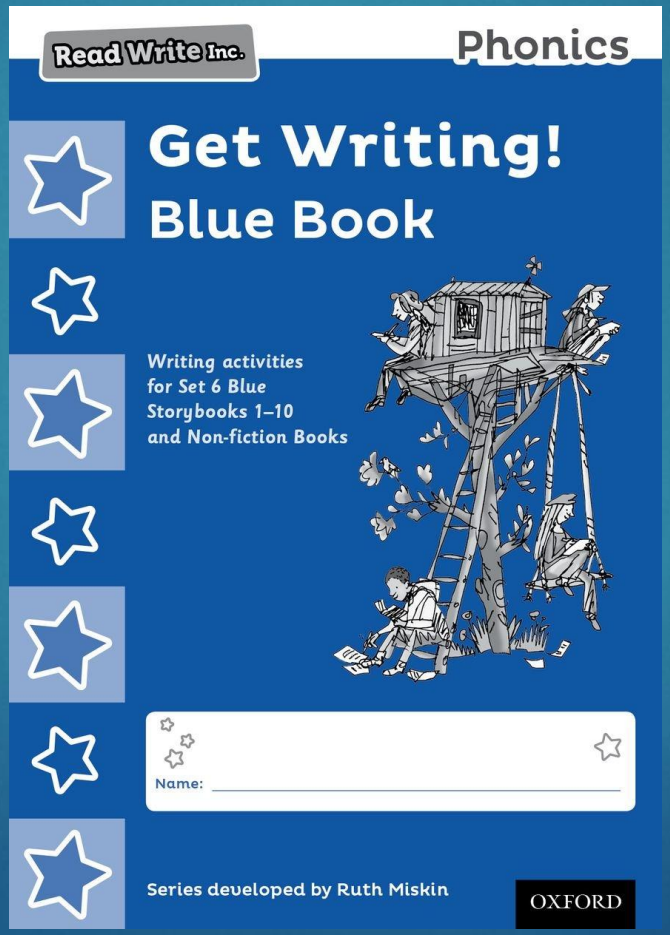
Reading

- Read everyday
- Record in reading record
- Ask questions for meaning
- Clarify vocabulary, character's feelings etc
- Read stories together for enjoyment
- Encourage sounding out unfamiliar words and blending
- **Books will be changed every 3-5 days depending on the group your child is in.**

Read Write Inc

- Once the children have completed Read Write Inc, they move onto Read Write Inc comprehension and then onto English lessons.







