

Welcome to the
Year 1 Curriculum
Evening



Year 1 Curriculum Meeting

Spoken Language, Writing and Reading including Phonics

Maths

Behaviour for Learning and Zones of Regulation

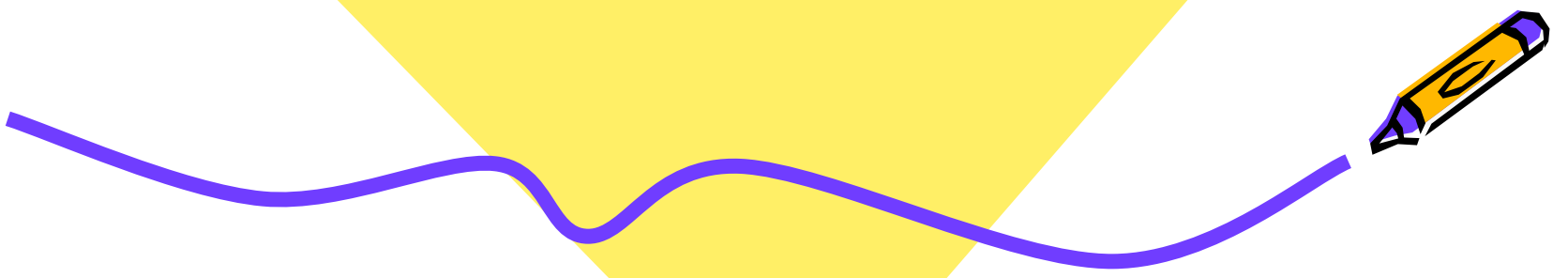
Daily routines

Other curriculum areas

There will be time for questions throughout.

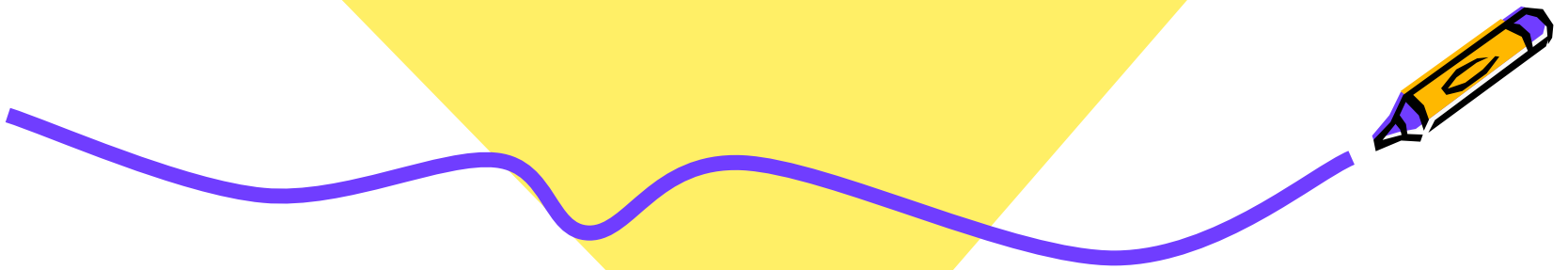


English





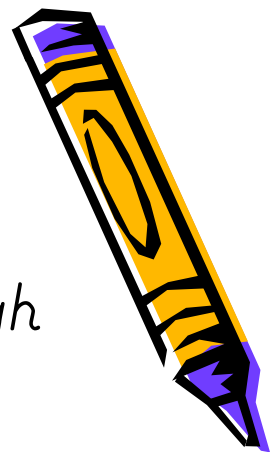
Phonics



What is Phonics?

- 'Unlocking Letters and Sounds'
- Daily phonics sessions ensure that phonics has a high profile within the classroom.
- Blending for reading, sounding out, blending and fluently reading.
- Segmenting for spelling: stretching and phoneme fingers.
- Building up the bank of Common Exception Words for reading and writing.
- Teach and apply sentence writing skills e.g. capital letters and full stops.

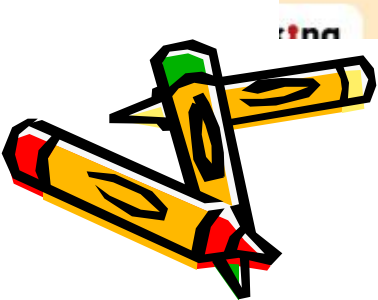
- ULS session example



Word is displayed with sound buttons and teacher models reading My Turn, Your turn (MTYT). The children then repeat.



scarf

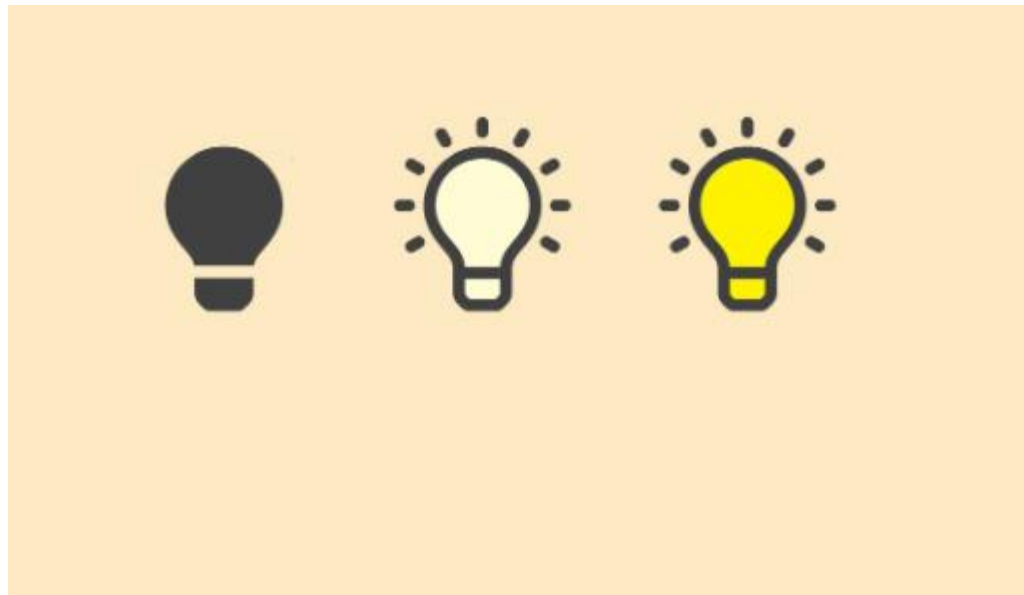
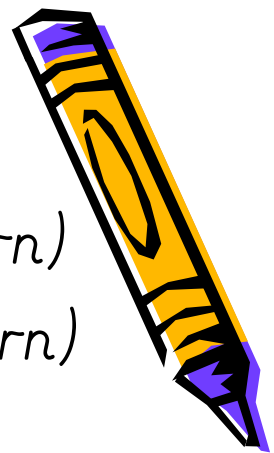


