

Guide to Year 1



This leaflet is aimed at parents and carers of children starting their Year 1 journey.

The booklet contains...

- Key Information
- End of year expectations
- Staff within the Year Group
- Curriculum Overview

Year 1 Key Information

Arrival and Collection

Children enter school gates independently **between 8:45-8:55am** and enter through the fire exit nearest South Street Gate (Maps can be located on our school site)

Parents or carers collect from the main playground at **3:15pm** from the main playground.

Phonics

We continue to follow the Phonics Scheme 'Read Write Inc' and details can be found on our school site. Children complete daily phonic sessions to learn the single letter sounds (Phoneme) and the way these are recorded (Grapheme).

Read Write Inc.
Phonics

Homework

Reading books are sent home each week. Please read a minimum of 3 times a week- this can be just a few pages. The more your child reads at home, the more confident they will become. Please record when you read at home in the diary. We will also send out **Bug Club** passwords, so your child can access online books.

Spellings are sent home each week. We have a quiz at the end of each week on a Friday. Please practice the weekly spellings at home as often as possible.

Children need to bring....

- A bottle of water
- A packed lunch (if not having hot dinners)
- A healthy fruit snack
- Their book pack containing their reading diary, reading books and word pack
- A coat
- Appropriate footwear
- Hat and gloves if cold

Y1 will have PE on Monday and Tuesday in Autumn Term. Children can come in their school PE kit on these days.

Tapestry

We continue to use Tapestry to gather assessment evidence and to share learning between home and school. Please check Tapestry daily to keep updated. We will also use Tapestry to communicate minor accidents.

Tapestry is for learning comments only and all other communication should be through the main school contacts. Tapestry may not be monitored out of school hours.

Word Pack Tool Box

Children in year 1 receive a 'Word Pack Tool Box' with a set of words to learn by sight each week. Each card has an item to collect for their tool box.

Teachers will check progress weekly and stamp a tool card when all words are confidently recognised. You will then receive a new card in the pack. You could put the words up around your house to help with this task.



End of Year Expectations for Year 1

Year 1 Number and Place Value

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. <input type="checkbox"/> Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. <input type="checkbox"/> Given a number, identify 1 more and 1 less. <input type="checkbox"/> 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. <input type="checkbox"/> Read and write numbers from 1 to 20 in numerals and words. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. <input type="checkbox"/> Represent and use number bonds and related subtraction facts within 20. <input type="checkbox"/> Add and subtract one-digit and two-digit numbers to 20, including 0. <input type="checkbox"/> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. <input type="checkbox"/> Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

Year 1 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> ➤ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ➤ mass/weight [for example, heavy/light, heavier than, lighter than] ➤ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ➤ time [for example, quicker, slower, earlier, later] <input type="checkbox"/> Measure and begin to record the following: <ul style="list-style-type: none"> ➤ 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] . <input type="checkbox"/> Recognise and use language relating to dates, including days of the week, weeks, months and years. <input type="checkbox"/> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> ➤ 2-D shapes [for example, rectangles (including squares), circles and triangles] ➤ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Year 1

Reading

Word Reading

Comprehension

Sufficient evidence shows the ability to...

- Apply phonic knowledge to decode words.
- Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught.
- Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.
- Read words with the endings -s, -es, -ing, -ed and -est.
- Read words of more than one syllable which contain GPCs known.
- Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.
- Read some phonically-decodable books, closely matched to phonic knowledge.
- Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.

Sufficient evidence shows the ability to...

- Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
- Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.
- Link what they read to their own experiences.
- Recognise and join in with predictable phrases in poems and stories.
- Appreciate some rhymes and poems; recite some by heart.
- Discuss the meanings of new words, linking them to words already known.
- Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.
- Check that texts make sense when reading; self-correct and re-read inaccurate reading.
- Talk about the significance of the title and events.
- Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.
- Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.
- Participate in discussion about what is read to them, taking turns and listening to others.
- Explain clearly their understanding of what is read to them.

Year 1

Writing

Transcription

Composition

Spelling

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences containing the GPCs and words taught so far.
 - Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.
- Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.
- Spell most common exception words in the YR 1 spelling appendix.
- Recognise and spell a set of simple compound words.
- Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.
- Name the letters of the alphabet in order.

Handwriting

Evidence:

- Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.
- Capital letters formed correctly for some names of people, places and the days of the week.
- Some spaces are left between words, although inconsistent.
- Most letters sit on the line correctly.

Composition: structure and purpose

Sufficient evidence shows the ability to...

- Compose sentences orally before writing; talk about where the sentence begins and ends.
- Attempt to write appropriately to the task.
- Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.
- Compose orally and write simple poems.
- Re-read writing to check it makes sense.
- Discuss own writing with others; make simple changes where suggested.

Vocabulary, grammar and punctuation

Sufficient evidence shows the ability to...

- Write sentences or sentence-like structures which can be clearly understood.
- Often use 'and' to join words and clauses.
- Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
- Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
- Sometimes include adjectives for description.
- Begin to use some features of Standard English e.g. I did.