Year 1 Reading Objectives

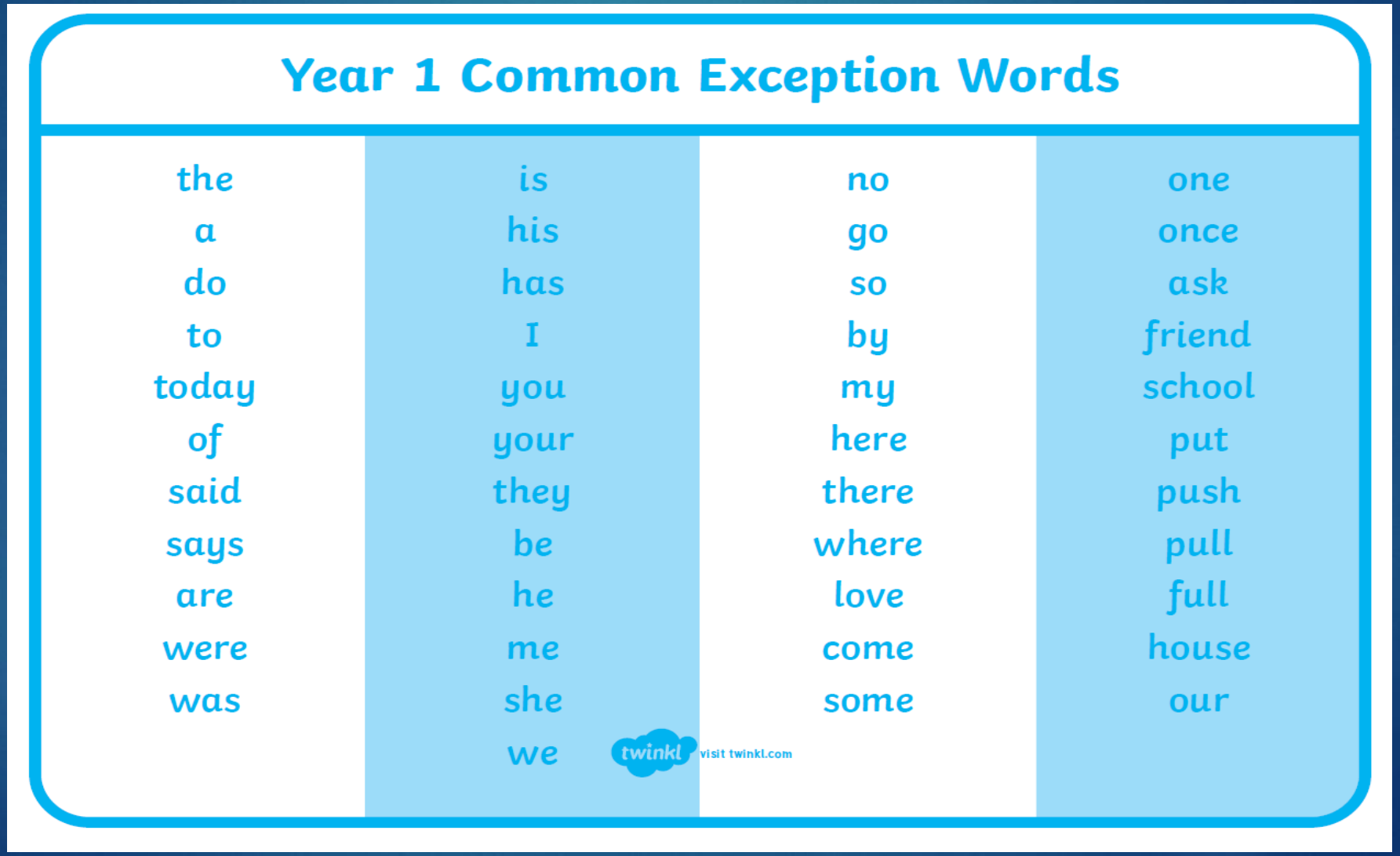
Year 1 Reading Checklist

Working at the expected standard:

Pupil(s) are beginning to independently apply their knowledge and skills:	
To blend sounds in unfamiliar words using the GPCs that they have been taught.	
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes.	
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
To read words containing taught GPCs.	
To read words containing -s, -es, -ing, -ed and -est endings.	
To read words with contractions (for example, I'm, I'll, we'll).	
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.	
To re-read texts to build up fluency and confidence in word reading.	
To continue to demonstrate a pleasure in reading and a motivation to read.	
To link what they have read or hear read to their own experiences.	
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	
To retell familiar stories in increasing detail.	
To recite simple poems by heart.	
To discuss word meaning and link new meanings to those already known.	
To check that a text makes sense to them as they read and to self-correct.	
To predict what might happen on the basis of what has been read so far.	
To begin to make simple inferences.	
To discuss the significance of titles and events.	
To join in discussions about a text, take turns and listen to what others say.	

Common Exception words also known as 'Red words' .

These are words that children will need to learn on sight because they contain parts that are not decodable.



Phonic Screening Test

- Your child will be participating in the phonics screening check in June.
- It is short assessment to determine how well each child can use the phonics skills they have learned in year 1.
- The Year 1 phonics screening check is not a formal test, but a way for teachers to ensure that children are making sufficient progress with their phonics skills to read words and that they are on track to become fluent readers who can enjoy reading for pleasure and for learning.
- They will be tested on 40 words both real words and alien words.

Writing

- Writing within the phonics lessons- Read Write Inc
- Daily writing sessions – hold a sentence, build a sentence, group writing
- Weekly creative writing sessions – based upon text the children have been reading during the week.
- Build up through the year to teach skills of writing in different genres: non chronological reports, letters, narratives, recounts etc.
- Writing across the curriculum
- Encourage writing at home- shopping lists, thank you letters, cards and play.
- Try to encourage:

1. Use their phonic knowledge to write words and simple sentences.
2. Read what they have written to check it makes sense.
3. Remember to leave spaces between words and punctuate sentences with a capital letter and a full stop.

