



Heatherside Infant School

Curriculum Meeting
Year 1





WELCOME

This presentation aims to:

- ◉ Give information regarding organisation and routines
- ◉ Clarify expectations, standards & progression in Year 1
- ◉ Explain how we organise teaching & learning in;
 - Reading
 - Writing
 - Maths
 - Foundation subjects
- ◉ Make sure we communicate well with each other in order to support your child



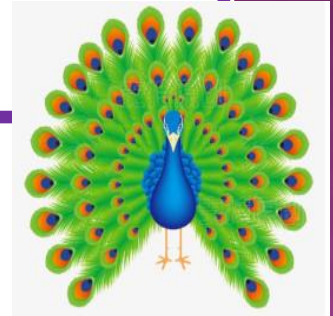
Working in partnership

WELCOME TO OUR YEAR 1 TEAM!

Mrs Glass
Mrs Chapman
Mrs Baker (LSA)
Mrs Phillip (SNA)
Mrs Stoddart (SNA)



Miss Mavers (Deputy Head Teacher)
Mrs Hitch-Cock Smith
Mrs Barnes (LSA)
Mrs Batchelor (SNA)



Mrs Williams
Mrs Lindgreen (LSA)
Mrs Janaway (SNA)



Miss Brown
Mrs Downs (LSA)
Mrs Harman (SNA)
Mrs Dawson (SNA)



INFORMATION

- ◉ Your child needs these things every day;
 - jumper (named)
 - coat (named)
 - water bottle (named) *The children can drink from this whenever they need to and bottles will be refilled*
 - Book bag (named and with no keyrings please)
 - packed lunch in a plastic washable lunchbox or a disposable bag
- ◉ On your class' PE day your child may come to school wearing;
 - school polo shirt
 - school jumper/cardigan
 - purple, black or dark tracksuit bottoms or shorts
 - trainers
- ◉ Dragonflies and Peacocks will have PE once a week until half term plus a physical session for Drama, however they only need to come in PE kits for their PE lesson
- ◉ Swans and Kingfishers will have PE twice a week until half term

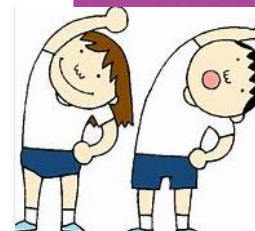
This is due to our PPA sessions as one session is run by SCL. After half term the classes will swap and Dragonflies and Peacocks will have two PE lessons and Swans and Kingfishers will have one PE session and one physical Drama session
- ◉ Fruit will be given out daily
- ◉ If your child would like milk in Year 1 there is a cost to this. Please contact 'Cool Milk' to arrange.



INFORMATION

- ◉ Your child will be heard read once a week as a minimum
- ◉ We will give out one reading book on a Monday and two books on a Wednesday. This is due to having to store books for 72 hours before re-issuing, in accordance with Government guidelines.
- ◉ We will not be issuing library books yet
- ◉ PPA (Planning, preparation and assessment time) is on a Wednesday afternoon. Each class will be covering areas such as applying mathematical knowledge through maths games and problem solving, phonic games, handwriting, art and drama. SCL will do a PE session on a rotation; Swans and Kingfishers this half term, Dragonflies and Peacocks next half term
- ◉ Home Learning will be sent out via ParentMail on a Friday
- ◉ ‘Bump’ notes will be issued for significant injuries as usual and if we have any concerns about your child we would of course telephone you
- ◉ If your child is going to be absent please telephone or email the school office as usual
- ◉ If there is someone different collecting your child please tell the class teacher at the door who will then write it in the yellow diary

We really would love to have volunteers in school. Please speak to the office or your class teacher if you would like to help in your child's class.



Our Daily Routine

An example of a typical day would look something like this although it can be flexible and play time varies in each class.