Word is displayed with no sound buttons
to read automatically.

scarf



Teacher models the steps for writing the words (My Turn)
and the children follow the steps independently (Your turn)



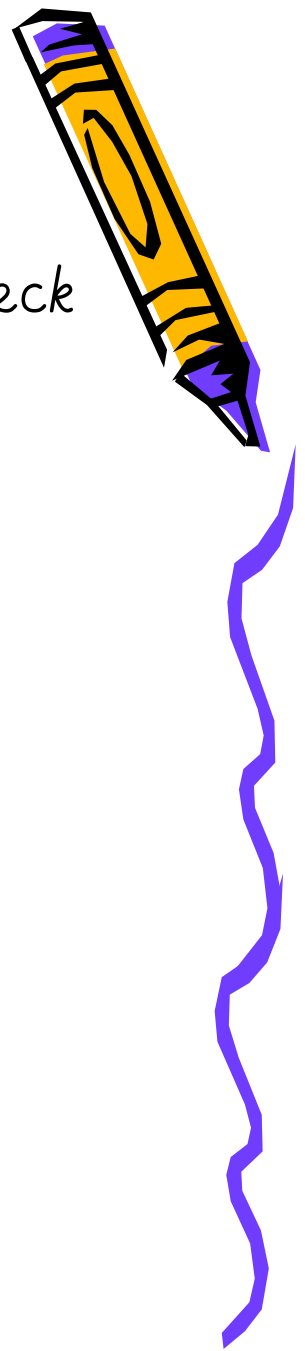
Phonic Interventions

- To help close gaps in phonic knowledge and stay 'on track' we have daily interventions in school.

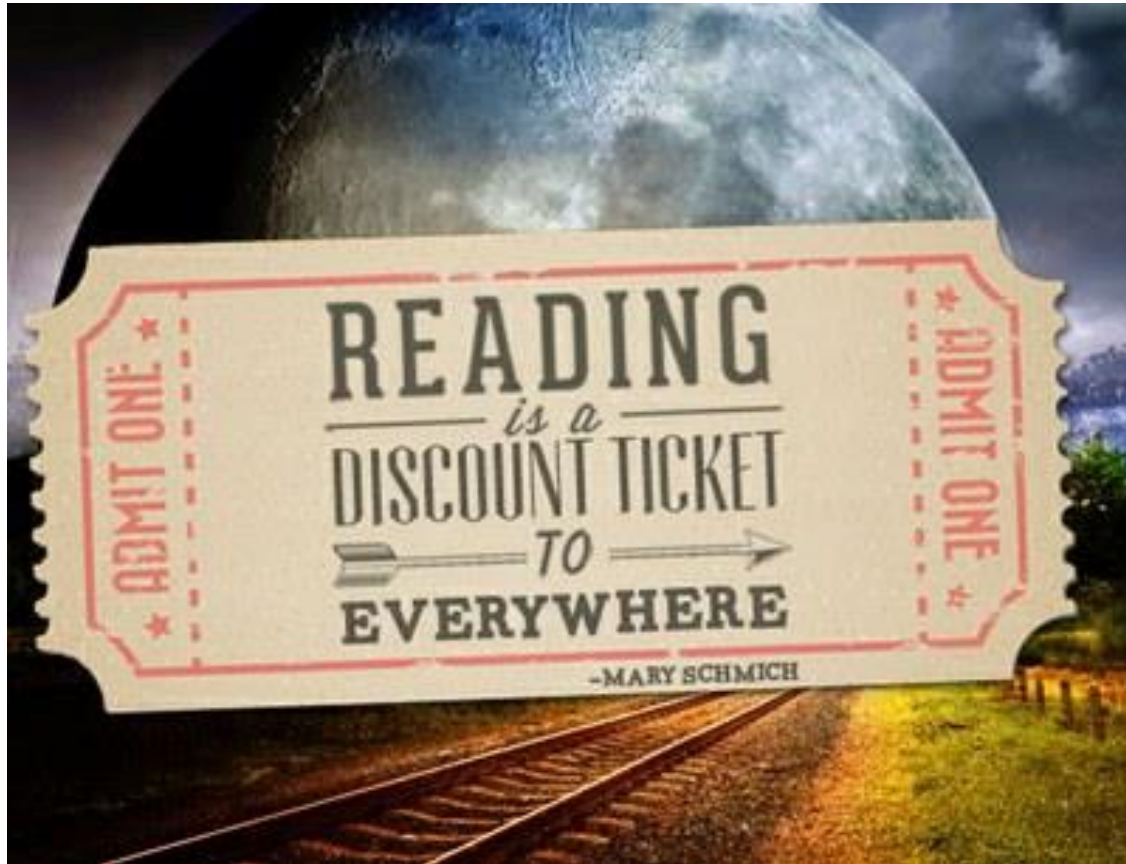
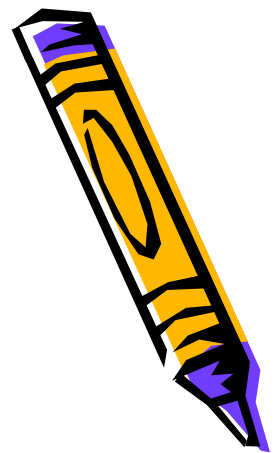


Phonic Screening

- In Year 1 children complete a phonic screening check as required by the Government.
- Children who did not meet the standard take the check again in Year 2.
- The pass mark is released after all children have completed the check.
- In March there will be a meeting to share more information about this



Developing Reading Skills in Year One



THE IMPACT OF READING 20 MINS EACH DAY



Regular reading impacts a child's success at school.
If not addressed early the educational gap widens...

Child A



Reads 20 minutes
per day

3,600 minutes
per school year

1,800,000 words
per school year



Scores in the
90th percentile

Child B



Reads 5 minutes
per day

900 minutes
per school year

282,000 words
per school year



Scores in the
50th percentile

Child C



Reads 1 minute
per day

180 minutes
per school year

8,000 words
per school year



Scores in the
10th percentile

Standardised Test Scores

By the end of grade 6, Child A will have read the equivalent of 60 school days, Child B will have read for 12 school days and Child C will have read for 3 days. Nagy and Herman, 1987.

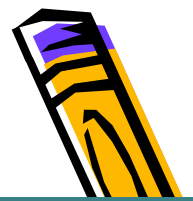


The Beechcroft reading offer



- Daily decoding practise
- Enjoyment of 'must read' books
- 2 sessions each week with Teacher
- Minimum of 2 sessions each week of paired reading with some adult support
- Developing fluency and enjoyment at home with a familiar text
- Love of reading books shared with adults at home

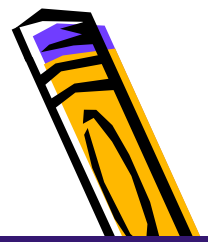




Reading at home

- 5 – 10 minutes
- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the sounds and blend them together
- Be patient and let them try and work it out
- Read common exception words by sight.





