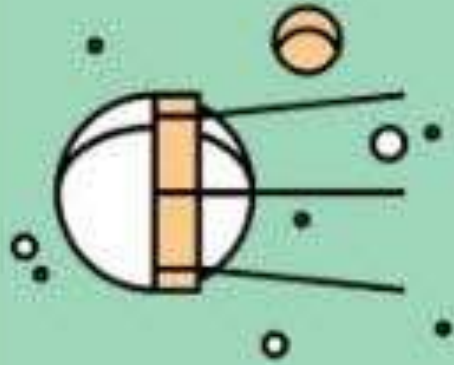
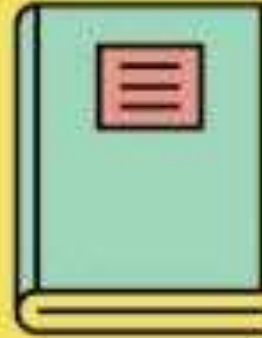




IMAGINE



EXPLORE



LEARN



THINK



KNOW

Year 1 Curriculum Presentation



During this presentation we will...

- 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

The National Curriculum



Core Subjects:

English
Maths
Science



Foundation Subjects:

Art & Design, Computing,
Design & Technology,
Geography, History, Music,
PE, RE



Wider Learning:

Our Values

How we learn best

Enrichment and experiences

Personal, Social, Health &
Economic Education (+RHE)



Respect



- Have good manners
- Listen
- Look after property
- Follow school expectations
- Appreciate different ideas

Kindness



- Show empathy
- Include others
- Be a good friend
- Think of others

Integrity



- Be honest
- Be my best self
- Be proud of myself
- Make the right choices

Togetherness



- Work as a team
- Take turns and share
- Get on with one another
- Value each other
- Diversity – celebrate uniqueness

Resilience



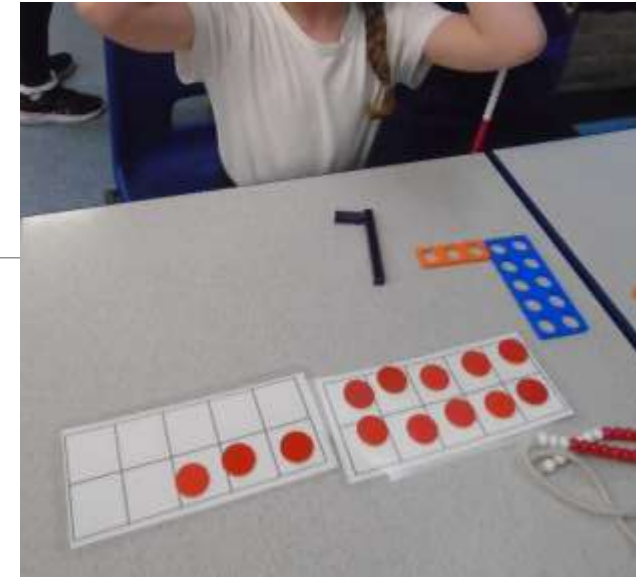
- Be independent
- Don't give up
- Solve problems
- Don't worry if something goes wrong
- Bounce back

