

Welcome to Year 1



Our value this term is:
INDEPENDENCE

Daily Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Staff	Miss Tolmie, Mrs Cooper & Mrs Dhanjal	Miss Tolmie, Mrs Cooper & Mrs Dhanjal	Miss Tolmie, Mrs Cooper & Mrs Dhanjal	Miss Tolmie, Mrs Cooper & Mrs Johnson-Wernham	Miss Tolmie, Ms Patterson & Mrs Johnson-Wernham
8:45 – 9:00	Morning challenges Registration @ 8.55am	Morning challenges Registration @ 8.55am	Morning challenges Registration @ 8.55am	Morning challenges Registration @ 8.55am	Morning challenges Registration @ 8.55am
9:00 – 9:20	Phonics	Phonics	Phonics	Phonics	Celebration Assembly
9:20 – 10:10	English	English	English	English	Mile-A-Day 9:30-9:50
					9:50-10:10 Phonics
10:10 – 10:30	Assembly	Assembly	Assembly	Assembly	10:10-1:30 English
10:30 – 10:50	Break	Break	Break	Break	Break
10:50 – 11:10	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
11:10 – 12:00	Maths (mastering number 10 mins then curriculum content)	Maths (mastering number 10 mins then curriculum content)	Maths (mastering number 10 mins then curriculum content)	Maths (mastering number 10 mins then curriculum content)	Maths (mastering number 10 mins then curriculum content)
12:00 – 1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Afternoon	1:00 -1:50 Music	1:00-2:20 Science	1:00-2:00 RE with Miss Douglas	TOPIC	1:00- 2:00 PE
	1:50 – 2:10 Mile-A-Day		<i>AT PPA 1.00 – 3.00</i>		
	2:10-3:00 Computing	2:20-3:00 PSHE & Story	2:00-3:00 PE with Mrs Clarke-Buchanan	2:30 – 2:40 Mile-A-Day	2:00-3:00 TOPIC

Morning Routine

- Come in through Y1 back door.
- Hang up coats/hats etc.
- Hand in Reading Record and Reading Books (Mon&Thur).
- Book Bag in tray.
- Wash hands
- Morning work

It's really important to arrive in good time as the school day starts promptly at 9:00.

Phonics

- 20 minutes every morning
 - Review, teach, practise, apply
- Scheme: Lesley Clarke's Synthetic Phonics

Phase 5

- Section a – pure sounds as seen in hand outs
- Section b – pure sound revision and alternative sounds for letters
(i.e. a – ant, bath, angel, swan)
- Section c – alternative grapheme to phoneme representations (pre-cursor to spelling rules)
(i.e. /ai/ angel, gave, main, say)

Phonics

- **Outcome:** All Year 1 Children have to sit the national Phonics Screening Check in June.
 - Pure sounds! See video on website.
 - Section 1: Phase 2 and 3 and some consonant blends
 - Section 2: Phase 5, many consonant blends, polysyllabic
 - Real words and alien words – pure decoding

Interventions/ Catch-up

- Learning is individual
- Regular assessment to identify gaps that need support

Phonics

Additional support at school:

- Boosters during guided reading
- Independent classroom tasks
- Any individual needs identified and supported.

Additional support at home:

- Homework
- Reading record activities
- Online games at www.phonicsplay.co.uk (Picnic on Pluto/Buried Treasure)

Homework

Homework will be uploaded onto the Year 1 page on our website.

The screenshot displays a school website with a red navigation bar at the top. The bar contains links for Home, About Us, Safeguarding, OPEN DAYS, Parent Information, Our Curriculum, Our Classes, News, Calendar, and Contact. Below the navigation bar, there is a yellow section with a 'Website admin dashboard' button on the left and 'Add page' and 'Edit page' buttons on the right. The 'Our Classes' dropdown menu is open, showing options for RECEPTION, YEAR 1, and YEAR 2. On the left side of the page, there is a sidebar with the heading 'Our Classes' and a list of class levels: RECEPTION, YEAR 1 (highlighted), and YEAR 2. The main content area is titled 'YEAR 1' and features two portrait photographs of young women.

Home About Us Safeguarding OPEN DAYS Parent Information Our Curriculum Our Classes News Calendar Contact

Library Login Vacancies

Website admin dashboard

Add page Edit page



Our Classes

RECEPTION

YEAR 1

YEAR 2

YEAR 1



Example

Date: 21st October

Phonics (Read and Spell)

ie

pie

lie

untie

lies

dried

Letter-join

Pupil Home Access Login

Go to: www.letterjoin.co.uk

Login

Desktop

Tablet

Username: eg74422
Password: home

Username: eg74422
Password: Swipe Code L
(start top left)



Handwriting

Reading

Try asking

Try finding

Hand in :26th October

Maths (Key Instant Recall Fact)

Number bonds to 5

Homework top tips:

Set up a dedicated space/ indicating item. Set up a timetable.