08:45 - 08:55	<ul style="list-style-type: none"> Come in, put things away, wash hands Do morning job (may be name writing, practising words, numbers or phonics) 	CORE SUBJECTS Reading, Writing, Phonics, Maths
08:55 - 09:00	<ul style="list-style-type: none"> Super Movers/Wake and Shake (KS1 Bitesize - learning English and Maths through songs and movement) 	
09:00 - 09:25	<ul style="list-style-type: none"> Reading Roundabout - a carousel of activities based around reading, eg; reading with the teacher or LSA, independent reading, word matching, phonics practise, common exception word practise 	
09:25 - 10:05	<ul style="list-style-type: none"> Teaching input - English - this will usually be around writing - formulating a sentence and the skills needed to write it Daily challenges introduced 'Busy time' - the class teacher and LSA will work with individuals or small groups and the rest of the children have to complete various challenges or daily tasks which will vary according to children's needs The class teacher and LSA will be working on a writing task or maths task 	
10:05 - 10:20	<ul style="list-style-type: none"> Wash hands Fruit PSHE/Story or quick maths (counting, number bonds, etc) 	
10:20 - 10:45	<ul style="list-style-type: none"> 'Busy time' (as above) 	
10:45 - 10:55	<ul style="list-style-type: none"> Break time 	
10:55 - 11:30	<ul style="list-style-type: none"> Teaching input - maths 'Busy time' (as above) 	
11:30 - 11:50	<ul style="list-style-type: none"> Phonics - focusing on the sounds for the week 	
11:50 - 12:00	<ul style="list-style-type: none"> Wash hands Story or quick maths 	
12:00 - 1:00	<ul style="list-style-type: none"> Lunch time 	FOUNDATION SUBJECTS including SCIENCE PE/RE/History/Geography/Computing/ART/DT
1:00 - 1:50	<ul style="list-style-type: none"> Wash hands Teaching input - for the subject being taught, eg; Geography 'Busy Time' - children complete tasks for that subject 	
1:50 - 2:50	<ul style="list-style-type: none"> Teaching input - for the subject being taught, eg; Geography 'Busy Time' - children complete tasks for that subject 	
2:50 - 3:10	<ul style="list-style-type: none"> Wash hands/get ready for home time story 	

WEDNESDAY AFTERNOON (PPA)

All four classes will experience two activities each half term from the following varied menu. These have been planned to enhance the curriculum already in place and to support the development of key learning skills as well as personal and social development.

PE



Art



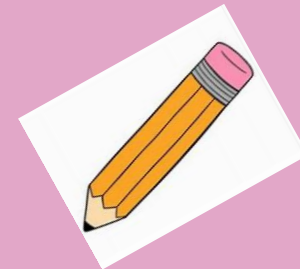
Maths Skills



Drama

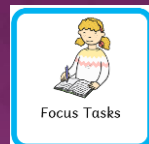


Story and reading comprehension/Handwriting



DAILY ROUTINE

- ◉ All of the classes follow a similar routine.
- ◉ A visual timetable is used to support the children in structuring their day and knowing what will happen next (See next slide)
- ◉ When the children come in they put all their things away and then do a morning task which may be practising writing their names, numbers or spelling
- ◉ Teaching inputs happen throughout the day where the class teacher will gather all the children on the carpet and do a focus on either writing, phonics or maths. These teaching inputs will be linked to the learning planned for the week and what is outlined on the Home Learning letter
- ◉ During 'Busy' time;
 - the class teacher and LSA will be working with the children either 1:1 or in small groups, focusing the teaching on an English task or Maths task which is based on the learning for the week as outlined on our Home Learning letter
 - the rest of the children will have 'challenges' they must complete which are based around previous learning and there will be a range of tasks to choose from which will enable them to consolidate learning and practise skills eg: independent number activities, reading, letter/number formation, spelling practise, cutting skills, fine motor skills, construction, small world imaginative play or creative activities
- ◉ At the moment reading is done 1:1 and each teacher plans in time for this. Later on in the term we will introduce a 'reading roundabout' daily session which involves group reading and opportunities to practise different English skills, eg; handwriting, phonics
- ◉ Hands are washed after every activity and before fruit and lunch
- ◉ The afternoon sessions are used for the other areas of the curriculum
- ◉ The last part of Friday afternoon is Golden Time which the children earn by following our Golden Rules. This will involve a range of activities which the children can choose from which will enable the development of collaborative skills and personal and social development



DAILY ROUTINE

All of our classes follow a similar routine and use a visual timetable to help the children structure their day and know what is happening next.

