

# **NORTH CHESHIRE JEWISH PRIMARY SCHOOL**

## **Working in Key Stage 1**

### **Year One**



# Year One

Year One is the first year with in Key Stage One (infants).

The curriculum and assessment of progress is set by the Government.

We are following the new guidelines for the current National Curriculum.

The curriculum, class environment and daily routines support the flow from Reception to Year One so that children settle in as quickly as possible.

The children are encouraged to work independently at the tables in small groups and to the best of their ability.

The Key Stage One curriculum includes English, (speaking and listening, reading, writing, spelling, handwriting, phonics, grammar and punctuation), Mathematics, Science, Computing, History and Geography topics, Art and Design Technology, P.E. (games, dance and gymnastics), PSHE (Personal, Social and Health Education), Jewish Studies and Ivrit.

All these areas, where possible, are approached in a cross-curricular fashion.

## **Year One topics of work include:**

### **Science:**

- Animals including humans
- Growing plants
- Everyday Materials
- Seasonal Changes

### **History:**

- What changes have happened to our school? – changes in living memory
- Shops in our local area- changes in living memory
- Seaside through the years- changes in living memory

### **Geography:**

- Local area
- Map work
- Comparing and contrasting landscapes/ villages in the local area with abroad
- Studying the coast / the seaside/ changes in the seasons

The children will also follow the National Curriculum in: Computing, Art, Design Technology, Music, PE and Dance.

**These are the general expectations by the end of Year 1. However, to reflect the wide range of ability, there are opportunities to extend and scaffold where appropriate.**



## English:

- good speaking and listening skills
- able to write a simple story independently
- apply phonic knowledge and skills as the route to decode words
- re-read books to build up their fluency and confidence in word reading.
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- discussing word meanings, linking new meanings to those already known
- checking that the text makes sense to them as they read and correcting inaccurate reading
- predicting what might happen on the basis of what has been read so far
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- re-reading what they have written to check that it makes sense
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark



## Mathematics:

- form digits 0-9 correctly
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- understand tens and units
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
- know and use 2D and 3D shapes
- start work on measuring
- look at tables/organising data
- recognise and know the value of different denominations of coins and notes
- time (hours, minutes and seconds)
- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- describe position, direction and movement, including whole, half, quarter and three-quarter turns

# Phonics

**We are now following the Rocket Phonics Programme. Please see separate handout.**

## **What is phonics?**

- Skills- segmenting and blending
- Knowledge- alphabetic code (how the sounds are represented by letters)
- Concepts- how the code is used in decoding and spelling

## **Phonics Screening**

- The screening check is for all Year 1 pupils
- The test will be administered week commencing in June 2025
- The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.
- All children need to be able to identify sounds associated with different letters, and letter combinations, and then blend these sounds together to correctly say the word on the page. The same skill is needed whether the word is a real word or a non-word.

## **What happens if my child does not meet the standard?**

- The screening check will identify children who have phonic decoding skills below the level expected for the end of Year 1 and who therefore need extra help. Schools will be expected to provide extra help and children will then be able to retake the assessment in Year 2.

## **What can be done at home?**

We will send resources home to help your child with phonics.



## Homework

Homework will be given each Friday. It will be work to reinforce what we are doing in class. It needs to be back in school for the following Wednesday **at the latest**, in order to be marked before the next piece of homework is given out. All writing should be completed in pencil only, unless otherwise specified. Please do not allow your children to use biro or felt tips.

Homework will alternate between English and Mathematics work and sometimes it will be Science or History/Geography depending on topics. Please supervise your child completing their homework but do not do it for them. Supervision will ensure that your child gets the best out of the homework and you will be able to see if they are unsure of any concepts. We would appreciate a little note at the bottom of the sheet, indicating how much support was needed to complete the work.

## Holidays/Attendance

Attendance in school is a legal requirement and you must make every effort to ensure your child arrives on time. School start time is 8.45am. It is not acceptable to take holidays in term time. The education welfare officer checks school attendance regularly and unauthorised time taken is noted and will go on your child's record.

If there are emergencies (other than illness) you need to write in and the Head teacher will consider authorising absence under certain circumstances.

## PE Kits

The class has PE once a week on a **Tuesday** and sometimes additional days depending on weather and hall availability. Please ensure that your child comes to school on these days in their PE kits. We will also be given sessions with the Sports coaches during the year.

A correct PE kit includes;

- The correct sized pumps
- Navy T-shirt (with school house colour logo)
- Blue / black shorts/tracksuit bottoms

Please make sure that each item of clothing has your child's name clearly written.

MRS CHEIN 2024-2025

# JEWISH STUDIES

## Year 1

### Chagim - Festivals

Each festival will be learnt about in detail and your child will make a hands on craft to take home. Festivals will be celebrated in school as well.

