



# Welcome to Year 1



# Squirrels



Miss Bernard

Miss Soysa

Miss Lunn



Class Teacher



HLTA



Teaching Assistant

# Hedgehogs



Mrs Coulter

Miss Soysa

Miss Lunn



Class Teacher



HLTA



Teaching Assistant

# Purpose of this meeting

- ★ The similarities and differences between Reception and Year 1.
- ★ To inform you know how best to support your child.
- ★ What the year group expectations are.

# Readiness

As well as teaching The National Curriculum, so much of year 1's content is the unwritten curriculum. Within this year, the children move from play-based learning to more formal learning. We get them ready for this by explicitly teaching them:

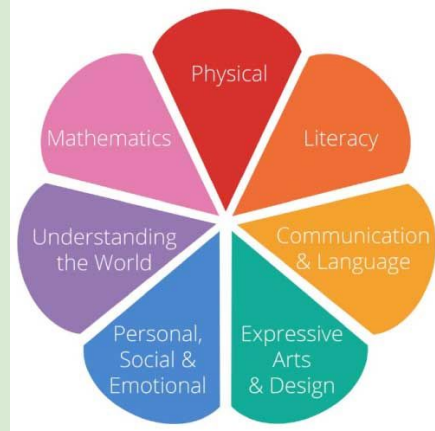
- ★ how to learn
- ★ how to sit on a chair
- ★ how to focus on an activity
- ★ how to work independently
- ★ how to write in a book and where the books go
- ★ how to organise themselves
- ★ to take responsibility for their belongings - water bottle, jumper, PE kit, reading book

As parents, you can support your child by:

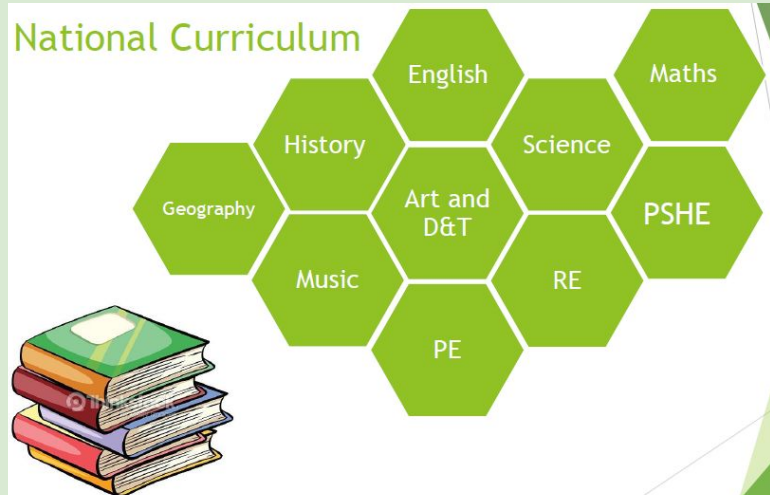
- ★ Asking your child to complete tasks and jobs at home that develop their independence.
- ★ Build their stamina for reading and writing. End of year expectations 15 mins.

# Similarities and differences between the curriculums

The Early Years Foundation Stage has 7 areas of learning. At the moment we are blending EYFS and Year 1 curriculum.



There aren't any new subjects in year 1, they are just split. For example 'Understanding the World' covers science, geography and history. In year 1, children start learning from The National Curriculum which has 10 areas of learning. They also take part in enrichment activities - Forest School and Presto.