Creativity

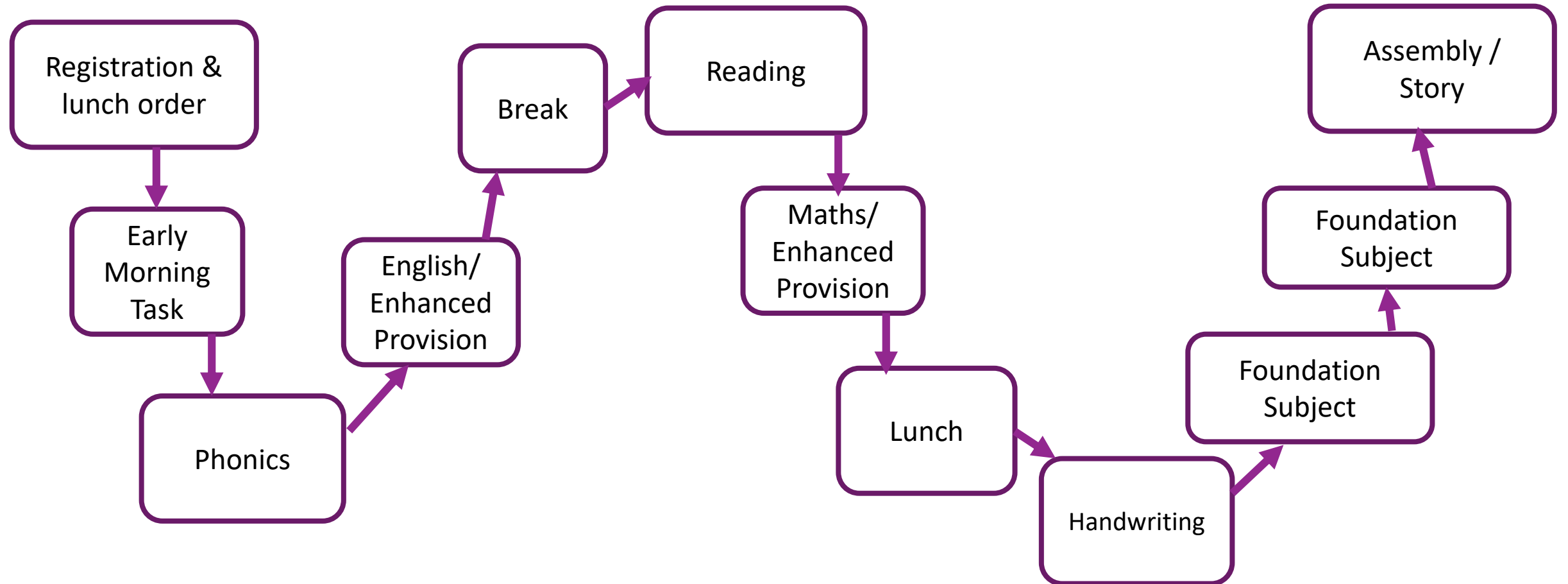


- Be imaginative
- Be expressive
- Have my own ideas
- Explore different ideas

Transition from Year R to Year 1

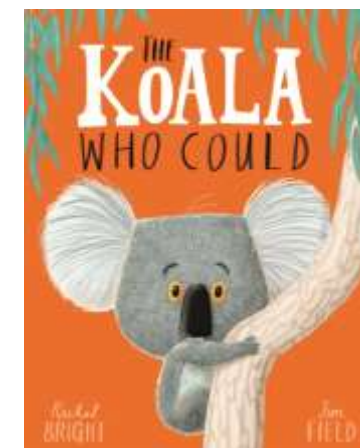
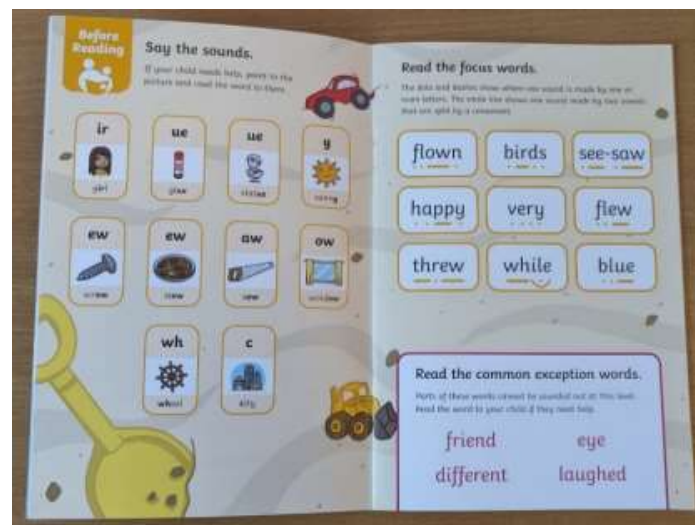