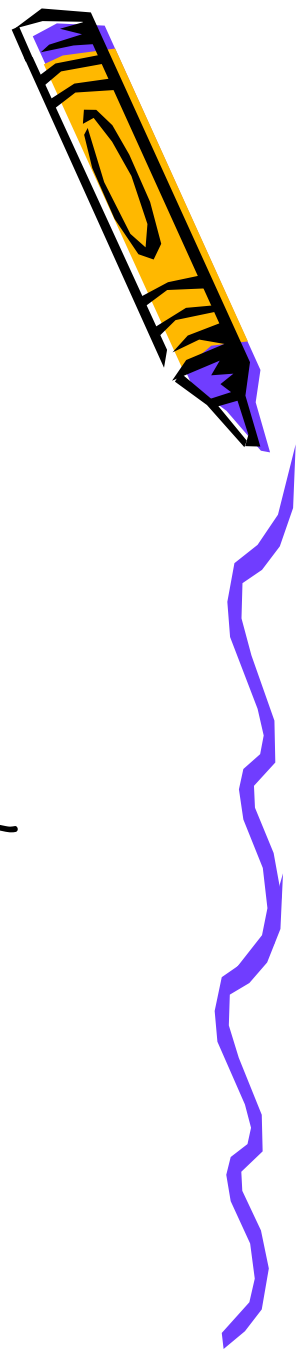
Reading at home

- Continue to read to your child.
- Model how to read a book – left to right, turning pages
- Ask questions about what has happened and characters' feelings
- Support vocabulary
- Predict what will happen next
- Make connections
- Model your love of reading!



Spoken Language

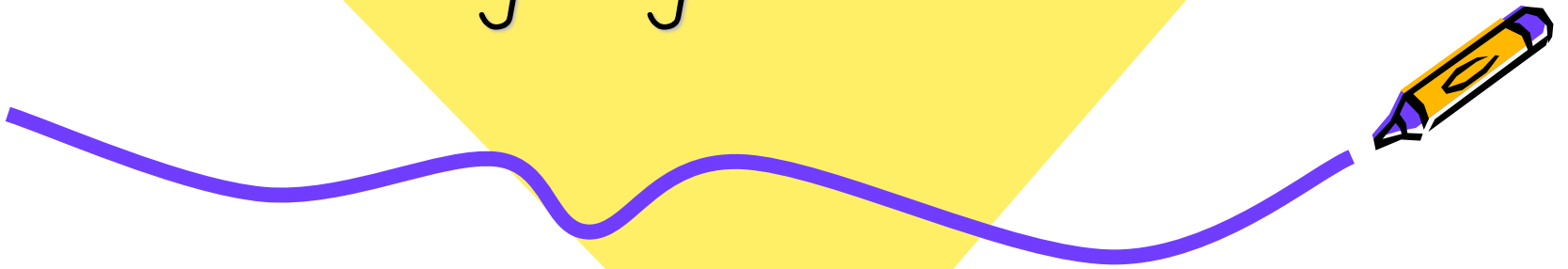
- This is embedded through every subject.
- Understanding, developing and using Spoken Language.
- Using language to reflect on our learning.





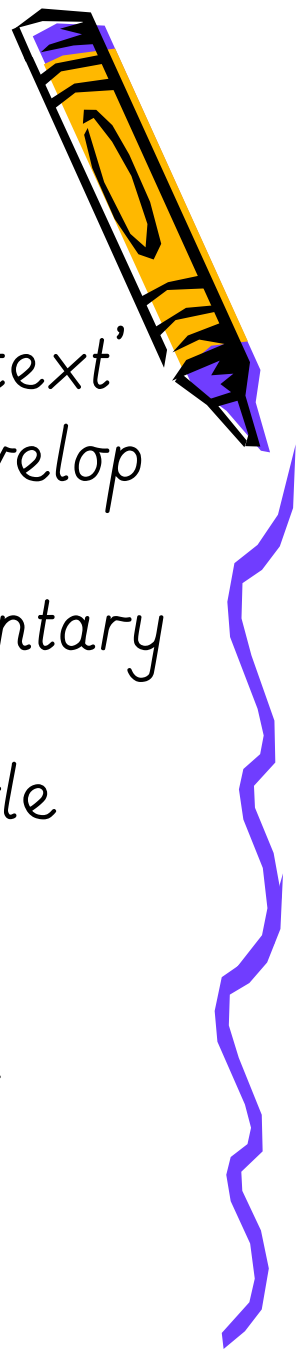
Writing

What's going on in Year 1?



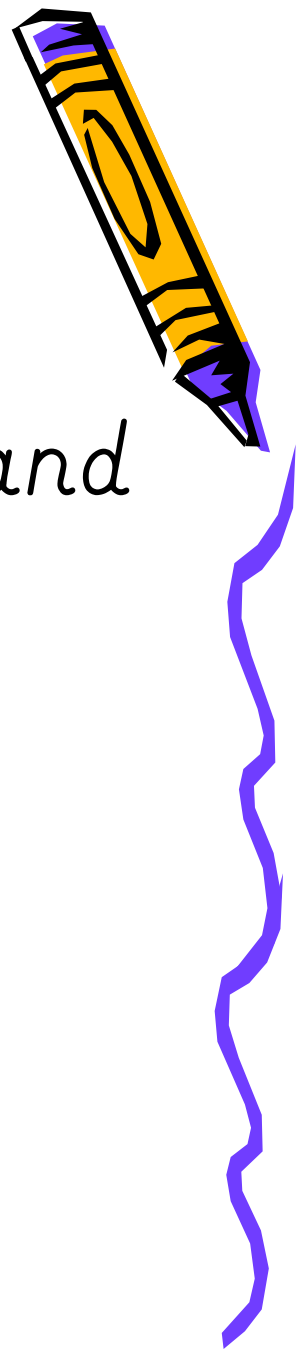
Talk for Writing

- ✓ Starts with a High Quality Text
- ✓ Children internalise and practise a 'model text'
- ✓ Become familiar with the model text to develop structure, word and sentence type skills
- ✓ Language inspired by poetry and supplementary text
- ✓ Shared and modelled writing with the whole class
- ✓ Encouraging independent writing
- ✓ Reading our writing once we have finished