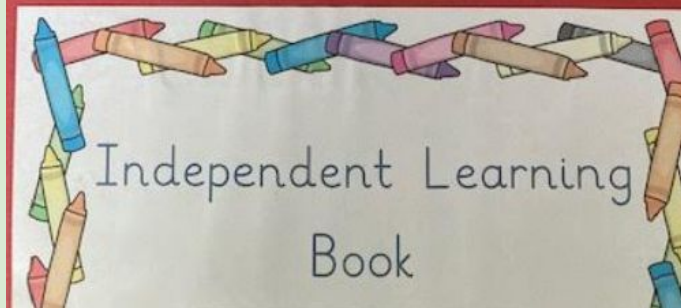
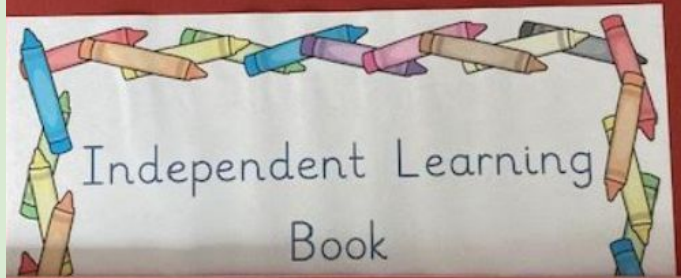
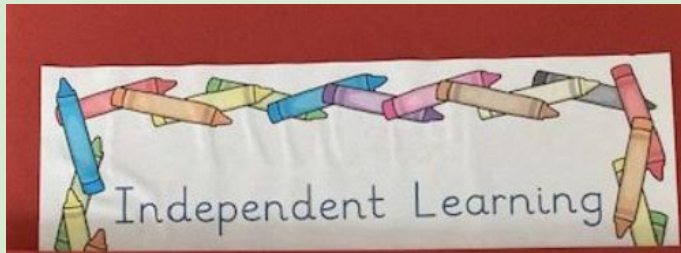
Name everything!

# Continuous Provision

We believe that the environment and provision acts as the second teacher. It enhances and consolidates their basic skills. It supports the needs of the lowest attaining children but challenges those higher achievers.

- ★ In Y1 we have a variety of areas of continuous provision which children can access when they are not doing their focused table learning. These enable children to develop independent learning and social skills as well as creativity. There is also an outdoor area available for children to further their independent learning.
- ★ During CP the children are free to make use of both classrooms as different activities are set out in both. The use of continuous provision in Y1 also aids the smooth transition from reception.





Children should be able to independently complete activities (with guidance if needed) and move on to the next one. The work they complete is expected to be independently stuck in their Independent Learning Books.

## Our Timetable

In Y1 a usual day will be as follows:

	8:30-9	9-9:30	9:30-9:45	9:45-10:30		10:45-11:30	11:30-12:00		1:00-1:20			
M o n d a y	EML	Phonics	Maths input	Discovery Learning  10:20-Mini tidy up	B r e a k	Discovery Learning  11:20-tidying up time	WCR input	L u n c h	Reading for enjoyment	1:20-1:45 PSHE	1:50-2:20 Outdoor PE	2:30-3:00 Assembly
T u e s d a y	EML	Phonics	English input	Discovery Learning  10:20-Mini tidy up		Discovery Learning 11:20-tidying up time	WCR input		Reading for enjoyment	1:20-1:35 Science subject input	1:35-2:15 Discovery learning  tidy up  getting things ready for home time	2:20-3:20 Presto/ music
W e d n e s d a y	EML	Phonics	Maths input	Discovery Learning  10:20-Mini tidy up		Discovery Learning  11:20-tidying up time	WCR input		1:15-2:15 Indoor PE		2:15-3:00  2:15- 2:30 RE subject input  2:30-2:50 Reading for enjoyment	

# Our Timetable

## Autumn timetable reflective of transition

### Year 1 Timetable - Autumn

	8:35-9:00	9:00 - 9:30	9:30 - 10:00	10:00 - 11:00	11:15 - 11:40	12:45 - 1:00	1:10 - 1:35	1:35-2:00	2:15 - 2:50	2:50 - 3:20
Monday	EMW	Hedgehogs PE 9am Squirrels PE 10am (Indoor) Other class teach Phonics			WCR	Mini maths	Foundation - Science	Discovery Learning	Handwriting 2:40	Assembly
Tuesday	EMW	Phonics	Writing	Discovery Learning	WCR	Music 12:45 - 1:15 PPA	1:15 Hedgehogs FS/Presto 2:15 Squirrels FS/Presto Other class mini maths PPA			
Wednesday	EMW	Phonics	Maths	Discovery Learning	WCR	Mini Writing	Foundation - Geography	Discovery Learning	Handwriting 2:40	Assembly
Thursday	EMW	Phonics	Writing	Discovery Learning	WCR	Foundation - Computing /art/DT (every other week)	1:15 Hedgehogs PE 2:00 Squirrels PE (Outdoor) Other class mini maths CP CP			Foundation - PSHE
Friday	EMW	Phonics	Maths	Discovery Learning	WCR	Mini Writing	Foundation - RE	Discovery Learning	Discovery Learning	Early Assembly

# What changes will you see?

- ★ The children will have a morning break from 11:00 - 11:15 in the small playground with Year 2 and 3. Afternoon break before 14:15.
- ★ Children still get fruit every day for free that they can eat during morning break. **Milk** is still available but parents need to **sign up and pay**.
- ★ Throughout the autumn, the children have access to continuous provision (Discovery Learning).