The School Day



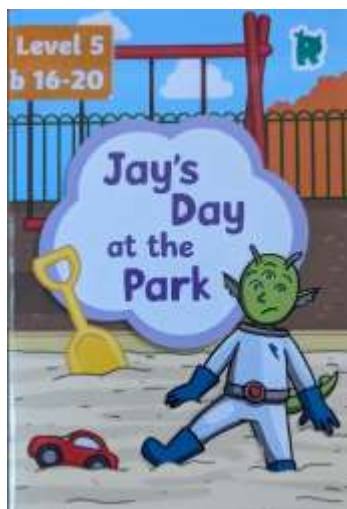
Reading and phonics

- **Twinkl Phonics** Scheme – aim to complete Level 5. 'Pure' sounds
- Phonically decodable books matched to current level
- Guided reading
- Library books



Reading at home

- Adults in school often write in the book title and the date
- Please write a comment OR just initial OR even a smiley face to help us know your child has read at home.
- Aim for reading the book twice before changing – 1st read focus on sounding out and blending, decoding. 2nd read focus on developing fluency, pace and talking more about the book.



Date	Book title and page number	Parent/Teacher/Pupil comments
8/9	Neat and Clean	Read up to 6.
9/9		Finished book. Good sounding out, spotted 'ea' sound.
10/9		Re-read the book at home. Talked about the characters.

Phonics Screening Check

- 40 words (single words, not in a sentence)
- 20 real words, 20 monster words (not real words)
- Children need to be able to read them out loud correctly
- Encourage them to sound out and then **blend** those sounds
- They can self correct
- Practice throughout the year (familiar)

swept

dreams

scrap

strike

jer



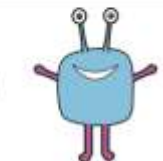
drave



teap



phibe



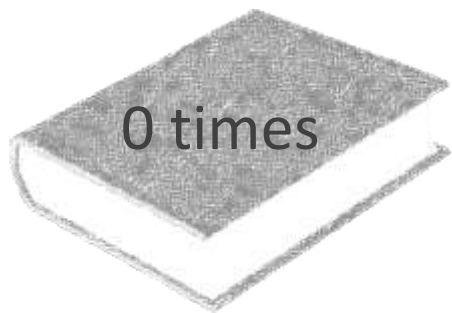
Reading



Sharing books and reading – please support this at home as much as possible!

The vocabulary children have heard by age 5 varies greatly

and this is influenced by the number of books they **hear** each week.