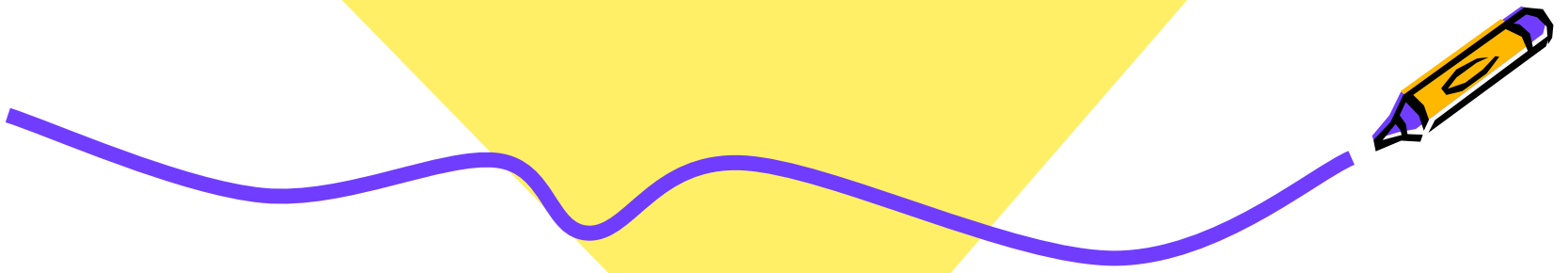
Pencil grip Handwriting ULS

- See the ULS formation sheets and patten



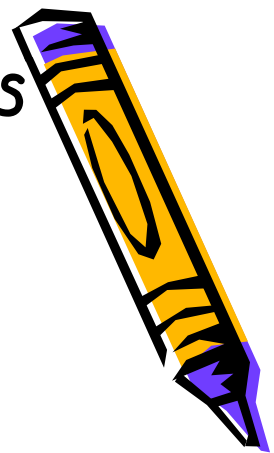


Maths in Year 1

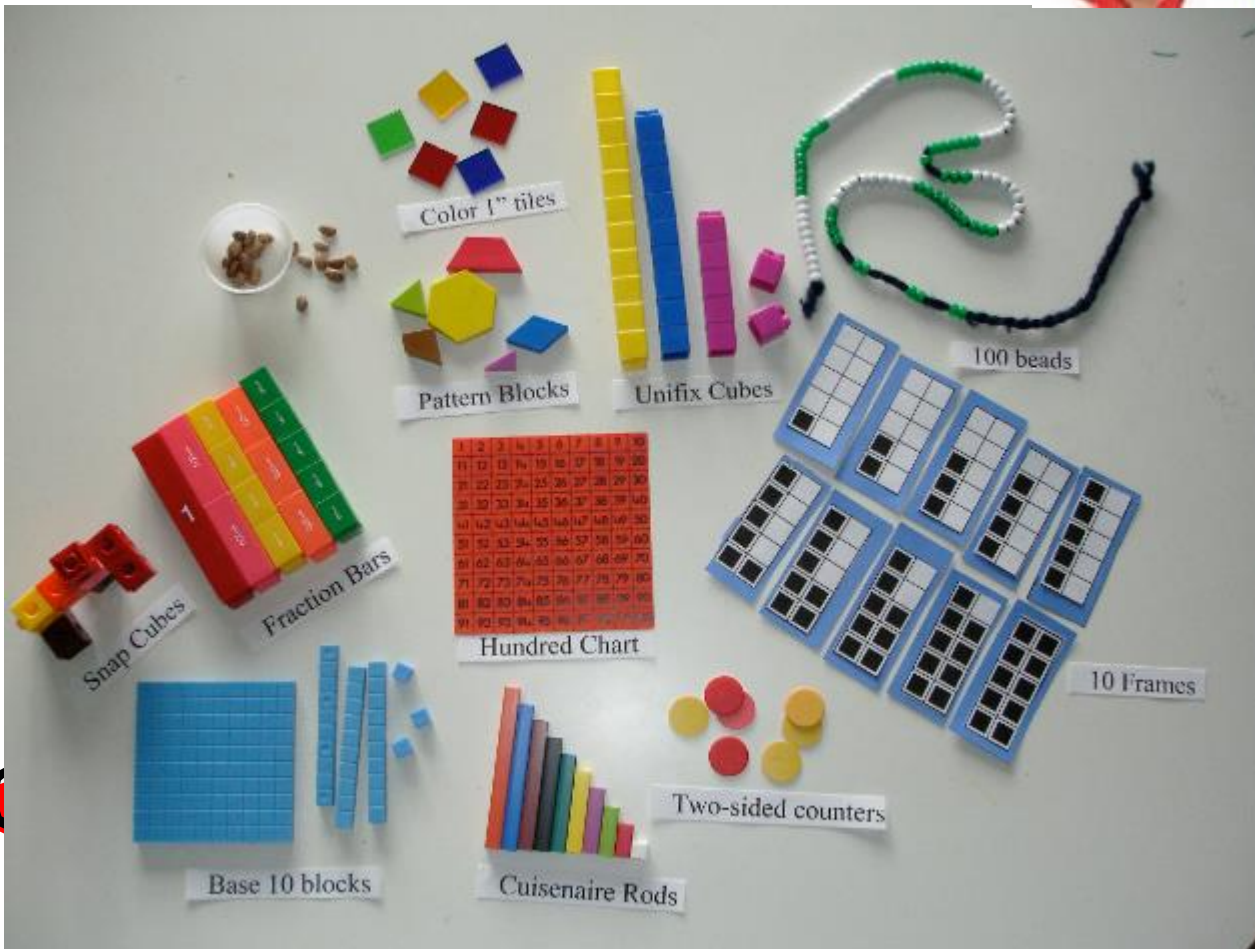


In Year 1 we cover the following strands in maths

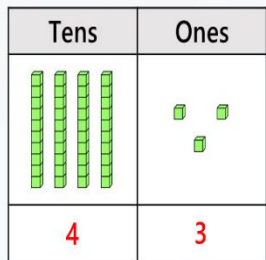
- Counting and ordering numbers
- Place Value
- Addition and subtraction
- Multiplication and division through sharing and grouping
- Shape
- Fractions (halves and quarters)
- Length and height
- Time
- Mass, capacity



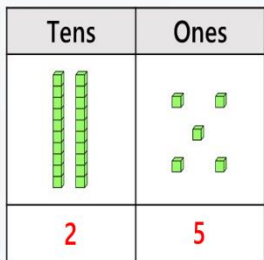
Concrete



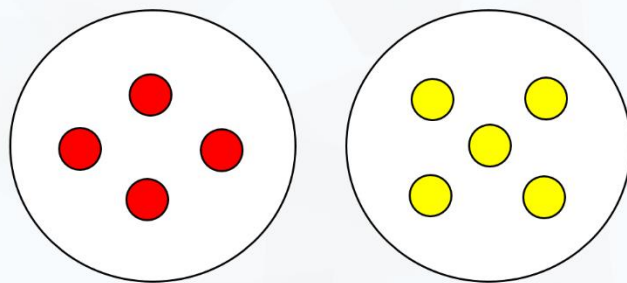
What number is represented in the place value charts?