Staff review the provision half termly and make informed decisions, based on what the children are showing us, as to when to begin the first steps of transition to whole class learning. Children must be ready to start whole class learning by the summer, ready for year 2.

# **English Topics:**

**Autumn 1 – All about us**

**Autumn 2 – Celebrations**

**Spring 1 – Fact files**

**Spring 2 – Toys**

**Summer 1 – Traditional Tales**

**Summer 2 – Recounts**

## Trips and Workshops

- Library visits every term.

**Squirrels - Monday 3rd November 1-3pm**

**Hedgehogs - Thursday 6th November 1-3pm**

- Trip to Gatton Park - Science
- Geography trip to Mellows Park

# Newsletter



02.09.21



## Year 1



### English



On Monday 6th September we will be kick starting our Space English topic with an **alien hook day**. Children can come in dressed as aliens, astronauts or anything else space related. [Please don't buy a costume. Have a go at making up your own costume using recycled materials.](#) Have a look at the costumes below.



## Alien Day

The next couple of weeks, the focus will be on the alphabet and writing lists. To support your child, please sing the alphabet song with them and ask questions about what comes before or after letters. Please also show your child a list, how it's structured and how it's used in everyday life.

### Maths



In Maths we will assess the children on their skills relating to counting and value of numbers. In the following weeks the children will be focusing on place value within 10. They will begin this topic by grouping objects and representing objects. This will then be followed with counting forwards and backwards within numbers to 10.

To support your child's learning please engage them in mathematical talk, this will support their development of reasoning within maths.

Parents will receive a newsletter every fortnight with information about what the children will be learning and how can you support them at home.

Home Learning- begins Spring term (January)

# Reading

Monday	Blended book
Tuesday	x
Wednesday	Blended book
Thursday	Branching out book
Friday	Blended book

- ★ The children will be changing blended reading books 3x a week. Monday, Wednesday and Friday. **Blended Books** are phonics based books that your child should be able to read with ease. The book will be matched to their phonic abilities (see the set book booklet that we sent home last week). Please read the book a few times as it gives children confidence.
- ★ **Branching Out Books-** These book do not match your child's current reading level, but does allow them to read a book of their choice, self educate, follow their interests and encourage reading for pleasure. This book is for you to share with your child. One branching out book is taken on a Thursday and returned the following Thursday.

# Phonics

The National Curriculum emphasises the importance of children learning to read using a phonics-based approach. Your child is already learning to read through phonics.

Teaching them the right phonics skills will ensure they become successful readers and make them feel confident when taking the **Phonics Screening Check** at the end of Year One. Some of the words on the test are real words and some aren't - we call these alien words.

**Miss Slack will do a workshop about phase 5 phonics and the PSC in January**

ai rain	ay crayon	a-e snake	igh sleigh	ee leek	ea bead	e-e even	y sunny	ey monkey	igh night	y sky	i-e slide	ie tie						
oa goat	oe toe	o-e bone	ue queue	ew pew	u-e cube	oo moon	ew screw	u-e flute	ue glue	air chair	ear beard	ure pure						
a ant	b bat	e egg	g guitar	h hat	i ink	j jelly	n nose	m mouse	o octopus	p penguin	t tomato	u umbrella	v vet	x x-ray	y yellow			
ow cow	ou cloud	ng ring	qu queen	oo book	r robot	wr write	oi coin	oy boy	d dinosaur	ed toast-ed	z zebra	zz fizz	th moth	these	s socks	ss dress	c city	
ar card	sh shoe	c carrot	k key	ck rocket	or fork	aw saw	au haunt	ur burger	er rubber	ir girl	f flower	ff ruffin	ph elephant	l leaf	ll shell	ch chicken	w watch	wh whistle

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# Reading

**Reading underpins the whole curriculum.**

**A confident and fluent reader will have more success across the curriculum.**

We expect children to read to an adult everyday and log it in their Reading Record. Their Reading Record will be checked every Friday and children will be rewarded with Dojos if they have read 5 times or more that week. Please ensure that your child's book and Reading Record is always kept in their bag.