0 times

4,662 words



1-2 times

63,570 words



3-4 times

169,520 words



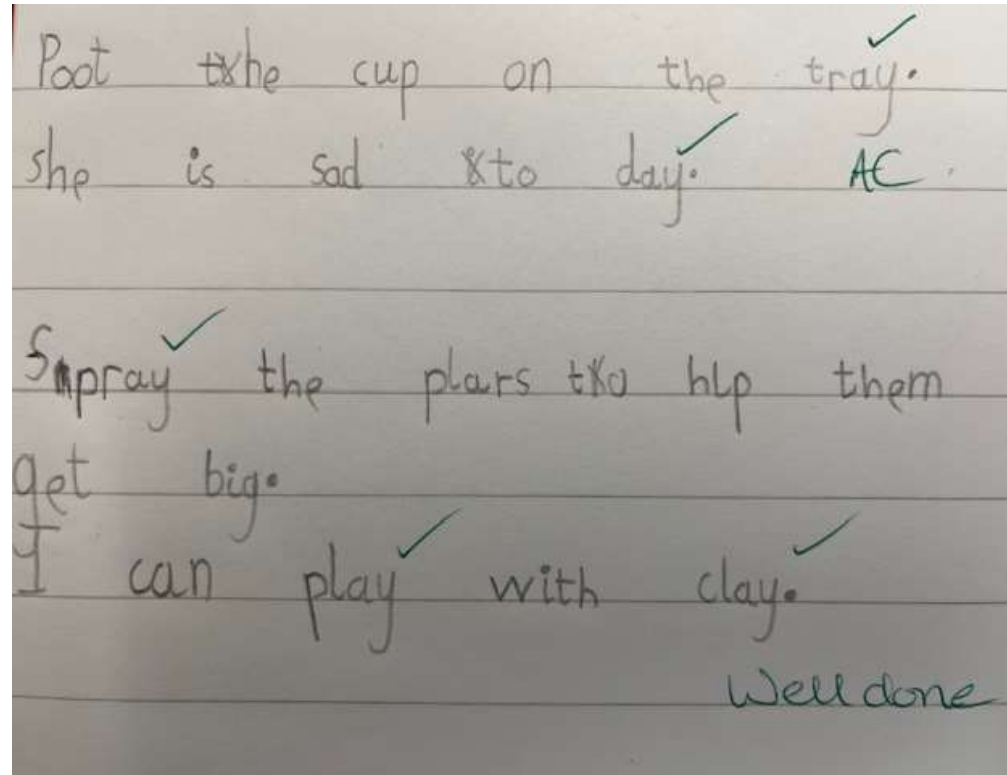
6-7 times

296,660 words

Spelling

Practising spellings at home – Lots of ways – in sand, Look Cover Write Check, hangman....