The number 43.



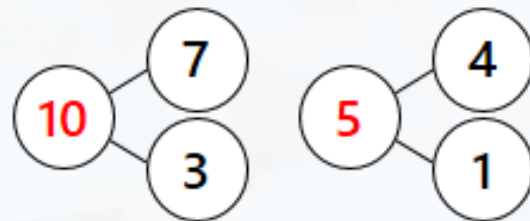
The number 25.



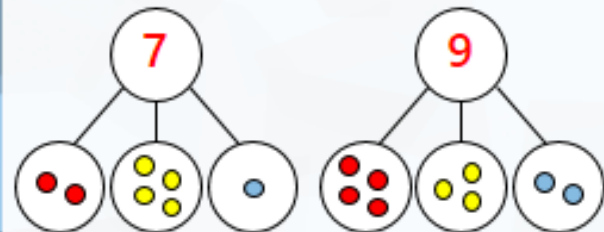
4 is a part. 5 is a part. The whole is 9.

Pictorial

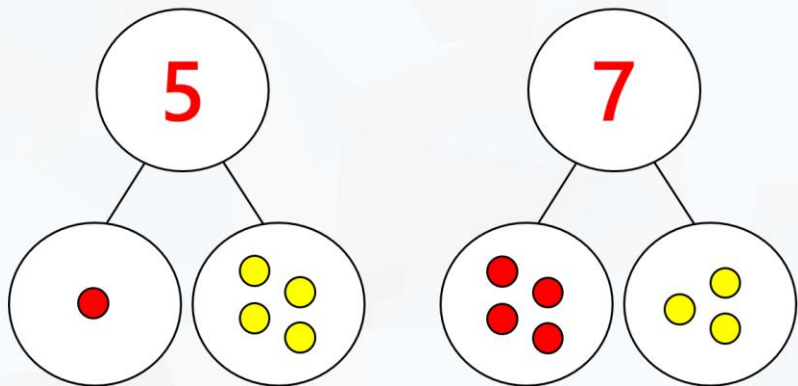
Complete the part-whole models.



Complete the part-whole models.



Complete the part-whole models.



Abstract



Complete the number sentence.

$$3 + 1 = \boxed{4}$$

Complete the number sentence.

$$3 + 3 = \boxed{6}$$

Complete the number sentence.

$$2 + 5 = \boxed{7}$$

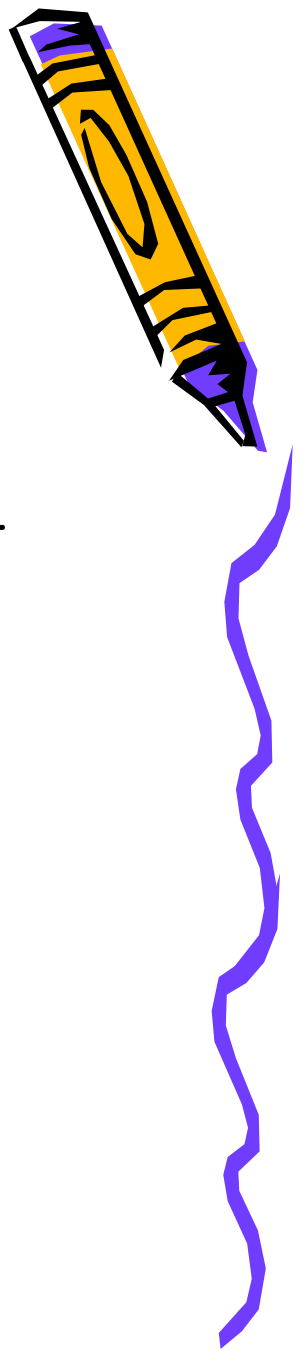
Complete the number sentences.



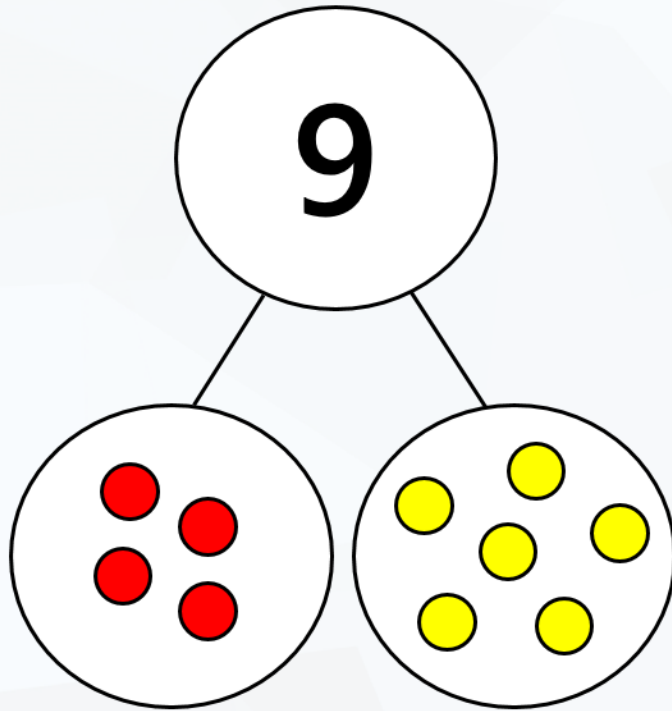
$$\begin{array}{l} \boxed{6} + \boxed{4} = \boxed{10} \quad \boxed{10} = \boxed{6} + \boxed{4} \\ \boxed{4} + \boxed{6} = \boxed{10} \quad \boxed{10} = \boxed{4} + \boxed{6} \end{array}$$

Reasoning

- Chance for speaking and listening (sentence stems).
- In Maths, we do not want writing to be a barrier.
- Problem solving open ended.



Spot the mistake on the part-whole model.



Explain your answer.

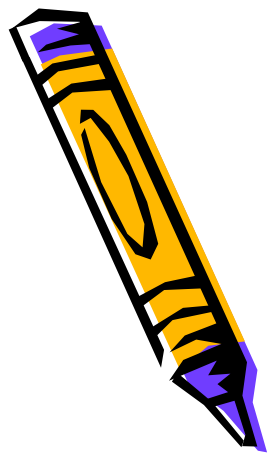
The whole is 10 (not 9).

4 red counters + 6 yellow
counters.