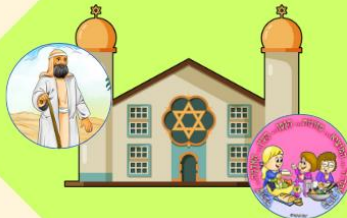


### Parsha of the week

Each week we learn the Parasha of the week and take a lesson from the Parasha that is meaningful and applicable to the children

### Tefillah - Prayer

We will continue learning the morning Brachot and learn the understanding of the Brachot and the Shema. We sing the first 2 paragraphs of Birchat Hamazon every day after lunch.



### Projects

We will learn about Avraham and his family. We will learn the different Brachot on the food groups. We will learn all about the Beit Hakneset - the Shul.

### Hebrew Reading

We will review all the Aleph Bet and learn the concept of Nekudot - sounds under the letters and start to read words.

**Each week your child will bring home a Hebrew reading folder. Please spend 5 min per week reading with your child it will make a huge difference**



### Jewish Spiritual Development

To understand who Hashem is and that He created the world and everything in it. To understand we have to thank Hashem for all that we have. To be mindful and grateful for everything that we have.

# Ivrit (Hebrew) Modern Foreign Language

## Year 1 - Introduction

In Ivrit lessons, we want our children to develop a love of learning languages and to have a secure knowledge and understanding so that children are confident to use Ivrit both orally (for speaking and listening) and in early reading and writing. At NCJPS we want children to develop language learning skills which can be applied to learning other new languages and to develop curiosity about different cultures. Learning an additional language opens doors and provides more opportunities for our children to develop a greater understanding of the world and their place in it. Learning Ivrit also helps to promote a wider cultural awareness of the community that the children are part of, enhances the Zionist ethos of the school and create links with the State of Israel.

***‘You live a new life for every language you speak. If you only know one language, you only live once.’*** (Czech proverb)

### Core threads

- Speaking and listening
- Reading and writing
- Language learning skills
- An appreciation of Israeli culture and artefacts

### Links to reading

- Authentic Hebrew children’s books and texts
- Scripts for performances
- Information texts
- Lyrics of Hebrew and English songs
- Bilingual dictionaries

### Inclusive Practice

The emphasis in Ivrit is on speaking and listening in the first place, which lends itself to an equitable teaching and learning experience. New content is always introduced by means of songs, games and practical activities which means all children can access it. Reading and writing is scaffolded so that all can succeed. All work is differentiated to allow for the broad range of exposure to Ivrit in our context.

We offer a different programme for Israeli children/Hebrew speakers, newcomers to the school with no previous knowledge of Hebrew.

## Sequence of learning

### Early Years

Ivrit education starts in Reception, where sounds of letters are taught phonetically. Children are also introduced to key cultural milestones within Israeli society, with Yom Ha'atzma'ut (Independence Day) and Yom Hazikaron (Remembrance Day) being the highlights of the cultural education. Concepts are taught through a variety of song, dance and play.

### Key Stage 1 (KS1)

Hebrew vowels and Hebrew script are introduced and the language skills are developed progressively. Homework is introduced to reinforce concepts.

### Key Stage 2 (KS2)

In Key Stage 2, children are encouraged to speak, understand, read and write more complex sentences, engage more actively with the cultural aspects of Israeli society by being involved with Israeli dancing, Israeli music including famous Hebrew songs. Opportunities to be involved in productions and presentations are regularly given.

School wide displays in secular studies, classrooms and corridors, further enhance the cultural appreciation and language acquisition. Children are introduced to Hatikvah (the Israeli National Anthem) from Reception, as a song of hope and pride in the Jewish homeland.

## Ivrit (Hebrew) Modern Foreign Language – Year 1

### Autumn Term

- Revision in class, using the Recap Booklet (at the front of your child's yellow book) of work learned in previous year/s, and at home, tests, spelling, one-to-one assessments
- Learning new letters and words, reading and writing
- Reading and writing various combinations of letters
- Names of body parts
- Colours (10)
- Counting to 1-20
- Action songs related to new words and topics
- Instructions given in Hebrew
- Looking at objects and pictures and saying the Hebrew word for them
- Work on the different festivals, Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah, Chanukah and related words and songs
- Homework, once a week in yellow books to be handed in on Monday morning

### **Spring Term**

- Revision of all the work done last term, revision of all the letters
- Listening and undertaking more complicated Hebrew instructions
- Work on the festivals, Tu Bishvat, Purim and Pesach
- New topic, 'My family'
- Developing further counting in Hebrew
- New Hebrew vocabulary and songs
- Ongoing assessments: verbal assessment for speaking/pronunciation and listening, spelling tests and reading different combinations of sounds
- Reading assessment in groups and one-to-one
- Homework, once a week in yellow books to be handed in on Monday morning

### **Summer Term**

- Revision in class and at home of all the work done last term, tests, spelling, one-to-one assessments
- Reading different combinations of letters from the alphabet and using final letters
- Work for the 'Best Book'
- Work on the festivals of Yom Ha'atzma'ut, Lag-Ba Omer and Shavuot
- Homework, once a week in yellow books to be handed in on Monday morning