Staff working in Year 1

Year 1 Teacher Elm Class	Miss J. Wright
Year 1 Teacher Ash Class	Miss H. Holmes and Miss S. Lonie
Year 1 Teaching Assistant	Miss H. Worsey
Year 1 Teaching Assistant	Mrs S. Maris
Year 1 Additional Support	Mrs L. Smith
Year 1 Additional Support	Miss L. Davison

Curriculum Overview Year 1

	Term 1: Home and Away	Term 2: Fire Fire!	Term 3: Poles Apart	Term 4: To Infinity and Beyond!	Term 5: Live, Thrive, Evolve!	Term 6: Flower Power
Focus	Geography and Science	History and Geography	Geography and Science	Geography and Science	Science and History	Science
English – Key Texts	Home How to build a home Poetry- My House Information Book-This is Australia Book-Kevin the Koala Book-Oi Duckbill Platypus Book-Somebody swallowed Stanley (environmental)	Book-Vlad and the Fire of London Book-The Gingerbread Man* Book-The Queens Hat Information Book-The Great Fire of London	Book-Lost and Found Advert- The Longest Journey Information Book-Penguins- Gail Gibbons Poetry-Winter The Snowman- Raymond Briggs	Book-Here We Are- Oliver Jeffers Advert- Man on the Moon Book-Man on the Moon- Simon Bartram Book-Toys in Space	Book-Senses Poetry Book-Avocado Baby Book-Lighthouse Keeper's Lunch Information Book-My Body	Come Green (environmental) The Last Tree (environmental) The Bean Diary Poetry-Under the Canopy The Enormous Turnip* Stanley's Stick
English – Genres	Non-Fiction Captions and Labels Posters Retelling Narrative	Traditional Stories Diary Report Retelling Narrative	Postcards Letters Report	Lists Letters Descriptions Posters/Leaflets	Informal Letters Poetry Narrative	Narrative Instructions Vocabulary
Maths	Place value to 10 Addition and Subtraction to 10 Geometry Shape Place Value to 20		Consolidation Addition and Subtraction to 20 Measurement- Length and Height Measurement- Weight and Volume Consolidations		Consolidation Multiplication and Division Number- Fractions Geometry- Position and Direction Place Value to 100 Measurement- Money and Time	
Science	Animals-Identify and classify Seasonal Change- In UK Materials- Sorting	Seasonal Changes- Climates and weather	Animals –cold countries, classify Seasonal- Observe Change and name the seasons	Materials-Wood, Metal etc... Gravity and Forces Rockets	Animals inc Humans- Identify and name parts of the Body Staying healthy	Plants Plant Life Cycle Growth Identify and name plant parts Seasonal Change
History	N/A	Beyond Living Memory- Fire of London History-Time Significant People-Guy Fawkes Bonfire Night Comparing lives from the past Samuel Pepys	N/A	Significant People- Neil Armstrong	Significant People and Local History-Florence Nightingale Living memory- Childhood and memories	N/A

Geography	Local Knowledge- Location of Swanwick 4 countries in UK Place Knowledge- Location Australia Continents	Place Knowledge- Location of London Cities in UK Skills- Map making Human and Physical- London Landmarks	Human and Physical- Location of Arctic and Antarctica Physical- Hot and Cold Climates	Galaxy Local- Explain where I live- Earth, UK, Swanwick	N/A	N/A
Religious Education	Who is a Christianity? What do they believe?	Special Times Celebrations- How we celebrate	Sacred Places and Sacred Books Who is an inspiring person?	How and why do we celebrate Easter?	Who is Jewish? What do they believe?	Why should we care for the world?
Computing	Use logical reasoning to predict- Ipad Paint	Ipad- Beebot and mapping and coding	Laptop- Paint Animals	Laptop- keyboard phonics and typing name Create images- Planets and Space	Go Noodle and Dance apps	Easy View- investigate plants/Nature Photographs- Nature Coding and Mapping a Garden (Maths link to direction and turns)
Design and Technology	N/A	Tudor houses	Diorama- Polar Landscapes Boat craft- Making and evaluating	Rocket Models	Cutting and prepping food	Split pin moving flowers and creatures Weaving
Art	Aboriginal Art Modigliani Portraits Collage- Colour to create moods	Landmark sketching and pencil control- shading Printing	Cold and Hot Art effects Paint Mixing	Paper effects- rolling, curling, folding Starry Night- Van Gogh	Guissepi Arcimboldo- Art Picasso Faces	Nature shading and Observation Weaving and Collage Van Gogh Sunflowers
Music	Singing/ Body Percussion Charanga- Hey You!	Playing Instruments Rounds London's Burning Charanga-Rhythm in the way we walk	Listening and Appreciate Charanga- In the groove	Create Own Music Compositions Charanga- Round and Round	Dance Charanga-Your imagination	Singing Charanga-Reflect Rewind and Repeat
French	N/A	N/A	N/A	N/A	N/A	N/A
PSHE/RSE	Friendships and Rules The Colour Monster- Emotions	I know which people I can ask for help-link history I understand that people react differently when they experience different emotions -Link lit Goldilocks and the Three bears	I know that there are different member of my family –link lit And Tango Makes Three Negotiation Conflict Resolution	The Worry Bag Diversity: Julian is a mermaid	Care and support Sun Safety I understand that our friends can be different to us-link science similarities and differences	Aspirations And Cultural Capital Different roles in life Feelings and Emotions
PE	Athletics and Dodgeball	Dance and Games	Dance and Invasion Games	Gym and Striking Fielding	Gym and Games	Athletics Net Games