

Welcome to Year 1



The Year 1 team

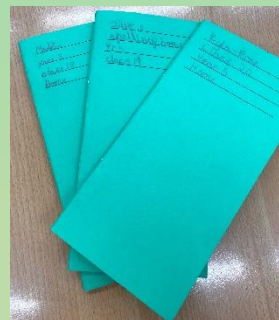
Class 6: Miss Hart (Class teacher)
Mrs Rajput (LSA)

Class 7: Mrs Scott (Year Group Leader)
Miss Rowland (LSA)

Class 8: Mr Sharkey (Class teacher)
Miss Summers (LSA)

Miss Marsons (HLTA)

- School uniform
 - Tie (please name it!)
 - Small green, white or black hair accessories
 - Black shoes
- PE kit - all children need an indoor and an outdoor kit in school at all times. These will stay in their locker. Please name every item.
 - Indoor kit
 - Green Manor Park PE top
 - Black shorts
 - Black indoor pumps
 - Outdoor kit
 - Dark coloured tracksuit
 - Green Manor Park PE top
 - Outdoor trainers (NOT PUMPS)
- Spellings
 - Weekly spelling test
- Homework
 - Set on Friday every two weeks



What will children need to bring into school?

- A named water bottle - these need to come in on the Monday and taken home every Friday to be cleaned
- Indoor and outdoor PE kit
- Once children are back in school, they will be given a reading book and reading record which they should keep in their bag. This needs to be in school daily.

Year 1 expectations in English

Assessing Reading: Meeting Year 1 Expectations

Year 1 Expectations: Word Reading

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farmyard, bedroom
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing 's, es, ing, ed, er, est' endings
- Read words which have the prefix -un added
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)

Year 1 Expectations: Reading Comprehension

- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text

Year 1 expectations in English

Assessing Writing: Meeting Year 1 Expectations

Year 1 Expectations: Transcription

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing in the right place
- Form capital letters and the digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- Identify known phonemes in unfamiliar words
- Use syllables to divide words when spelling
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Use the spelling rule for adding s or es for verbs in 3rd person singular
- Name the letters of the alphabet in order
- Use letter names to show alternative spellings of the same phoneme

Year 1 Expectations: Composition

- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Sequence sentences in chronological order to recount an event or an experience
- Re-read what they have written to check that it makes sense
- Leave spaces between words
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use 'and' to join sentences together
- Know how the prefix 'un' can be added to words to change meaning
- Use the suffixes: s, es, ed, er and ing within their writing



- Children take part in daily phonics sessions with children of similar abilities
- Phonics screening check in June (more information to follow closer to this date)
- Year 1 common exception words taught in phonics and English lessons
- Spellings - weekly spelling test based on sounds taught in phonics lessons

Read Write Inc Phonics

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains, Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf,	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curly around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the robot's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down a wing, up a wing.				
y	Down a horn, up a horn and under the yak's head.				
w	Down, up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
z	Zig-zag-zig, down the zip.				
ch	Curly around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				
x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				

READING

is to the

MIND

what

exercise

is to the **BODY.**

—Sir Richard Steele



Why Read at home?

STUDENT A READS

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



SCORES IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT B READS

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



SCORES IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



SCORES IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

www.bettefetter.com

Ways a Parent Can Help with **READING**

1

Let your child see you reading!

Have magazines and books in your home.

2

Help your child find appropriate word & reading games on the computer.

Keep a dictionary on hand. Help your child look up new words they read or hear.

3

Read mysteries with your child and try to figure out the clues together.

4

Movie version coming out?

Read the book together first, then talk about which you each liked better.

5

Set aside a time and place for your child to read -

like a comfy chair and a reading light in a quiet place

6

Visit your public library regularly.

Look for and read together the books that were your favorites when you were a kid.

7

Encourage your child to write -

letters, thank you notes, emails, journals, lists, stories about their own trips, events, and daily life

8

Ask your child questions about what he or she is reading, such as:

- What is the story about?
- Who are the important characters in the story?
- Where does the story take place?
- Why do you think the character made that choice?
- Why did that happen?
- How did you know about...?
- Would you recommend this book to your friends?

9

Ask your child to draw a comic strip about what happens in the story.