Fluency

- *Number bonds*
- *Counting forwards and backwards*
- *Counting in 2s, 5s and 10s*



Mastering Number: Rekenreks

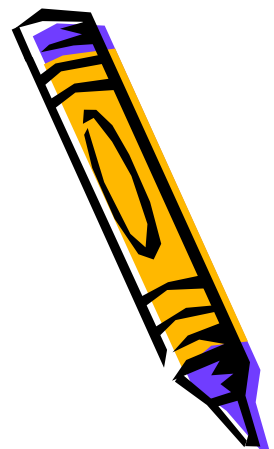
- Develops fluency: seeing it, not counting it.
- Develops number sense: composition of numbers

Addition facts within 10

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8		
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7			
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6				
5	5+0	5+1	5+2	5+3	5+4	5+5					
6	6+0	6+1	6+2	6+3	6+4						
7	7+0	7+1	7+2	7+3							
8	8+0	8+1	8+2								
9	9+0	9+1									
10	10+0										



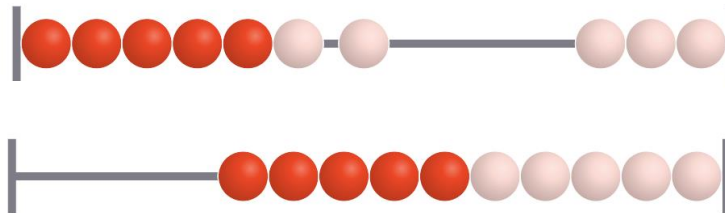
Mastering Number: Rekenreks



Pupil view of a rekenrek - 'making numbers'



- 'Ready position'
- 'Reds are ready to go!'
- Beads 'in play' are on the left so it mirrors the position of numbers on the number line
- 'One push' - so no counting in ones!
- Re-set by tipping the rekenrek, not pushing beads



[Polypad - Virtual Manipulatives \(amplify.com\)](https://www.amplify.com/virtual-manipulatives-polypad)

vimeo.com/720189708 Make 7 on the top row of the rekenrek on Vimeo

vimeo.com/720193821



How you can help at home

- Practising counting forwards and backwards, starting on different numbers.
- Counting songs
- Practical adding and taking away numbers using objects.
- Number bonds to 10 and 20 videos/topmarks
- Counting in 2's, 5's and 10's - videos
- Verbal reasoning: 'How do you know?' or deliberate mistakes.
- Practical activities to highlight maths in everyday life e.g. shape, money, weighing, time



Zones of Regulation



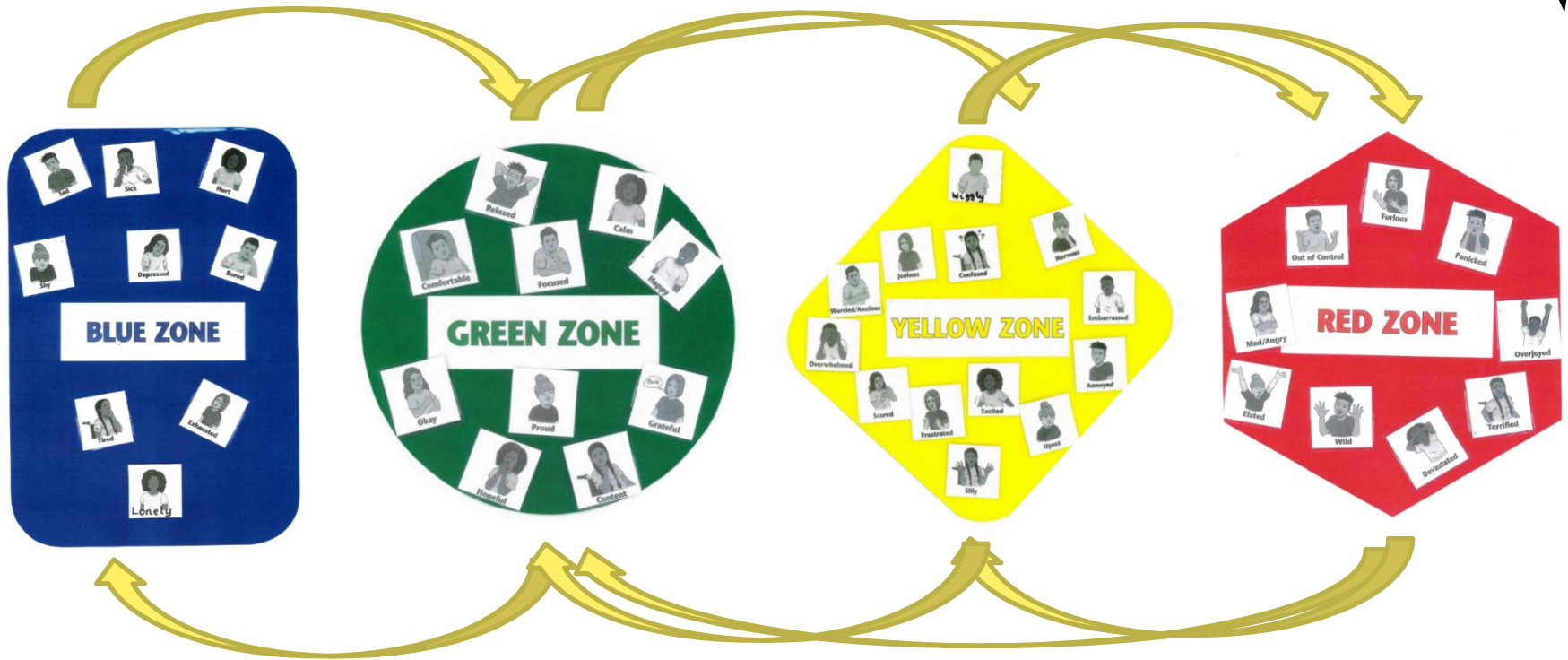
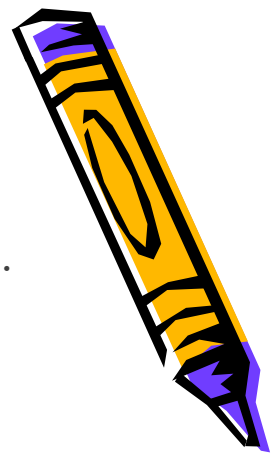
Our emotions can be grouped into different categories to make them easier to identify and understand.

We use colours to help talk about these. The colours match road signs.

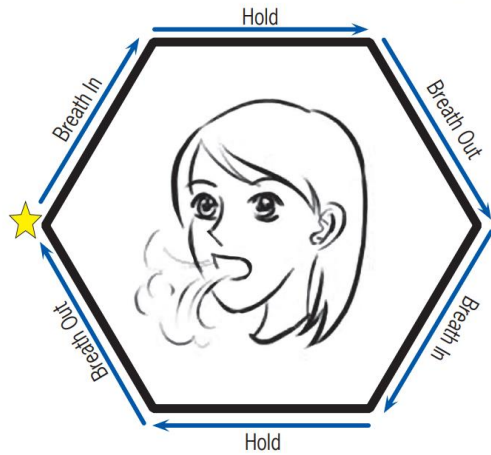


It is normal to move freely between the zones.