Reading

Reading books/activities should:

- Be easy!
- Correspond to the phonics that the children have learnt
- Be 95% decodable to allow children to practise fluency and comprehension
- Be re-read to allow children to practise fluency and comprehension
- Word Reading vs Comprehension

Reading Practise

School

- Daily Guided reading activities (coming soon)
- English lessons (and most other lessons)
- Reading to volunteers (TBC)
- Reading activities around the classroom
- Daily Story time (inc. poetry and singing)

Home:

- Reading daily (school book, phonics/spelling practise, news or story time)
- Books are not expected to be completed in one sitting
- Repetition is invaluable for fluency and comprehension

Reading Records

- To be filled in each time reading is practised (this can include Phonics practice)
- Use the activities to develop reasoning skills
- Phonics sounds on middle page

Certificates

- Certificates are based on **effort** not ability
- Bronze: Filled in the whole record with comments from an adult.(168 boxes and there are 165 days of school)
- Silver: above criteria + completed all of the activities
- Gold: above criteria + comments from the child about their book (this can be dictated), their reading and their personal targets.

Reading Record Example

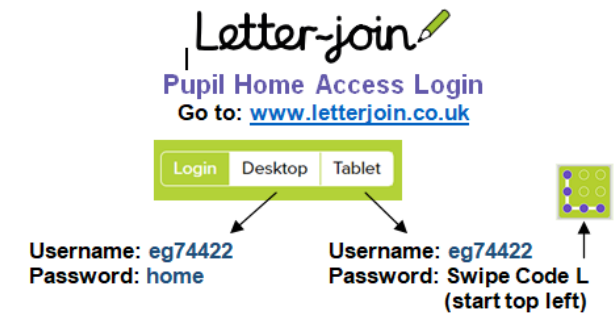
Date	Book Title	Comment
19.09	Max's Cat	Mark sounded out short words accurately. He needed support with his digraphs. Please can we keep the book one more day.
20.09	Max's Cat	"I think Max felt sad when he lost his cat." Mark and I discussed caring for pets and feelings.
21.09	Sam Sit	(written comment by child) Sam sat on the green chair.

Writing

- A focus for the whole school this year.
- Handwriting lessons once a week – Letter join
- Quality over quantity
- Tactics to improve confidence
- Interventions for any additional support

Support from home:

- Lots of finger strengthening activities (lego, threading)
- Compatible web page on iPad/tablet
- Any writing opportunities (shopping list, card, diary)



Maths

Teaching for Maths Mastery:

“children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.”

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10)				Number Addition and subtraction (within 10)					Geometry Shape	Consolidation	
Spring	Number Place value (within 20)		Number Addition and subtraction (within 20)		Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume			
Summer	Number Multiplication and division		Number Fractions		Geometry Position and direction	Number Place value (within 100)		Measurement Money	Measurement Time		Consolidation	

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Maths target cards to be set and sent home with instructions before half term.

Maths

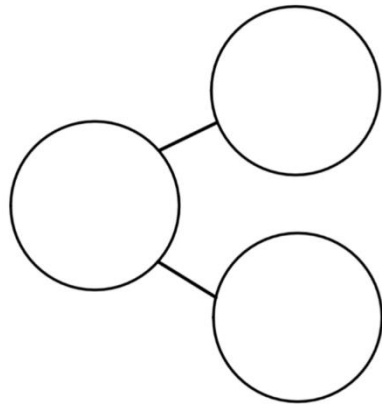
Lesson structure:

Review, teach, pair practise, reasoning

Big focus on vocabulary

Gain recall facts (supported by maths targets practised at home)

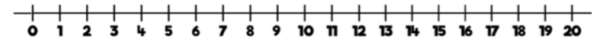
Mathematical models



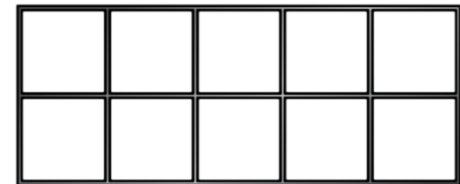
Part-Whole model



Bar model



Number track
(may be blank)



