

Welcome to Year 1



Birch Class

Mrs Harlow
Mrs Fox

Mrs Ball (AMs)
Mrs Nash (AMs)

Miss Williams
Miss Lambarth
Mrs Duly



Cherry Class

Mrs Loupos-Read

Mrs Buchan

A Typical Day in Year 1

Morning

- Register
- Assembly
- Phonics
- English or Maths
- Snack Time
- Break Time
- English or Maths
- Lunch

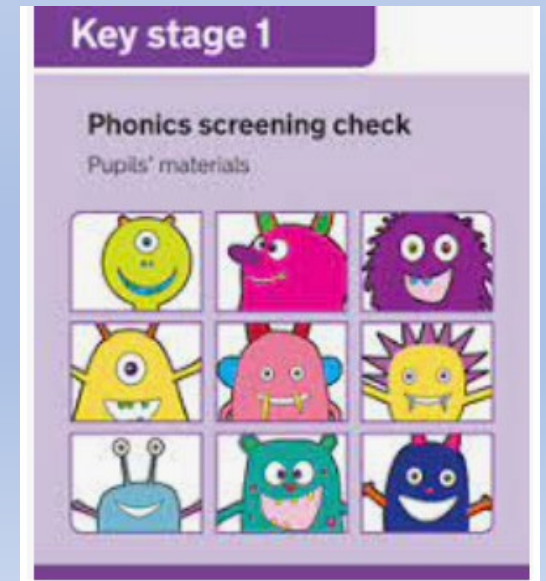
Afternoon

- Storytime
- Foundation Subjects
(2 per day)
(Geography / History, Science,
Music, R.E, PSHE, Art, DT,
Computing,
PE (Indoor and Outdoor), Yoga,
Outdoor Learning)

Phonics

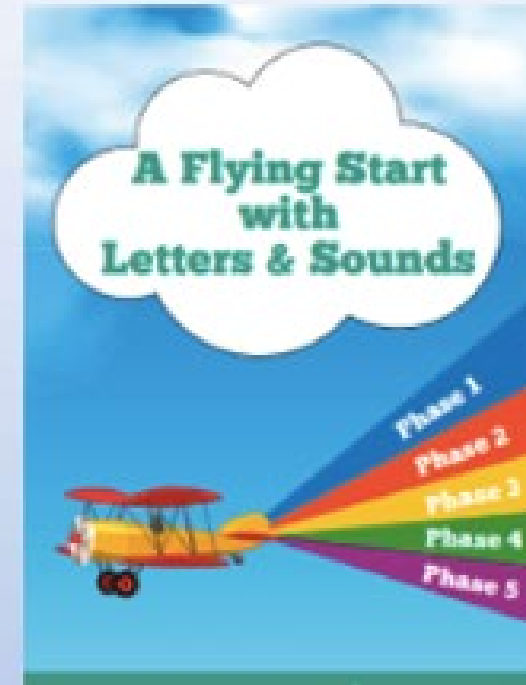
In end of May/June the children take the Phonics screening check to assess their knowledge of sounds and their ability to use the sounds to read words. It includes real and 'alien words'. The assessment is done one to one with the teacher or Deputy Head teacher.

s	a	t	p	i	n	m
d	g	o	c	k	ck	e
u	r	h	b	f	ff	l
ll	ss	j	v	w	x	y
z	zz	qu	ch	sh	th	ng
ai	ee	igh	oa	oo	ar	or
ur	ow	oi	ear	air	ure	er



Phonics

Last year we started a new phonics scheme called 'A Flying Start with letters and Sounds'. The children will have a daily phonics session each morning with their class teacher. Any children who are finding specific sounds tricky will have an additional 'keep up' session in the afternoon. This will be based on teacher assessments and groups will be flexible and change regularly.



Handwriting

The children are taught to form their letters using the Nelson Handwriting Scheme.

They practise handwriting every day.



a b c d e f g h i j k l m n o p q r s t u v w x y z

Maths

End of year 1 Expectations

Number – Number and Place Value I can:

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.	
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	
read and write numbers from 1 to 20 in numerals and words.	

Number – Addition and Subtraction I can:

read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	
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 problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	

Number – Multiplication and Division I can:

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.	
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Y1 Maths: I Can Checklist

Number – Fractions I can:

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.	

Measurement I can:**compare, describe and solve practical problems for:**

lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	
mass/weight [for example, heavy/light, heavier than, lighter than]	
given a number, identify one more and one less.	
capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
time [for example, quicker, slower, earlier, later]	

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	
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	
recognise and use language relating to dates, including days of the week, weeks, months and years	
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	

Geometry – Properties of Shapes I can:

recognise and name common 2-D and 3-D shapes, including:

2-D shapes [for example, rectangles (including squares), circles and triangles]	
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3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	
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Geometry – Properties of Shapes I can:

describe position, direction and movement, including whole, half, quarter and three-quarter turns.	
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English- Writing

End of year 1 Expectations

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		
To use adjectives to describe.		
To use simple sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Has an awareness of and is beginning to use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
To spell most words containing previously taught phonemes and GPCs accurately.		
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		
To use -s and -es to form regular plurals correctly.		
To use the prefix 'un'.		
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		

English- Reading

End of year 1 Expectations

Pupil(s) are beginning to independently apply their knowledge and skills:	
To blend sounds in unfamiliar words using the GPCs that they have been taught.	
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes.	
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
To read words containing taught GPCs.	
To read words containing -s, -es, -ing, -ed and -est endings.	
To read words with contractions (for example, I'm, I'll, we'll).	
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.	
To re-read texts to build up fluency and confidence in word reading.	
To continue to demonstrate a pleasure in reading and a motivation to read.	
To link what they have read or hear read to their own experiences.	
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	
To retell familiar stories in increasing detail.	
To recite simple poems by heart.	
To discuss word meaning and link new meanings to those already known.	
To check that a text makes sense to them as they read and to self-correct.	
To predict what might happen on the basis of what has been read so far.	
To begin to make simple inferences.	
To discuss the significance of titles and events.	
To join in discussions about a text, take turns and listen to what others say.	

A few key things:

- We have Outdoor Learning on Mondays. Please ensure your child has the correct kit
- PE kits need to be in school all week
- We check the children's reading records everyday. Please send them to school with their reading record, even if they have not read. **It is our expectation that you will read at home with your child at least 3 times per week.**
- If you wish to volunteer to hear readers we would be very grateful!

How can you help your child at the start of year 1?

- Forming their letters correctly and naming letters (in and out of order)
- Reading and writing numbers to 20 correctly
- Counting forwards and backwards (up to 20, 50, 100)
- Listen to them read (at least 3 times per week) and ask questions to check their comprehension and recall of the story.
- Share stories for enjoyment, visiting the library
- Fostering independence – getting changed by themselves, peeling an orange etc.