Spelling bookmarks and dictation.



Spelling Pattern

ay saying /ai/

day	clay
may	tray
say	spray
play	crayon

Common
Exception Words

said	so
------	----



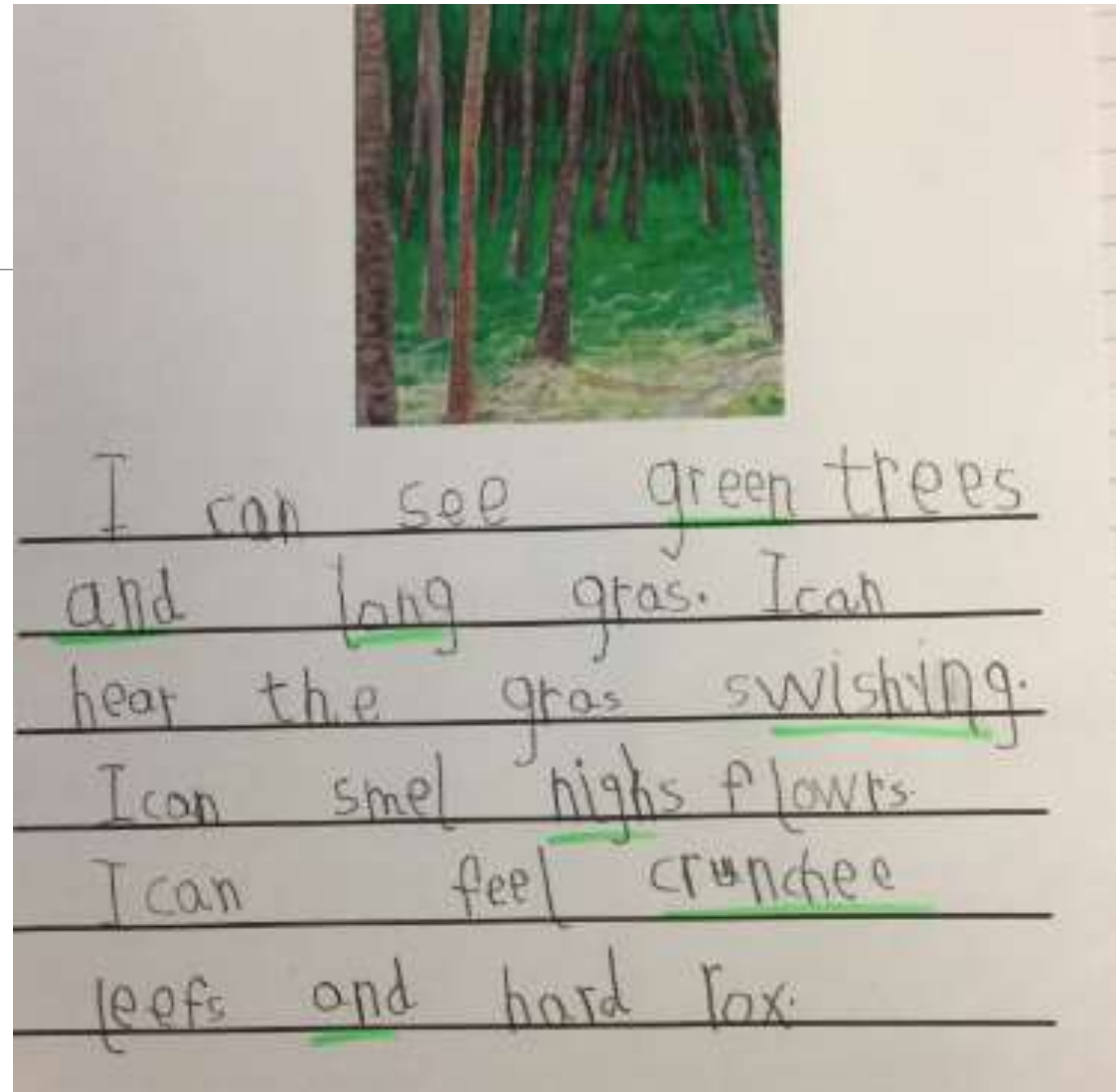
 **Look**
Look at the word carefully. Are there any tricky parts?