Year 1 Writing Objectives

Year 1 Writing Checklist

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		
To use adjectives to describe.		
To use simple sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Has an awareness of and is beginning to use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
To spell most words containing previously taught phonemes and GPCs accurately.		
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		
To use -s and -es to form regular plurals correctly.		
To use the prefix 'un'.		
To add the suffixes –ing, -ed, -er and –est to root words (with no change to the root word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		

Maths

- We use the teaching for mastery approach.
- Daily mastering number sessions to develop quick recall of facts, in particular numbers to 100, number bonds to 10 and 20, counting in twos, fives and tens.
- Daily fluency sessions focussing on number and place value, addition, subtraction, multiplication, division and fractions.
- Daily sessions also allow children to practise the skills they are learning and to apply these skills in different ways, e.g. reasoning, problem solving, calculations involving missing numbers, true or false, explanations.
- A good understanding of number is essential to move from concrete understanding (using apparatus) to abstract understanding.

  - Recognising and writing numbers to 100
  - Number bonds to 10 and 20
  - Doubles and halves to 20
  - Place Value –tens and ones
  - Subitising – the ability to look at a small number of objects and instantly recognise how many there are without needing to count.
  - One more and one less/ ten more and ten less
  - Adding by counting on. Subtracting by counting back
  - Partitioning -a way of splitting numbers into smaller parts to make them easier to work with
  - Mathematical language

Year 1 Maths Objectives

Year 1 Maths Assessment Group Checklist National Curriculum Aims Name						
Number and Place Value						
I can count to and across 100, forwards and backwards, beginning from any given number.						
I can read and write numbers from 1 to 20 in numerals and words.						
I can count, read and write numbers to 100 in numerals.						
I can count in multiples of 10.						
I can count in multiples of 5.						
I can count in multiples of 2.						
I can identify one more and one less than a given number.						
I can identify and represent numbers using objects, pictorial representations and a number line.						
I can use the language of: equal to, more than, less than, fewer, most and least.						
Addition and Subtraction						
I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.						
I can add and subtract one-digit numbers to 20, including zero.						
I can add and subtract two-digit numbers to 20.						
I can represent and use number bonds and related subtraction facts within 20.						
I can solve one-step problems involving addition, using concrete objects and pictorial representations.						
I can solve one-step problems involving subtraction, using concrete objects and pictorial representations.						
I can solve missing number problems, such as 7 = ? – 9.						

Multiplication and Division						
I can solve one-step problems involving multiplication, using concrete objects.						
I can solve one-step problems involving multiplication, using pictorial representations.						
I can solve one-step problems involving multiplication, using arrays (with adult support).						
I can solve one-step problems involving division, using concrete objects.						
I can solve one-step problems involving division, using pictorial representations.						
I can solve one-step problems involving division, using arrays (with adult support).						
Fractions						
I can recognise, find and name half of an object.						
I can recognise, find and name half of a shape.						
I can recognise, find and name half of a quantity.						
I can recognise, find and name a quarter of an object.						
I can recognise, find and name a quarter of a shape.						
I can recognise, find and name a quarter of a quantity.						
Measurement						
I can compare, describe and solve practical problems involving measures.						
I can measure and begin to record lengths and heights.						
I can measure and begin to record mass/weight.						
I can measure and begin to record capacity and volume.						
I can measure and begin to record time in hours, minutes and seconds.						