Morning - 08:55am - 10:45am



Morning Task



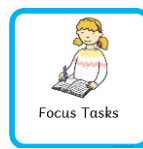
Super Movers



Teaching Input



'Busy Time'



1:1/group tasks with class teacher/LSA

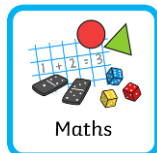


Fruit Time



Break Time

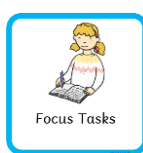
Morning - 10:45am - 12:00pm



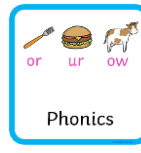
Teaching Input



'Busy Time'



1:1/group tasks with class teacher/LSA



Phonics



Handwriting



Lunchtime

Afternoon



Carpet Time



Activities



Story



Home Time

Teaching input for the Foundation Subjects

Activities based around the subject

(see below)



P4C



PSHE



Science



PE



History



Geography



Art



Design and Technology



RE



Golden Time

EXPECTATIONS

Our learning Journey in Year 1 involves :
Skills

Learning a variety of skills that can be used throughout their lives;

- ◉ Friendship
- ◉ Awareness of rules
- ◉ Empathy
- ◉ Independence
- ◉ Resilience
- ◉ Honesty
- ◉ Respect

We also aim to;

- ◉ Develop enquiring minds
- ◉ Extend thinking
- ◉ Develop problem solving strategies
- ◉ Encourage reflection on learning
- ◉ Encourage communicating findings/methods/learning in a variety of ways
- ◉ Give opportunities to practise and apply what they've learnt

All of this will be woven throughout our curriculum.



STANDARDS AND PROGRESSION

We have to follow the National Curriculum. Details of the expectations can be found on our website or online at www.gov.uk

Our ethos is to establish a clear understanding of where your child is and to take the learning on from their starting points. This is crucial, particularly in the current situation. We have adjusted our classrooms and planning to enable us to provide your children with any learning we feel they need from the Year R curriculum, alongside moving forward with the Year 1 curriculum and expectations. We will keep you updated with your child's progress and their next steps.

How do we follow on from Year R?

- ◉ There are many similarities with Year R~
 - **Thematic approach:** all subjects are taught through an over arching topic
 - **Learning through play:** This is a vital feature of Year 1 but with progression - questions/justifications are posed and 'play' is more directed and activities are more structured
 - **Access to the outside:** all children have access to the outside learning environment. Activities are planned and delivered in line with the weekly focus within the classroom.
 - **Independence** - clearly labelled resources for *children* to access, use and put away.
 - **Children** will work with the teacher, the LSA and independently.

WHOLE SCHOOL THEMES

Autumn	Spring	Summer
<ul style="list-style-type: none">• Friendship & Belonging• Life in School• Night Sky (planets & Alien Landing)• Christmas	<ul style="list-style-type: none">• Traditional Tales• All About Me• New Life and Easter	<ul style="list-style-type: none">• Animals in Books including Dinosaurs• Dragons & Castles

Please see the Curriculum maps on our school website for further information.

How does teaching take place?

Variety of methods:

- Whole class
- Group or paired work
- Individual work

Depending on the task and the Learning Outcome

- By flexible ability groupings
- By friendship or social groupings

Learning Support:

- In order to meet age related expectations (ARE), children will be given additional support when necessary

The support and encouragement you give your child at home makes a huge difference to their progress.

READING IN SCHOOL

- ◉ Guided reading in small groups - the focus here is developing comprehension skills
- ◉ Individual reading - the focus here is often around phonics, sight word reading, developing expression but it will also include comprehension skills
- ◉ Whole class reading - reading short paragraphs together to;
 - find information
 - spot the mistake (they love this!)
 - practise phonic skills
 - spot word types eg; rhyming words, adjectives
- ◉ Topic related
- ◉ Paired reading

Skills being developed:

- ◉ Reading words by sight (**common exception words** which can not be sounded out)
- ◉ Reading words by using **phonics** (sounding out words and then blending the sounds)
- ◉ Vocabulary extension
- ◉ Comprehension & inference skills
- ◉ Prediction