It is important to remember that there are no 'negative' zones.



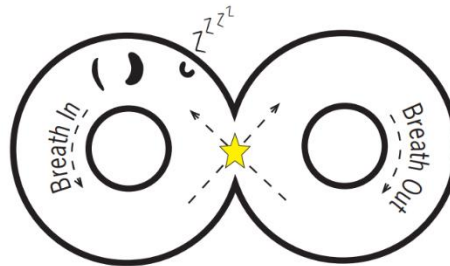
The Six Sides of Breathing



Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue The Six Sides of Breathing cycle until you feel calm and relaxed.

Tools

Lazy 8 Breathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

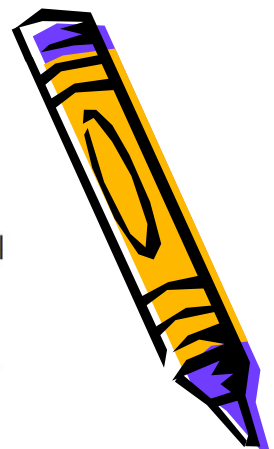
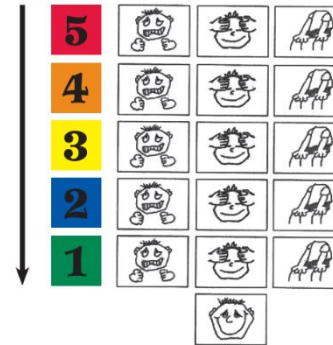
As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

My Calming Sequence Visual

Activity: Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.



“What did you do at school today?”

“Nothing”

The National Curriculum subject areas are:

English

Maths

Science

Computing

Religious Education

Physical Education

PSHE - Jigsaw

Geography

History

Art

Forest School

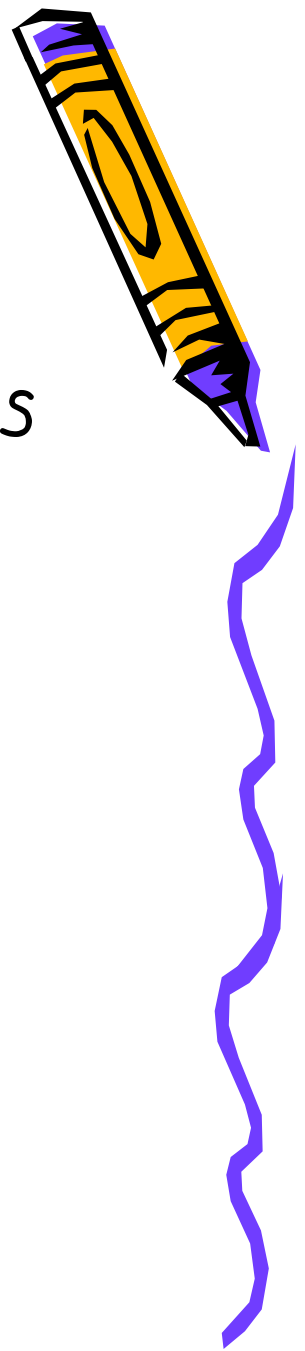
Design and Technology

Music



Year 1 Topics

- Term 1 Marvellous Me!
- Term 2 Dungeons and Dragons
- Term 3 Brilliant Brunel
- Term 4 Exciting Explorers
- Term 5 Rainforests
- Term 6 On Safari





Marvellous Me! Year 1 Autumn Term 1 2023

English: This term we will look at narratives and poetry.

We will be using wishing stories as the basis of our writing in the first part of the term.

Texts: When I grow up and The fish who could wish

We will recap on using spaces between words.

We will learn to compose a sentence orally before writing it.

We will begin to identify and understand the use of question marks and/or exclamation marks

Key vocab: narrative, sentence, letter, word, space, question, question mark, exclamation mark

We will move onto journey stories later in the term

Texts: (Sam's Journey), On the way home, Each Peach Pear Plum

We will recap on composing a sentence orally before writing it

We will learning to punctuate sentences using a capital letter and full stop

We will begin to develop verbal sentences using openers e.g. Luckily, Unfortunately

Key vocab: story, beginning, end, sentence, word, letter, space, luckily, unfortunately, capital letter, full stop

At the end of the term, building up to our Harvest Celebration, we will look at poetry and the difference to the layout and organisation. We will also be looking at the rhyming element of some poems.

Maths: This term we will continue to develop our understanding of number through practical activities, using manipulative resources. We will begin to record our maths in a written format.

We will continue to work on developing known facts with the aim of recalling these quickly.

- Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 10 in numerals and words.
- Given a number, identify one more or 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

Key vocab: equal to, more than, less than (fewer), most least, number, count on, count back

Computing: Computer Science: Digital literacy

Through our computer suite time we will learn to recognise common uses of information technology beyond school. We will use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies **Key vocab:** Login, private, password, icon, log out avatar, home screen, computer, technology, my work area, my work

PE: Through playing games we will develop core strength, agility and coordination with a particular focus on balance. We will begin our outdoor sport sessions with Mr Roberston, every Friday. **Key vocab:** Balance, (core, static, seated, dynamic, counter), movements, small bae, reaction and response patterns, agility

Religious Education Who is a Christian and what do they believe? By reading Bible stories, listening to music and learning information, we will begin to understand what Christians believe. **Key vocab:** Christian, belief, Jesus, cross, (crucifix), church, font, vicar, priest, Bible. Christian, belief, Jesus, role, God. Hallelujah (to praise God)

Science: Body Parts and Senses: Our aim by the end of the Autumn 1 term is for the children to identify, name, draw and label the basic parts of the human body. We will use practical activities to explore and learn which part of the body is associated with each sense. We will continue to develop awareness of influential scientists by learning about the work of Linda Brown Buck. **Key vocab:** Senses, sight (eyes), taste (mouth), hearing (ears), touch (fingers/skin), smell (nose) Human body, leg, arm, neck, head, shoulder, elbow, hand, finger, stomach, hip, knee, feet, toe, eyes, ears, nose, mouth, skin, hair, tongue, ankle. Identify, observe, describe

Seasonal Changes: We will make observations and comparisons of the seasonal changes throughout the year. This term will name the four seasons. **Key vocab:** Spring, Summer, Autumn, Winter

Art: We will learn about colour mixing this term using primary colours (red, blue, yellow) to create secondary colours (orange, green and purple). We will explore mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns. We will apply what we have learnt into collaborative Clarice Cliff 'Circle Tree'. **Key vocab:** hue, mix, pattern, primary colours, prints, secondary colours.

