

An underwater scene with several sharks swimming in clear blue water. The sharks are silhouetted against the bright light filtering down from the surface. One large shark is in the foreground, swimming towards the right. Another large shark is in the upper center, and a smaller one is below it. The water is a vibrant blue-green color.

**Welcome to Year One  
Eugenie Clark Class**

# Eugenie Clark - The Shark Lady



Eugenie Clark grew up spending her weekends at the aquarium. Her father died when she was two, so her mother had to get creative with babysitting. When Clark was around nine years old, her mother would drop her off at the New York Aquarium before heading to work at a newspaper stand. Wandering around the old aquarium, Clark developed a love for all things ocean and wished that she could swim with the sharks in the glass tanks.

As an adult, she brought this dream to life and conducted 72 submersible dives and countless more using Scuba gear, where she studied marine life, including sharks. She was one of the only ichthyologists, or fish biologists, of her time to study living specimens in this way.



# Year One Staff



**Mrs Clark and Mrs Gilham**  
**Engine Clark Class**

## Teachers



**Mrs Lucas and Mrs Turner**  
**Greta Thumberg Class**



**Mrs Snelling**

## Support Staff



**Mrs Bourne**

# **PE, Forest School and PPA Information**

**PE is every Monday afternoon. PE kits need to come in at the beginning of each half term and they will get sent home at the end of the half term.**

**PPA (Teacher planning time out of class) is on a Wednesday morning. During the time we are out of class the children will alternate between forest school/ICT and Mrs Blackburn/Sporty Stars every half term.**

**Forest school and ICT will be in Autumn 1, Spring 1 and Summer 1. Forest school kits will need to come in with the children every Wednesday of the first terms. They do not stay in school.**

**Mrs Blackburn and Sporty Stars will be in Autumn 2, Spring 2 and Summer 2.**



**Key Humanities Questions**

Where do we live and what's so special about it?  
How far have you travelled around the UK?  
How many different ways can you travel?  
Has it always been easy to travel?  
How have cars, buses and trains changed over time?

**Key Science questions**

Why are there so many leaves on the ground in autumn?  
What changes do we see in each season?  
What would you need to do to become a weather presenter?  
Can you create music which captures different weather patterns?  
Why are so many of things you enjoy doing dependent on the time of year and weather?

**As Historians can we...?**

Put up to three objects into chronological order?  
Use words, phrases, like old, new and a long time ago?  
Talk about things that happened when they were little?  
Know that some objects belong to the past?  
Give a plausible explanation about what an object was used for in the past?  
Can the begin to identify the main differences between old and new objects?

**As Scientists can we...?**

Talk about what we see, hear, touch or taste?  
Use simple equipment to help make observations?  
Perform a simple test?  
Talk about what we have done?  
Put some information in a chart or table?  
Recognise that electricity is an important source of light?  
Identify and name the sources of light?  
Explain what darkness is?  
Describe how the sun moves across the sky?

**As Writers can we...?**

Spell words using the phonemes that we know?  
Use capital letters and full stops in our writing?  
Begin to use punctuation such as: . ? ! CAP  
Use some basic descriptive language?  
Leave spaces between words?  
Join sentences with a connective such as: and, but, so

**As mathematicians can we...?**

Read and write 1 to 100 in numerals?  
Identify and continue simple patterns in shape colour and number?  
Add and subtract in ones using practical resources?  
Add and subtract in tens and ones using a structured number line?  
Solve addition and subtraction 1 step word problems using apparatus?  
Recognise odd and even numbers?

**To develop our physical ability can we ...?**

Become aware of the space around us?  
Control a ball with our hands and feet?  
Follow instructions?  
Lift apparatus safely?  
Carry apparatus safely in a group?  
Place apparatus safely?  
Remember where apparatus goes?

**Using technology can we...?**

Become familiar with the keyboard?  
Log on or start a chosen program or application?

**As Readers can we...?**

Use our phonic knowledge to blend sounds together to read words?  
Answer straight forward questions about a story?  
Make simple predictions about the characters?  
Recognise how a character is feeling?

**To develop our religious and cultural understanding can we...?**

Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life?  
Explain the meaning of different beliefs and practices?

**As designers can we...?**

Create a simple design?  
Identify which materials we will need?  
Can you design and make a vehicle that can move?  
Work safely?  
Identify a way in which we could improve our build?

**As Musicians can we...?**

Use our voices to sing?  
Join in with singing?  
Look at our audience when we are performing?

# Reading in Year 1

In Year One, the children make good progress. In order to do this they must read as often as possible. This doesn't mean they have to finish their books everyday but reading to an adult for 10 minutes as often as possible is very important.

Reading books and reading records must be in school **everyday**.

If the book has been read, put in in the blue box.



If the book hasn't been read, leave it in your bag.



The children will be reading in groups (guided reading) and will be heard every day.



We're  
here to  
help!

**If you have any questions,  
please ask!**

**Email, ask at the door or  
post a question on the class  
stream.**