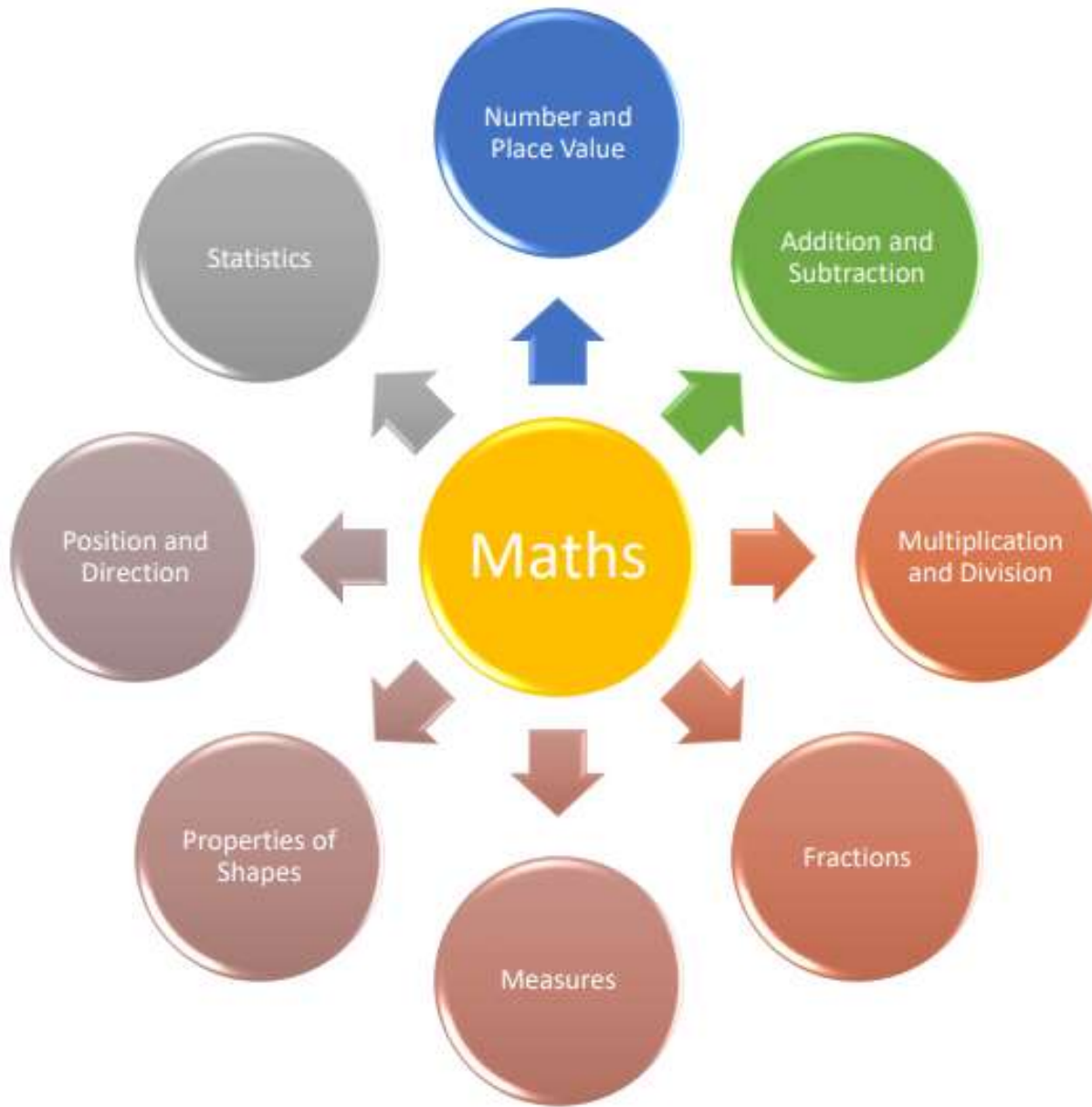
 **Say**
Say the word to yourself.