Please see the next slide for examples of common exception words and phonics



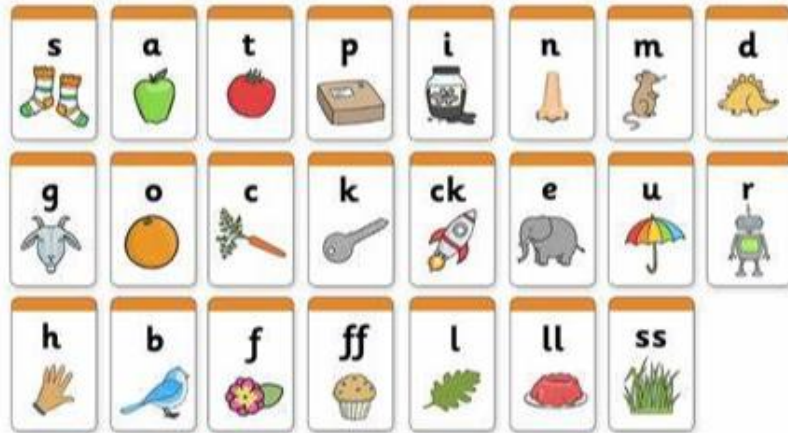
COMMON EXCEPTION WORDS

Examples of Year 1 words which cannot be sounded out:

the said were was come some you your

They are organised in to groups of nine to make them manageable.

PHONICS



My Phase 2 Sound Mat

Phase 3 sounds (single sounds and digraphs which is where two letters make one sound):



READING - Expectations in Year 1



Developing language for effect

- Recognise and join in with predictable phrases
- Identify how repetitive patterns, words and phrases aid their enjoyment of the text
- Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum)

Developing inference

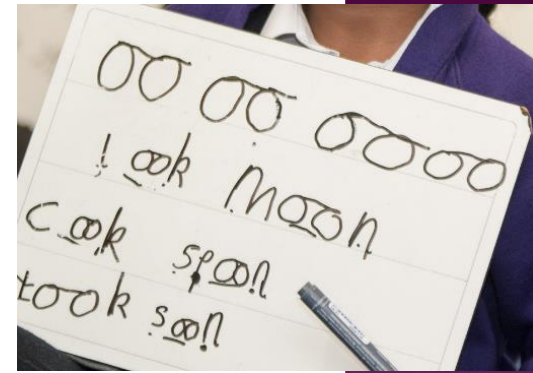
- Predict what might happen on the basis of what has been read so far
- Make inferences on the basis of what is being said and done

Developing an understanding of different types of writing

- Become very familiar with key stories, fairy stories and Traditional Tales
- Begin to appreciate rhymes and poems, and to recite some by heart
- Discuss the significance of the title and events
- Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author, illustrator
- Understand the difference between fiction and non-fiction



WRITING IN SCHOOL





- There are lots of opportunities to rehearse sentences orally before being expected to write it. If children can't say it they won't be able to write it!

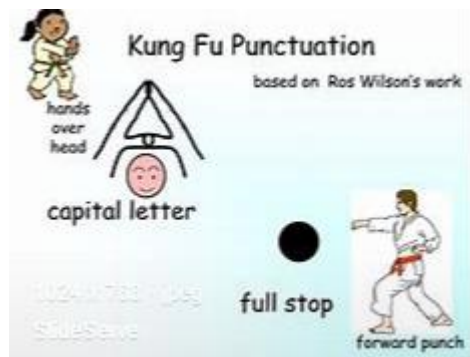
We are aiming for them to be able to think of a sentence with a least five words, hold it in their head and then write it - independently.

- We encourage children to use their phonics to sound out and write some words (those which are phonetically plausible), eg; cat, shop, dark, thing
We use sound mats to help us. (See next slide)
- We encourage them to learn to spell common exception words by themselves. You can find the Year 1 list on our website. (Also see next slide)
- We practise writing sentences and thinking what a sentence needs both orally and physically before writing it down. Ask your child about our physical punctuation! (Kung-Fu punctuation)
(see next slide)
- We have high expectations for handwriting and follow ladder letters, curly caterpillar letters, robot letters and zig zag monster letters. (see next slide) We aim to introduce cursive writing in the Spring Term

We provide opportunities for our children to write in all areas of the curriculum.