I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.						
I can recognise and know the value of different denominations of coins and notes.						
I can recognise and use language relating to dates, including days of the week, weeks, months and years.						
I can sequence events in chronological order using language such as before, after, next and first.						
Geometry - Properties of Shapes						
I can recognise and name common 2D shapes, such as rectangles (including squares), circles and triangles.						
I can recognise and name common 3D shapes, such as cuboids (including cubes), pyramids and spheres.						
Geometry - Position and Direction						
I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.						
Notes						

How we Assess pupils

- **End-of-Term Assessment Overview**
- **Daily formative assessment** to check understanding and ensure appropriate challenge
- **Misconceptions addressed immediately** through responsive teaching
- **Ongoing assessment informs future planning** and next steps
- **Targeted interventions ('Over-teach')** provided for pupils needing additional support
- **Read Write Inc assessments every half term** to ensure children are working at the correct reading/writing level
- **Cold tasks at the start of each unit** to capture initial understanding
- **Hot tasks at the end of each unit** to evidence progress
- **RE cold and hot tasks** based on a unit's *Big Question*

Home-Learning

- Homework book will be sent home fortnightly. Please return by date on top of the newsletter.
- Reading books will be sent home every 3 days or 5 days depending on the phonics group your child is in.
- A Maths task to do every two weeks and a project every half term.
- Communication via Evidence Me. Newsletter will also be uploaded here.
- Website also a good place to look for photos and news/events.

Home-Learning Tasks Year 1

Maths Due Wednesday 16th July

Dear Parents and Carers,

In Maths, the children have been learning about time. They have learnt about O' Clock and half past. Some children are beginning to understand quarter past the hour too. Please could you help reinforce this at home if you have an analogue clock. We have also talked about how these times can be represented on a digital clock for example half past 3 would be 3:30 and they are beginning to understand 30 minutes is half of an hour. Please could they complete the following time worksheet.

Next Tuesday please could the children come to school in their PE kit. They will be doing a range of multi skills activities with Mr. Mason.

Many thanks
Mrs Urding

Time to Talk: RE

Last week, we learned about the Islamic religion.

What is the name of the holy book of Islam? The Quran.

What is the Arabic word for God in Islam? Allah.

Who is the last prophet of Islam? Prophet Muhammad (peace be upon him)

Time to Talk: Science

Senses:

How does the ear help us hear sounds? The ear captures sound waves and converts them into signals that the brain can understand.

What are the three main parts of the ear? The outer ear, middle ear, and inner ear.

Why is it important to protect our ears from loud noises? Loud noises can damage the delicate structures inside our ears, leading to hearing loss

Time to Talk: History

Who was Matthew Henson? Matthew Henson was an explorer who travelled to the North Pole.

Who did Matthew Henson explore the North Pole with? He explored the North Pole with Robert Peary.

What is the North Pole?The North Pole is the very top of the Earth, where it is very cold and covered in ice.

Half-Term Project: Please choose one of the following:

Due Date for Project: 9th July

- You could make a poster about an explorer of your choice.
- We will very soon be learning about time, so you could make your own clock.
- We will also be learning about position and direction in Maths, so you could make your own treasure map with instructions on how to reach the treasure. Be as creative as you like!

PE

- Bring kits in on Monday ready for Thursday
- PE on Thursdays
- Children will come home in their PE kits on Thursdays
- Please could your child bring appropriate kit for their sports clubs



Upcoming dates

- 🍎 **Autumn Term –Whole-School Events**

- **Monday 7th – Friday 11th September** – STEM Discovery Week
- **Thursday 24th September** – Beginning of Term Mass @ 10am + Macmillan Coffee Morning
- **Monday 12th October** – Harvest Festival @ 9:15am
- **Friday 23rd October** – Break up for half term
- **Monday 9th November** – Parents Evening
- **Tuesday 10th November** – Parents Evening
- **Monday 16th – Friday 20th November** – Anti-Bullying Week
- **Friday 20th November** – Children in Need
- **Friday 20th November** – Pyjama Day & Movie Night
- **Tuesday 8th December** – Reception & KS1 Nativity
- **Thursday 10th December** – Christmas Dinner Day
- **Friday 11th December** – Christmas Fayre
- **Thursday 17th December** – End of Term Mass
- **Friday 18th December** – End of Autumn Term – Christmas Holidays

Year 1 Events Only

Tuesday 15th September – Year 1 @ Community Gardens (PM)
Friday 9th October – Cheltenham Literature Festival
Monday 19th October – Library visit
Wednesday 21st October – Years 1 & 2 at Ross Library for storytelling @ 11:15am
Thursday 22nd October – Year 1 to attend Mass
Thursday 10th December – Year 1 to attend Mass

Thank you for attending