Music: Through our fun and interactive lessons we will learn to find and keep a steady beat, copy very simple rhythm patterns with long and short sounds and copy very simple melodic patterns with high and low notes. We will apply these skills through singing and using musical instruments (chime bars). At the end of the term, we will combine this learning into our own composition using 2, 3, 4 or 5 notes. **Key vocab:** steady beat, pulse, rhythm, pitch, tempo, dynamics

Jigsaw: Being Me in My World This term we will understand our rights and responsibilities as a member of the class. This will include, making the class a safe place, feeling valued, recognising what I have achieved and feeling proud, understanding choices and consequences. Many of these things will be discussed in the classroom at various time in the term. **Key vocab:** belonging special, rights and responsibilities, safe, calm, proud, pride, rewards, charter, upset, disappointed, consequences, learning



Home Learning Ideas for Autumn 1

Our topic this term is 'Marvellous Me.'

Please see the Curriculum Plan to find out more about what will be learning this term.

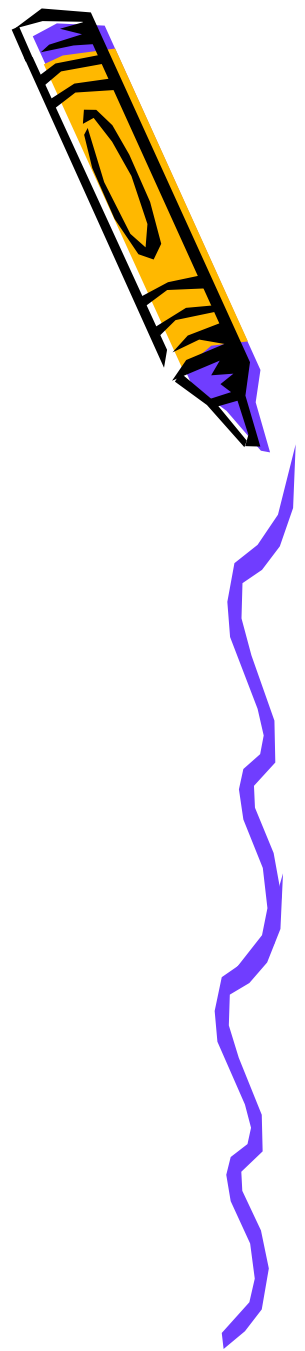
What will you choose to do?

Try one activity a week or go for more if you want!

Please be ready to share what you have done throughout the term.

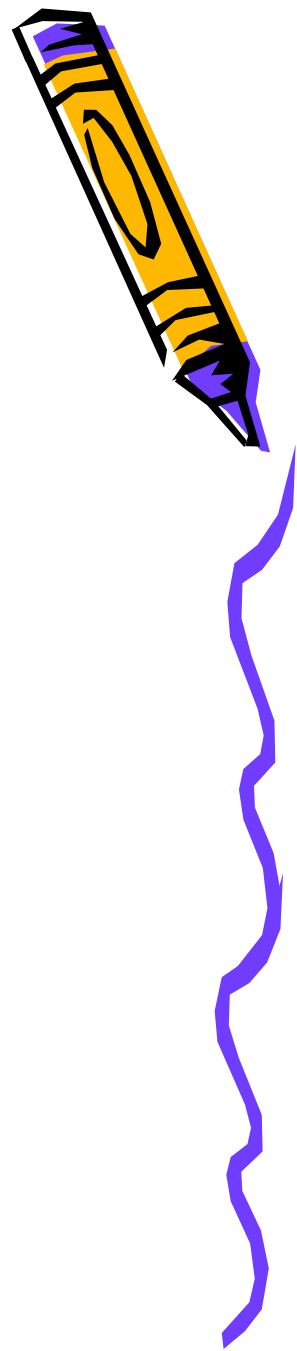
Either bring it in, share a photo or picture or just talk about it.

- Visit a library and borrow a book about something that interests you.
- Make a picture or a collage of your house and your family.
- Go on an autumnal walk and use your senses:
What can you see? What can you hear? What can you smell? What can you touch? What can you taste? (at home 😊)
- Write lists at home - shopping list, list of your toys, your family members etc.
- Visit somewhere in your local area and look for different human (natural) and physical (man-made) features. You could write a list of these things you find.
- Move in different ways and find different ways to balance at home.
- Help make something to eat, like some biscuits, cake, or sandwiches and share it with your family.
- Practice counting in steps of 1, forwards and backwards from different numbers.
- Log onto Purple Mash and complete the 2 Do's that are set by your teacher

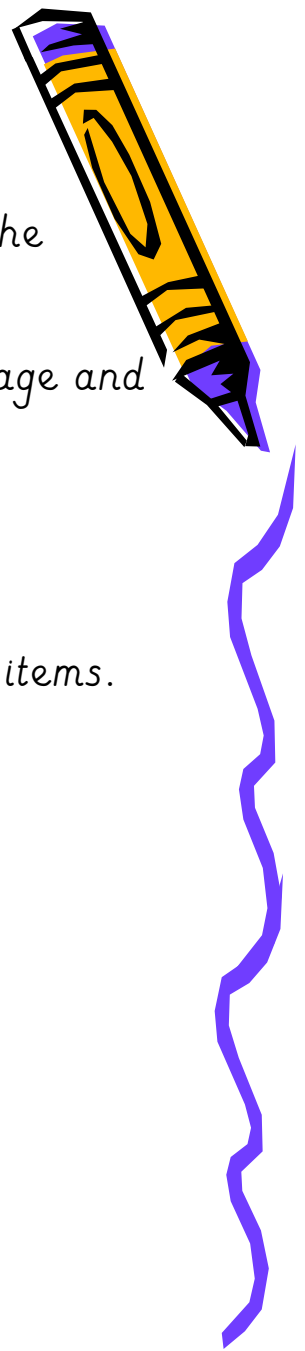


Forest Schools and Friday PE

- Forest School sessions with The Woodland Way - continuation of teamwork and forest school skills developed in FS.
- Friday PE with Mr Robertson new sport each term.



General Information



- Love of Reading books are borrowed on Friday and must be returned the following Friday.
- Don't forget to keep water bottles away from reading books to avoid damage and a replacement book charge.
- Independence and resilience development
- Please label **everything** that your child brings into school! 😊
- Practice getting dressed at home - jumpers, cardigans and forest school items.
- Please make sure they are able to put their shoes on with independence.
- Lunches you can amend the order in advance
- Later in the year we may need adult support for walks etc
- Please make us aware of:
 - religious or cultural celebrations that we can share with the children.
 - any extra-curricular achievements





*Thank you for
coming*