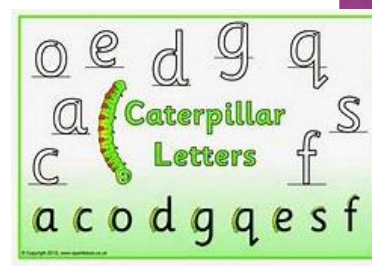
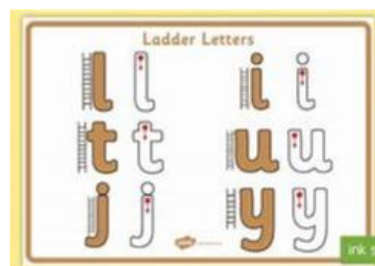


A B C			Read
capital letters	finger spaces	full stop	read it again



Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	



END OF YEAR 1 EXPECTATIONS IN WRITING

Composition

- Writing shows **some** features of given text type (e.g. stories, captions, lists, instructions) but may not always maintain form
- Show evidence of simple structure in non-narrative writing
- Sequencing sentences to form short narratives.
- Formulaic phrases indicate start/end of text e.g. once upon a time, one day, happily ever after
- Another person is able to read writing without mediation
- Re read what they have written to check it makes sense and begin to make some corrections

Transcription- Spelling

- Correctly spell many common exception words for Year 1 (NC page 44)
- Spell correctly some decodable words and make phonically plausible attempts at others
- Begin to use spelling rule for adding suffix **-s** as the plural marker e.g. cups/jumps
- Begin to use spelling rule for adding suffix **-es** as the plural marker churches/brushes
- Begin to use the prefix **-un** (undress)
- Begin to use **-ed** and **-est** where no change is needed in the spelling of root words.

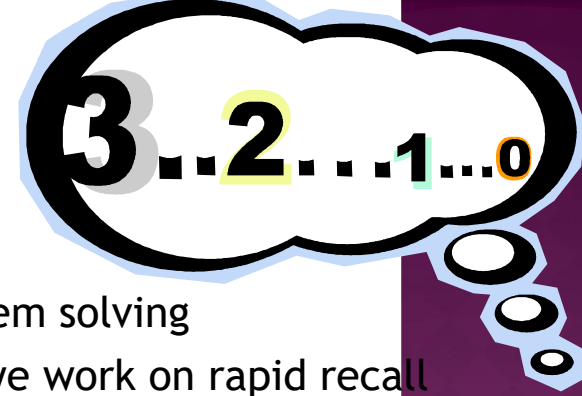
Vocabulary, grammar, punctuation

- Use Capital letters and full stops to demarcate sentences across a range of independent writing **most** of the time
- Choose **some** appropriate vocabulary relevant to subject matter e.g. adjectives
- **Begin** to use grammatically accurate clauses and tenses
- **Some** evidence of other punctuation marks being used (question marks or exclamation marks)
- Capital letter used for proper nouns (places, days of the week)
- Sentences are extended with 'and' (**ongoing** - 'because' etc.)

Transcription- Handwriting

- Letters have clear shape, orientation and size
- Handwriting must be legible whatever style is used
- Form all capital letters clearly

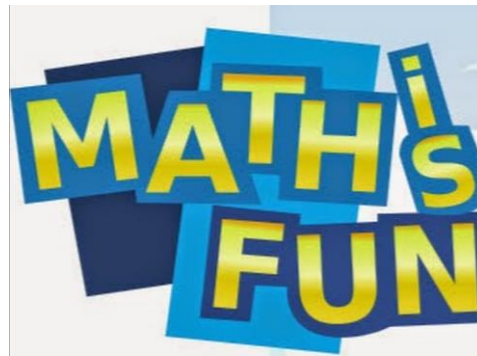
MATHS IN SCHOOL



- Our maths in school has a big focus on Mental maths and problem solving
- We want our children to be fluent with their number skills so we work on rapid recall of things like;
 - number bonds to 10
 - doubles to 10 and halves to 20
 - one more/one less for any number to 50
 - counting in 2s, 5s and 10s
- We want to develop our children's ability to explain how they worked something out so encourage the use of jottings or pictures to help understanding
- We use a wide variety of resources for counting and calculating - fingers, number line, 100 square, numicon, blocks and counters - all of which you may hear your children talking about

See if you can name them all on the next slide!

