



Welcome to Jemison Class!

Miss Riden

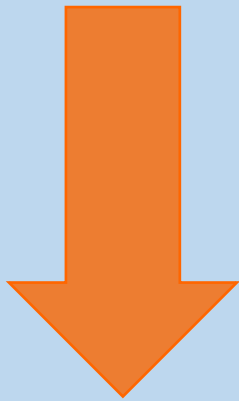
Mrs Dunkley - TA






# Class Timetable

Year 1 timetable 2024-25

	8:45 – 8:50am	8:50 – 9:10am	9:10 – 9:40	9:40 – 10:00	10:00 – 10:15	10:15 – 11:00	11 - 12	12:15 – 1:05pm	1:05 – 1:20	1:20 – 2:10	2:10 – 3pm	3 – 3:15pm
Monday	Register and DEAR	Collective Worship: Celebration Assembly	Phonics	Little Wandle	BREAK	Maths	English	LUNCH	NCETM	RE	PSHE	CLASS STORY
Tuesday	Register and DEAR	Collective Worship	Phonics	Little Wandle		Maths	English		NCETM	Science	Music	
Wednesday	Register and DEAR	Collective Worship	Phonics	Little Wandle		Maths	English		NCETM	PE	History/ Geography (Alternate half-term)	
Thursday	Register and DEAR	Collective Worship	Phonics	Little Wandle		Maths	English		NCETM	PE	Computing	
Friday	Register and DEAR	Collective Worship	Phonics	Little Wandle		Maths	English		NCETM	Art/ DT (Alternate half-termly) 1:20 – 2:45	2:45 – 3pm SHARED DEAR	



# Long term plans

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>GEOGRAPHY</b>	<p><b>Spatial Sense</b></p> <p>To know that an aerial view means to look at something from above.</p> <p>To describe location.</p> <p>To understand that maps tell us the location of different places.</p> <p>Compass point can be used to show direction.</p> <p>To understand what makes a good map.</p> 		<p><b>The UK</b></p> <p>To understand that the United Kingdom is a union of four countries.</p> <p>To know Scotland is one of the countries in the United Kingdom.</p> <p>To know Wales is one of the countries in the United Kingdom.</p> <p>To recognise Northern Ireland as one of the countries of the United Kingdom.</p> <p>To recognise England as the country in which we live.</p> 		<p><b>The Seven Continents</b></p> <p>To know that continents are very large areas of land.</p> <p>To know that oceans are large areas of water.</p> <p>To identify the poles and the equator.</p> <p>To know that the continents are diverse.</p> <p>To recognise Europe as one of the world's seven continents.</p> 	



# Long term plans

## HISTORY

### Flight Explorers

To identify all four countries in the UK and surrounding/oceans.

To identify the capital cities of each of the four countries of the UK.

To explore the history of transport over time and the first flight of the hot air balloon and aeroplane.

To learn about the first hot air balloon flight in Paris by the Montgolfier brothers.

To find out how The Wright brothers came to make the first successful plane flight.

To compare modern day planes to planes of the past- how they have changed?

To learn about Amy Johnson as a significant individual.



### Old and New Toys

To learn how toys have changed in living memory and ways in which we can find out about the past.

To compare similar toys from different times and explain how they have changed over time.

To design and make a traditional toy.

To identify changes in living memory including the use of technology, safety and how this has affected how toys are played with.

To sort old and new toys and use words relating to passing of time.

To create a class toy museum – to share knowledge of old and new toys, to understand different roles in a museum.



### Castles

To find out about William the Conqueror, how he was the first English king and how he ordered the first building of castles.

To describe the features of a motte and bailey castle.

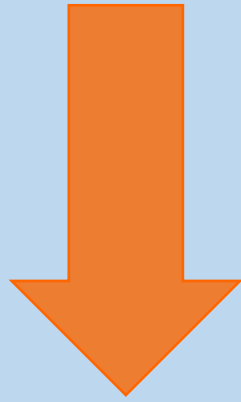
To look at the attack and defence features of a castle.

To find out about daily life in a castle and the different roles that people had.

To write a job description for a job in a castle.

To design a crest for my own knight.