Provide word searches, crossword and other word games and puzzles, or help your child make his/her own



Share with your child about what you're reading... and encourage your child to do the same

Ways a Parent Can Help with **SPELLING**

1

Have your child write spelling words:

- On paper with pencils, pens, markers or paint
- With chalk on a sidewalk or patio
- With dry erase markers on a mirror
- Type on the computer
- With his/her fingers in a plate of pudding
- With fingers in shaving cream on a counter

2

Have your child spell the words out loud while you are in the car or in line at a store

3

Spell words using blocks, Scrabble tiles, or flash cards

(Make your own with index cards - one card for each letter. Consider using different colored cards for vowels)

4

If the list of words to learn is long, have your child choose 4-5 to focus on at a time

5

Have your child write the words in alphabetical order or in order from shortest to longest

6

Play "Hangman" with your child using the spelling words

Make crossword puzzles and word searches with the spelling words for your child to solve

7

Combine spelling with physical activity

Have your child do jumping jacks, saying one letter per jump, or while walking up and down stairs, saying one letter per step

8

Keep a dictionary in your home and help your child look up unfamiliar words

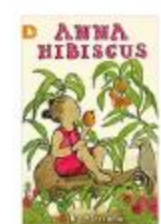
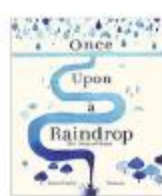
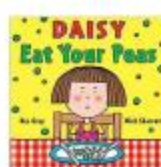
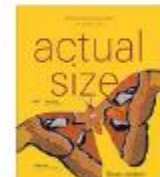
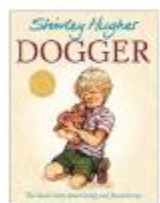
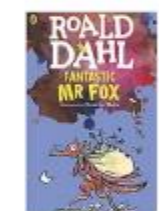
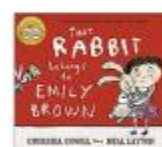
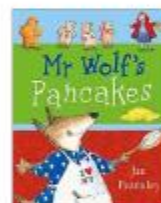
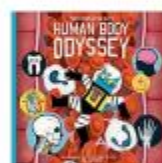
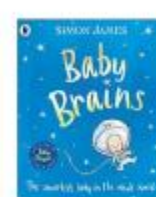
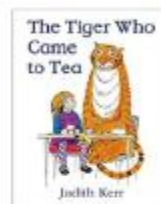
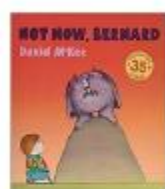


Encourage your child to read!
Good readers are often good spellers.

50 Recommended Reads for...

Year 1

Books for
Topics



Year 1 Expectations in Maths

Broken down into the different areas of maths

Maths – End of Year 1 Expectations	
New National Curriculum Objectives	
Number and Place Value	count to and across 100 , forwards and backwards, beginning with 0 or 1, or from any given number
	count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
	given a number, identify one more and one less
	use the language of: equal to, more than, less than (fewer), most, least
	identify and represent numbers using objects and pictorial representations including the number line
	read and write numbers from 1 to 20 in numerals and words.
Addition and Subtraction	represent and use number bonds and related subtraction facts within 20
	add and subtract one digit and two-digit numbers to 20, including zero
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)
	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Multiplication and Division	count in multiples of twos, fives and tens
	solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
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
Algebra	<i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ (copied from Addition and Subtraction)</i>
	<i>represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)</i>
	<i>sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)</i>
Measurement	compare, describe and solve practical problems for: <ul style="list-style-type: none"> * lengths and heights * mass/weight [e.g. heavy/light, heavier than, lighter than] * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] time [e.g. quicker, slower, earlier, later]
	sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday]
	measure and begin to record the following: lengths and heights mass/weight / capacity and volume / time (hours, minutes, seconds)
	recognise and know the value of different denominations of coins and notes
	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
	recognise and use language relating to dates, including days of the week, weeks, months and years
Geometry Shape and Position	recognise and name common 2-D, including: rectangles, squares, circles and triangles
	Recognise and name: 3-D shapes: cuboids, cubes, pyramids and spheres.
	describe position, direction and movement, including half, quarter and three-quarter turns.

Ways a Parent Can Help with **MATH**

1

Look for shapes and patterns in real life

2

Have your child measure ingredients for a recipe you are making

3

Ask your child to explain the math skills he or she is working on in school

4

When helping your child with homework or school assignments, ask him or her to explain how he or she got an answer

5

Help your child find some appropriate number and problem-solving games to play online

6

Play card or board games that involve counting or patterns

7

Ask your child to count change at the grocery store, or to estimate the total cost while you are shopping

8

Compare:

Which is the tallest?
...the heaviest?
...the longest?
...the smallest?
...the fastest?
...the hottest?
...the most expensive?