# Reading

By all means please read other books at home but at school the difference between each book band is gradual so that children should not experience difficulty when moving from one book to the next. The book bands are designed to match the phonic sounds your child knows and is being taught in class- not necessarily what they are capable of reading.

Children should be able to read 90% of their book band book fluently.

You may find that your child is able to read the words fluently but continues on the same book band for a while to enable them to focus on developing their fluency, understanding and confidence.

It is also important that your child is exposed to the variety of books on offer within each band.

We assess your child's reading on a regular basis and will change their book band level only when they are confident that both the comprehension and fluency targets have been fully met.

Please discourage your child from seeing the book bands as a race through the set/colours, but help them to understand that each band will offer a range of books which will help them in developing different reading skills.

# READING ASSESSMENT

## Working at the Expected Standard

Read accurately many words of one or more syllables.

Read text from their blended book with fluency.

Read most tricky words (Phase 5).

Sound out many unfamiliar words accurately, without undue hesitation.

Read words with suffixes when there is no change to the root word -s, -es, -ing, -ed, -er and -est

Read words with contractions [for example, I'm, I'll, we'll]

Read some words with alternative pronunciations c(s) ea(e) ow(oa) g(j) ie (ee) ear (air)

Listen to and discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Check that the text makes sense to them as they read and correct inaccurate reading.

Answer retrieval questions.

Make simple inferences.

# WRITING ASSESSMENT

recognise where spaces between words have been missed

## Working at the Expected Standard

read own writing aloud clearly for others to hear and discuss

orally rehearse sentences and sequence them to form short narratives

join words and clauses with the conjunction 'and'

use past, present and future tense accurately in speech and begin to incorporate these in their writing.

demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark.

begin to demarcate sentences using an exclamation mark.

begin to demarcate sentences using a question mark.

spell most Year 1 tricky words correctly

spell most days of the week correctly

use capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically-plausible way

write words using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest.

form many letters and digits correctly, with some difference between upper and lower-case letters.

use spaces between words

# MATHS ASSESSMENT

## Number & Place Value

### Working at the Expected Standard

Count to and across 100, forwards and backwards, beginning from any given number

Count, read and write numbers to 100 in numerals

Count in multiples of 2, 5 and 10

Find one more and one less than a given number

Use vocabulary of equal to, more than, less than (fewer), most, least.

Write numbers from 1 to 20 in numerals and words

# MATHS ASSESSMENT

## Addition & Subtraction

Read, write and interpret mathematical statements involving addition, subtraction and equals symbols

Represent and use number bonds and related subtraction facts within 20

Add and subtract one-digit and two-digit numbers to 20, including zero

Solve one-step addition and subtraction problems (using appropriate resources) and missing number problems

# MATHS ASSESSMENT

## Multiplication & Division

Solve one-step problems involving multiplication (using appropriate resources **and arrays** w/ teacher support)

## Fractions

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**

# MATHS ASSESSMENT

## Measurements

Compare, describe **and solve practical problems for** different measurements (lengths and heights, mass and weight, capacity and volume, time)

Measure **and begin to record** the following: lengths and heights, mass and weight, capacity and volume, time

Recognise and know the value of different coins and notes

Tell the time to the hour and half past the hour and draw hands on a clock face to show these times

## Geometry (Shape, Position and Direction)

Recognise and name common 2D **and 3D** shapes

Describe position, direction and movement (including whole, half, **quarter and three-quarter turns**)

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[hedgehogs@highview.school](mailto:hedgehogs@highview.school)

48 HOURS

Within working hours

We do not check throughout the day- we're teaching.

URGENT do not email - call office

Only questions will be replied to

Consider tone

Accusational emails- fact find