Ten Grid

Science



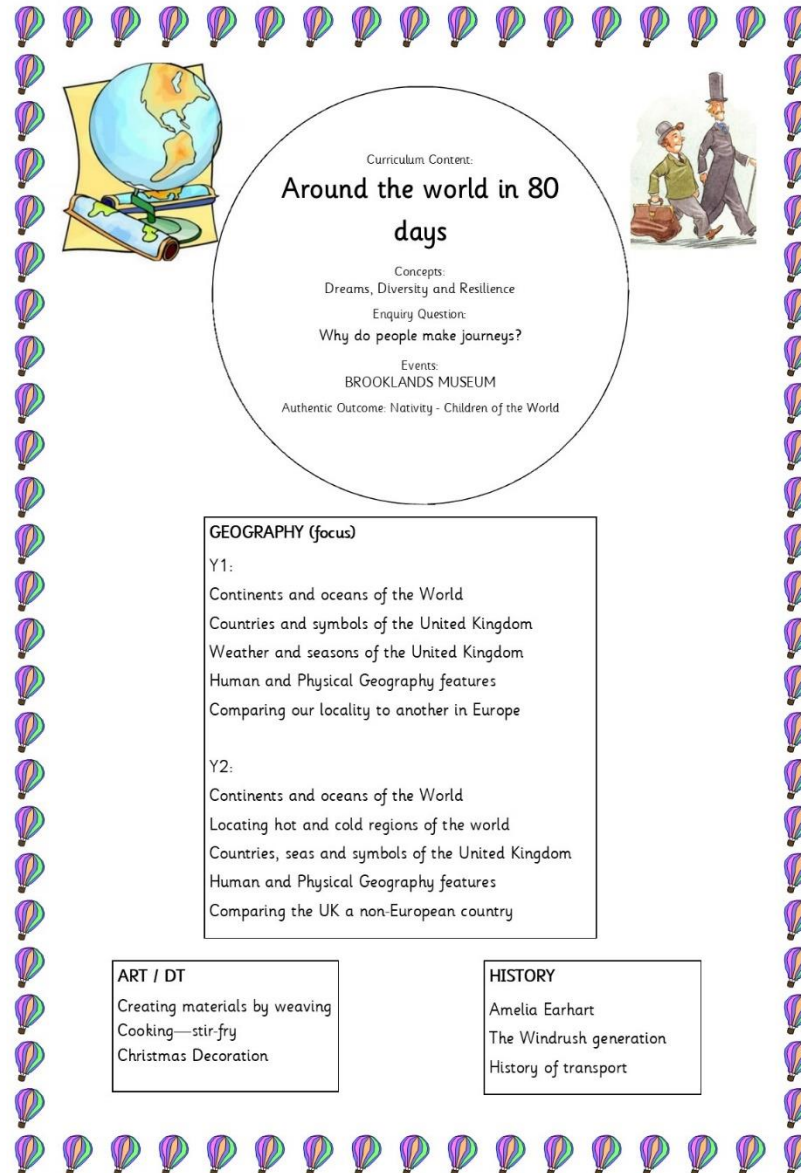
Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Autumn Topics

- Animals (applying knowledge to dinosaurs)
- Seasons including weather

Concept Curriculum



Curriculum Content:

Around the world in 80 days

Concepts:
Dreams, Diversity and Resilience

Enquiry Question:
Why do people make journeys?

Events:
BROOKLANDS MUSEUM

Authentic Outcome: Nativity - Children of the World

GEOGRAPHY (focus)

Y1:
Continents and oceans of the World
Countries and symbols of the United Kingdom
Weather and seasons of the United Kingdom
Human and Physical Geography features
Comparing our locality to another in Europe

Y2:
Continents and oceans of the World
Locating hot and cold regions of the world
Countries, seas and symbols of the United Kingdom
Human and Physical Geography features
Comparing the UK a non-European country

ART / DT
Creating materials by weaving
Cooking—stir-fry
Christmas Decoration

HISTORY
Amelia Earhart
The Windrush generation
History of transport

End of Year 1 Targets

Reading

read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
<u>read</u> many common exception words.*
read aloud many words quickly and accurately without overt sounding and blending
<u>sound</u> out many unfamiliar words accurately.
answer questions in discussion with the teacher and make simple inferences

End of Year 1 Targets

Writing

write sentences that are sequenced to form a short narrative (real or fictional)	
demarcate some sentences with	capital letters
	full stops
segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	
spell some common exception words*	
form lower-case letters in the correct direction, starting and finishing in the right place	
form lower-case letters of the correct size relative to one another in some of their writing	
use spacing between words.	

- Joined up writing taught later in the year if child is ready

End of Year 1 Targets

Maths

read and write numbers in numerals up to 100
partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them
add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$) • count in twos, fives and tens from 0 and use this to solve problems
know the value of different coins
<u>name</u> some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Thank you for joining me.