9

Have tools such as a ruler, a scale, a calculator, and a measuring tape available to use in your house

10

Encourage your child to track or graph scores or stats for a favorite sports team

11

Use dice or playing cards to make a game out of practicing math facts



Point out ways math is part of “real” life: money, computers, music, art, construction, cooking...

All around us, every day.

Autumn Term - The Wild Woods

Here are some of the exciting things we will learn this term:

- Explore the forest school and War Memorial Park
- Compare old and new aerial maps and create own map
- Tree boggarts
- Leaf colour matching
- Weather forecasts
- Research woodland animals
- Nature weaving
- Learn about Robin Hood
- Create a woodland shoebox home with a moving character
- Science - deciduous and evergreen trees and seasons
- **Visit to War Memorial Park**
- **Robin Hood Day**



Spring Term - Hear me ROAR!

Here are some of the exciting things we will learn this term:

- Learning about animals around the world
- Locate Asia, North America, Africa and Europe on a world map
- Explore different ways to create a picture - paint, watercolours, sketching
- Designing and making clay animals
- Learn about the life of Mary Anning
- Compare the prehistoric era to today
- Create papier maché dinosaur eggs
- Science - identifying different classifications of animals and learn about carnivores, herbivores and omnivores
- **All Things Wild**
- **Dinosaur hunt**



Summer Term - Flashback

Here are some of the exciting things we will learn this term:

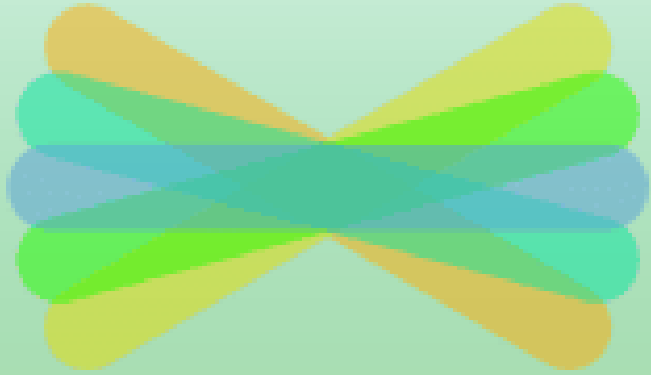
- Share our memories from our lifetime
- Discuss what a baby needs and how it compares to a child's and adult's needs
- Paint a self portrait
- Share memories with our friends
- Compare toys from the past
- Talk about our own families and past generations
- Learn about key events, such as The Great Fire of London and the Millennium
- Create an individual and a whole class memory box
- Science - senses and body parts
- **Firefighters visit**
- **St John's Toy Museum in Warwick**



Emotional and social development

Primary School Guide Key Stage 1

Approx. Ages Corresponding stages	Reception Infant/Toddler 2-4	Year 1 Child 5-6
Brain Development	Age 3 brain 80% adult size. By age 3 80% of synaptic connections made. Early experiences are crucial. Long term memory developing Good nutritional food important for brain development	Limbic system developing, including the Amygdala (emotions) Hippocampus (memory) not yet able to have reasoned reactions to everyday situations. But watching and learning from adults. Their early emotional experiences become embedded in their brain and can influence them as adults.
Mental & Intellectual Development	Large strides in language development. Provides hands on activities to explore through their 5 senses. They will say "I do it "& want to make choices. Learning about and experiencing their emotions.	Dressing themselves & communicating in sentences. The more experiences the more they learn. No filters they absorb everything.
Interpersonal Development	Important to have secure attachments. Ask them "how do they think others are feeling" when something happens to help gain emotional understanding of others	Getting along with others and understanding fairness and their place in the world. Learning how to control their behaviour
Adult Support and Guidance	High exposure to experiences and activities. Keep them moving as good for them and the brain as it Increases heart rate, blood flow and oxygen to the brain. Read stories to them. Be Intune with their emotions and build a sense of belonging.	Imaginative play. Read regularly with them. Keep active. Be understanding & tolerant they are learning about so many things and won't always make the right choice or do the right thing. Maintain their self-esteem and confidence when dealing with them when they don't get it right. Continue to affirm their sense of belonging and increase their autonomy.



Seesaw

Keep up to date with
your child's learning by
connecting to Seesaw.

If you are not yet
connected, let your
child's class teacher
know.