 **Cover**
Cover it up so you cannot see the word.

Writing

- Various hooks and stimuli for writing, including high quality texts
- Building on the key skills learnt from Year R
- Speaking in **sentences**
- **Accuracy in punctuation** especially when writing a sequence of sentences
- Using phonics to make a **phonetically plausible** attempt at unknown words – building confidence to have a go
- Building blocks for Year 2



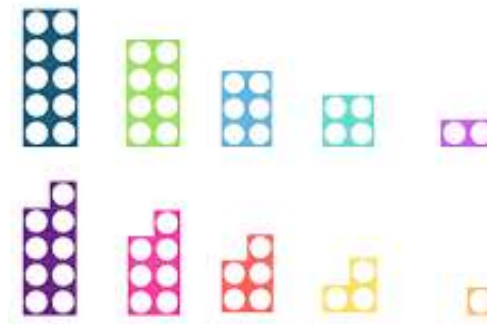


They need to be secure in:

- addition and subtraction facts for values up to 10 (once learnt they can be applied to values up to 20).
- One more than 34 is...
- One less than 58 is...
- Counting in 1s, 2s, 5s, 10s

Again, these are the skills that can be built on for Year 2

[See maths booklet on our website for lots more ideas](#)



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

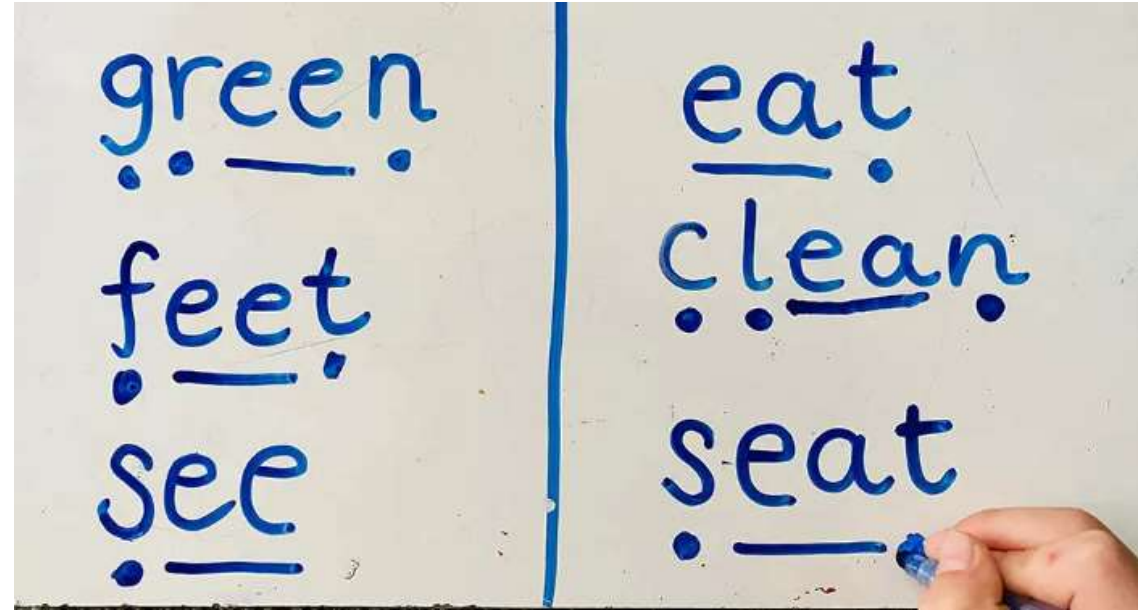
How you can help at home

- **Read with (and to) your child** as much as possible – use the reading record to record what you have read.
- Encourage opportunities to write – shopping lists, letters, made up stories, etc. **Boost their confidence** with sounding out and giving it a go rather than worrying about the spelling
- Encourage a tripod pencil grip
- Look for patterns in **everyday maths** e.g. weighing, measuring, fractions $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{3}$, **handling money**, practise telling and writing the time (o'clock, half past, quarter past and quarter to)
- **Practical activities** at home e.g. cooking, weighing, shopping, measuring length with standard and non-standard measures
- [White Rose Maths at home](#)