# Long term plans

<p><b>SCIENCE</b></p>	<p><b>The Human Body</b>          To know our body has five senses.</p> <p>To know that we use our eyes to see.</p> <p>To know that sounds travel through our ears to send messages to our brain.</p> <p>To know that our senses help us to understand the world around us.</p> <p>To understand that some people have problems with their senses, such as blindness or deafness.</p>	<p><b>Animals and their Needs</b>          To name and describe common animals.</p> <p>Scientists group animals according to their features.</p> <p>To understand that we can group animals according to what they eat.</p> <p>To describe the needs of a pet.</p> <p>To describe an animal using scientific words.</p>	<p><b>Taking Care of the Earth</b>          To describe different ways that we damage the Earth.</p> <p>To know that there are natural and manufactured resources that people on Earth use.</p> <p>To identify logging as a way of harvesting the Earth's natural resources.</p> <p>To know that people create pollution which can harm the environment.</p> <p>To know that recycling means turning used things into something new.</p>	<p><b>Materials and Magnets</b>          To recognise everyday materials.</p> <p>To identify the properties of materials.</p> <p>To explain why materials are chosen for specific tasks.</p> <p>To understand that materials can be sorted according to whether they are or are not attracted to magnets.</p> <p>To investigate which materials would be most suitable for (insert purpose).</p>	<p><b>Plants</b>          To know what <u>plants</u> need in order to grow.</p> <p>To name and describe parts of a plant.</p> <p>To understand that plants spread their seeds to make new plants.</p> <p>To understand that some trees are evergreen, and some are deciduous.</p> <p>To recognise which parts of plants we eat.</p>	<p><b>Seasons and Weather</b>          To name and describe the four seasons.</p> <p>To know that tools are used to gather information about the weather.</p> <p>To present data using a graph.</p> <p>To know there are different types of cloud.</p> <p>To understand that weather forecasts help people to prepare for different kinds of weather.</p> <p>To understand that certain types of weather can be dangerous.</p>
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# Long term plans

## Autumn Term

<p><b>DESIGN AND TECHNOLOGY</b></p>	<p><b>Mechanisms Sliders and Leavers</b></p> <p>To explore and evaluate a collection of books and everyday products with moving parts.</p> <p>To understand that different mechanisms produce different types of movements.</p> <p>To develop, model and communicate their ideas through drawings and mock ups with card and paper.</p>	
<p><b>ART</b></p>		<p><b>Drawing/Painting/Collage Spirals</b></p> <p>I can draw from my <u>finger tips</u>, my wrist, my elbow, my shoulder, my body.</p> <p>I can make a drawing using a continuous line for a minute or two.</p> <p>I can draw from observation for a few minutes at a time.</p> <p>I can make different marks with different drawing tools.</p>

<p><b>MUSIC</b></p>	<p><b>Charanga</b> <b>Hey you (Old School Hip Hop)</b></p> <p>In this unit the children will begin to recognise and name instruments that they can hear in a song. They will listen to hip hop style music, find the pulse within the song and march and be an animal in time with the pulse. The children will additionally clap the rhythm of their names and copy back clap rhythms.</p>	<p><b>Charanga</b></p> <p>In this unit the children will select a Christmas themed song which they will use their voices expressively to sing the song. They will then continue to rehearse the song so that they can perform in to their peers during the Christmas celebrations.</p>
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<p><b>RE</b></p>	<p><b><u>How might your worldview be seen in the choices you make?</u></b></p> <p>What does it mean to live well together.</p> <p>What guides others to live well together.</p> <p>What actions do people take to live out their values.</p> <p>How do express their worldviews to others.</p> <p>How do people show their personal responsibility in their faith.</p> <p>How might a worldview influence how someone chooses to live.</p>	<p><b><u>Why does Christmas matter to Christians?</u></b></p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally <u>have to</u> be thankful for at Christmas time.</p>
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The complete long term plan can be found on the Jemison Class Page on the school website.



# Important Information

- Wednesday morning you will be greeted by Mrs Kermode, who will teach the children their usual morning lessons.
- PE days are Wednesday and Thursday afternoons, so please ensure children come to school in PE kits.
- Water bottles are essential - please ensure they are named.



# Important Information









## Little Wandle

- The children will bring home the book they have been reading in school on a **Friday**.
- It is important that the book from the previous week is returned on the **Friday** to ensure other groups can use these books.
- Children will also have the opportunity to chose a book of their choice from the library to read for pleasure.
- The children will receive phonics homework on Fridays, following on from their learning during the week.



# At the end of year 1

- Phonics screening check beginning the week of Monday 9<sup>th</sup> June 2025

Section 2	Section 2	Section 2	Section 2
globe	vair 	plunt 	visit
teams	cloat 	flards 	fabric
bowl	tirt 	spran 	trapeze
chase	whike 	splew 	concrete

- There will be a phonics meeting on Thursday 19<sup>th</sup> September at 9:00.



## Some stark statistics...

Between the ages of 2 and 6, there is both large variation as well as a rapid growth in language comprehension and its component skills. Young children typically gain several words each day, acquiring vocabulary at an astonishing rate. By the time they begin school, some children will have heard millions of words. The number of words that a child has heard and can speak by the age of three is a predictor of later language development, so the early vocabulary gains are critical. Research indicates that wider vocabulary comes from wealthier families – with some stark statistics about the impact of parents reading with, and to their children: Here's how many words a child would have heard by the time they were **five years old**:

- *Never read to: 4662 words*
- *Read to 1-2 times per week: 63 570 words*
- *Read to 3-5 times per week: 169 520 words*
- *Read to daily: 296 660 words*
- *Five books per day: 1 483 300 words*



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# How can you help at home?

- Read with your child as often as possible - please record this in the reading diaries.



Questions?