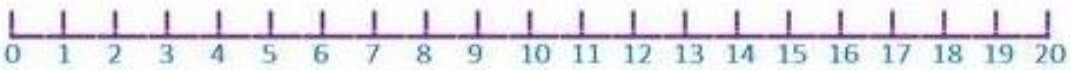
- Most of all we have **FUN** and we teach our maths through a range of practical activities and games



MATHS RESOURCES



Number Line 0-20



5+5



6+4



7+3



8+2



9+1





Number and Place Value

Count forwards in ones to 100. I can start from any number.

Count backwards in ones from 100. I can start from any number.

Read & order numbers to 100.

Compare numbers to 100 using the words 'equal to', 'more than', 'less than', 'fewer', 'most' and 'least'.

Write numbers to 100.

Say and show one more than any number to 100.

Say and show one less than any number to 100.

Say what is ten more than any multiple of 10. I can explain which digit changes and why.

Say what is ten less than any multiple of 10. I can explain which digit changes and why.

Read number words to 20 e.g. one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Show numbers up to 100 using Numicon/ Tens and Ones.

Find numbers up to 100 on a number line.



Addition and Subtraction

Correctly use +, -, and = signs.

Know by heart double 6, 7, 8, 9, 10 (double 7, 8, 9 can take longer to recall)

Know by heart most of the addition bonds for 10 e.g. $10 + 0$, $9 + 1$, $8 + 2$, $7 + 3$, $6 + 4$, $5 + 5$

Know by heart most of the subtraction bonds from 10 e.g. $10 - 0$, $10 - 1$, $10 - 2$ etc

Know by heart many of the addition and subtraction bonds for values up to 10

$6 = 6 + 0$, $5 + 1$, $4 + 2$, $3 + 3$, $6 - 1$, $6 - 2$, $7 - 3$ etc

$7 = 7 + 0$, $6 + 1$, $5 + 2$, $4 + 3$, $7 - 1$, $7 - 2$, $7 - 3$ etc

$8 = 8 + 0$, $7 + 1$, $6 + 2$, $5 + 3$, $4 + 4$, $8 - 1$, $8 - 2$, $8 - 3$ etc

$9 = 9 + 0$, $8 + 1$, $7 + 2$, $6 + 3$, $5 + 4$, $9 - 1$, $9 - 2$, $9 - 3$ etc

Add 1-digit and 2-digit numbers to 20 (including 0) e.g. $8 + 5 = 13$, $12 + 6 = 18$, $17 + 0 = 17$

Subtract 1-digit and 2-digit numbers to 20 (including 0) e.g. $8 - 5 = 3$, $12 - 4 = 8$, $14 - 0 = 14$

Solve Addition (+) problems using objects and pictures.

Solve Subtraction (-) problems using objects and pictures.

Solve missing number problems e.g. $7 = \square - 9$

HOME LEARNING



- ◉ Home learning is sent out weekly via parentmail. It may involve research, practical maths etc.
- ◉ Designed to be enjoyable, simple, and reinforce their learning
- ◉ Please listen to your child read and read to them daily - even confident readers still need to be read to!
- ◉ Writing for a purpose - please encourage your child to write where possible - shopping lists, invitations, thank you letters
- ◉ Practise spelling of the Year 1 Common Exception Words
- ◉ Involve your child in “everyday” maths eg weighing, measuring, handling money, telling the time etc.

Please continue to spend time talking to your child and showing an interest in what they're doing at school. If you are unsure how to help them at home, please ask!

BEHAVIOUR AND EXPECTATIONS

GOLDEN RULES

- ◉ Respect for all others
- ◉ Excellent listening skills
- ◉ Co-operation Skills
- ◉ Concentrate on their task so that they are able to do their best
- ◉ To take responsibility for their own belongings
- ◉ Children to come into school from the playground on their own
- ◉ Bring in coats - we work outside in all weather!
- ◉ Please label all clothing and equipment, including P.E. kits lunch boxes and water bottles



Thank You!



Please forward any questions to our school office and we will create an FAQ page.

Working in partnership