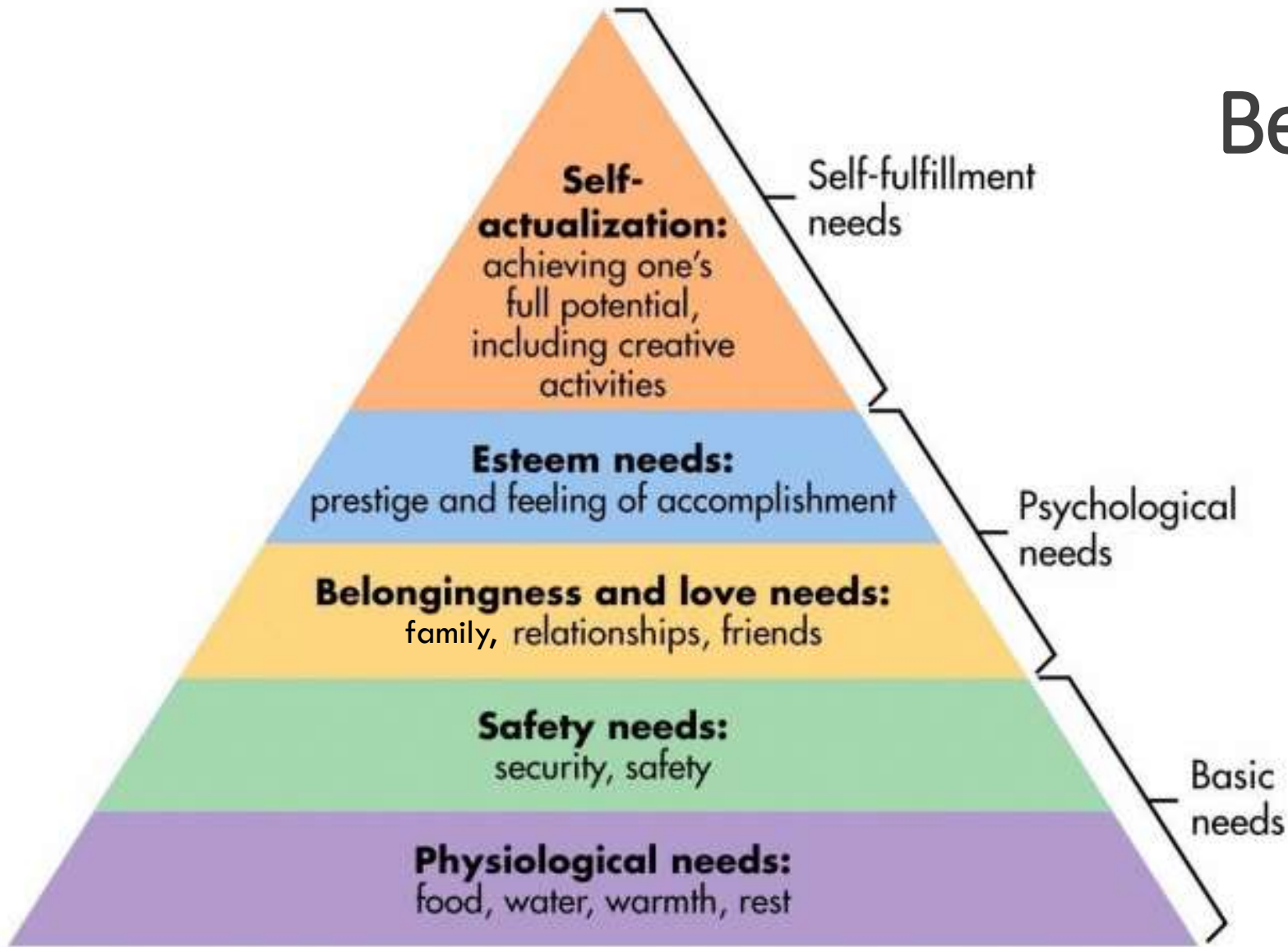


Assessment in Year 1

- **Ongoing**
- Phonics – ongoing and the statutory [Phonics Screening Check in June](#)
- Feedback in parents evenings
- End of Year Report



Being **ready** to learn



Your role at home is important in this too

How we work together to support your child

Homework Spellings and reading. These are the two biggest things you can do to have an impact. We do not set any other regular homework. Occasional tasks may appear linked to a topic!

The best way to support your child's learning is through regular reading or sharing of books, talking, and having conversations, practise of spelling and simple maths patterns e.g. counting backwards, number bonds to/for 10, counting in 2s, 5s & 10s and simple everyday practical maths.

Website For your information, there is an overview of what we are covering in class each term on our website.

Book bags please can you check your child's book bag every night to look for things like pictures, invitations or other school communication.

Water we encourage the children to regularly drink water and ask that you bring in their own named water bottle for the classroom.

Names on everything coats/jumpers/PE kits/hats/book bag etc.

Instead of 'How was your day?' ...

In the moment:

Focus on how pleased you are to see them.
Try to spot and name their emotion for them.

Choose your time carefully...

Before bedtime
After a snack
Whilst colouring etc.

Model it:

Show them what it sounds like to talk about YOUR day.
Something that surprised you, made you laugh...

Don't jump into interview mode... Be curious

Children can find it hard to generalise, "I had no one to play with today" can mean that for 5 minutes their friends were still in the hall eating lunch, and after that they came outside and they played together. Try and help find ways to get children to tell you more about what happened and prompt for what they could do.



Finally...

Working in partnership

Working in partnership with you is very important to us so please come and **talk to us** at the end of the school day with any questions or concerns.

Alternatively if you do not collect your child from school you can email or call the school to arrange a mutually convenient time to talk.

Any questions?