



Year 1 Parent Information

Mrs Salter (Hedgehog)
Miss Benn/Miss Nuttall(Rabbit)

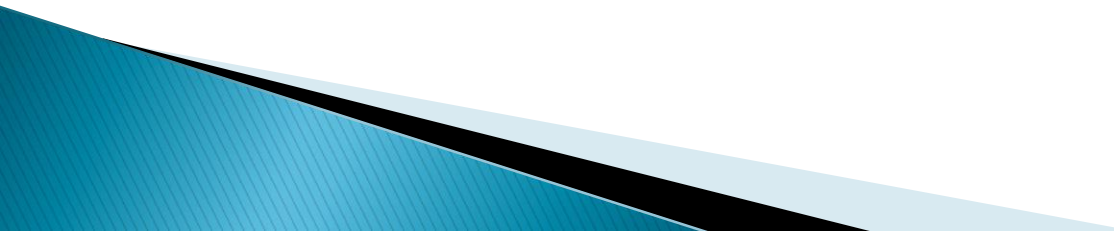
The Year 1 Team....

- Mrs Salter - Class Teacher (Hedgehog)
- Miss Benn M,T,W/Miss Nuttall Th, F- Class Teacher (Rabbit)

Supported by:

- Mrs Ross
- Mrs Cave
- Mrs Vass

Transition to Year 1

- ▶ It's a big jump from the free play opportunities in Foundation Stage to Key Stage 1.
 - ▶ In Year 1 we have a smooth transition, where we teach in a variety of ways, from whole class teaching to small group teaching.
 - ▶ Structured independent opportunities are planned carefully to enhance the curriculum.
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Your Child's Day

8:50 - 9:00: Register

9:00 - 9:15: Phonics

9:15 - 10:15: Maths

10:20 - 10:35: Break

10:35 - 11:35: English

11:35 - 11:55: Guided Reading

12:00 - 12:55: Lunch

12:55 - 1:00: Register

1:00 - 1:15: Phonics recap

1:15 - 2:15: Foundation subject

2:20 - 2:35: Afternoon play

2:35 - 2:50: Handwriting

2:50-3:00: Afternoon read/assembly

3:15: Home time

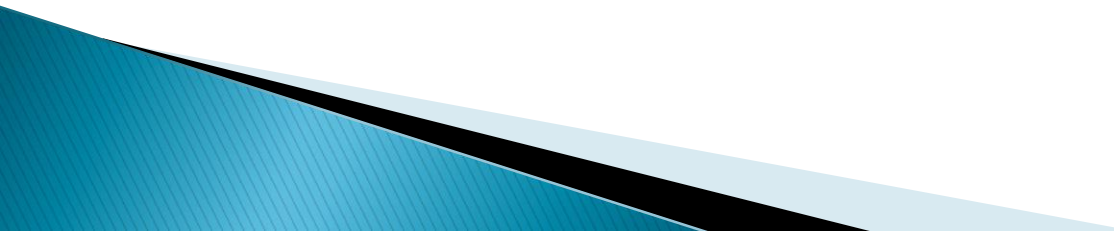
The Curriculum

We now follow the National Curriculum, whereas in Reception it was Development Matters.

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Curriculum

- ▶ Geography: Map Makers, Let's Explore London and Where Do I Live?
 - ▶ History: Holidays Now and Then, Great Fire of London and A Local History Study of Sandhurst.
 - ▶ Science: Seasons, Everyday Materials, Animals, Plants and Animals including Humans, Pollinators
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Year 1 Overview

Year 1 Overview



Science

- Seasons
- Everyday materials
- Animals
- Plants
- Animals including humans

Art

- Postcards
- Great fire of London paintings
- Minibeasts

Maths

- Number
 - Place Value (within 10, 20, 5 and 100)
 - Addition and Subtraction (within 10 and 20)
 - Multiplication and Division
 - Fractions
- Measurement
 - Length and height
 - Weight and volume
 - Money
 - Time
- Geometry
 - Shapes
 - Position and direction

PSHE

- Being me in the world
- Celebrating differences
- Dreams and Goals
- Relationships
- Healthy Me
- Changing Me

PE

- Dance
- Multi- sports
- Gymnastics
- Athletics
- Racket and ball skills

DT

- Create a moving picture
- Design London bridge
- Make a fruit salad

RE

- Christianity
 - Religious stories
 - Core beliefs and practices
 - Symbols
 - Festivals and celebrations
- Judaism
 - Religious leaders and sacred texts
 - Teachings
 - Festivals and celebrations
 - Core beliefs

English

- Poetry
- Letter writing
- Narrative
- Information
- Recount
- Instructions
- fables

Computing

- E-safety
- Login
- Programming

Music

- Hey you!
- Rhythm in the way we walk and The banana rap
- In the groove
- Round and round
- Your imagination

History

- Holidays then and now
- Great fire of London
- Local history study – Sandhurst

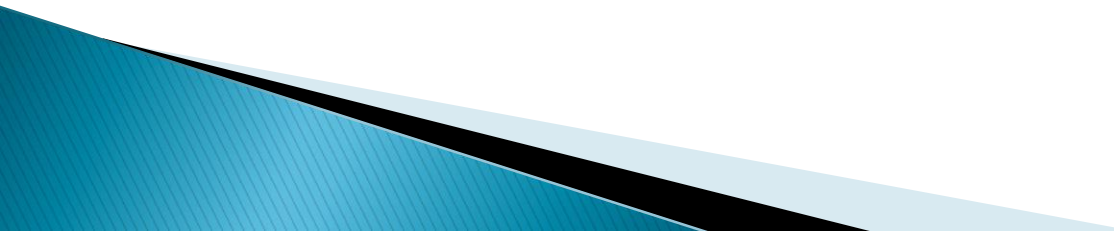
Geography

- Map Makers
- Let's explore London
- Where do I live?

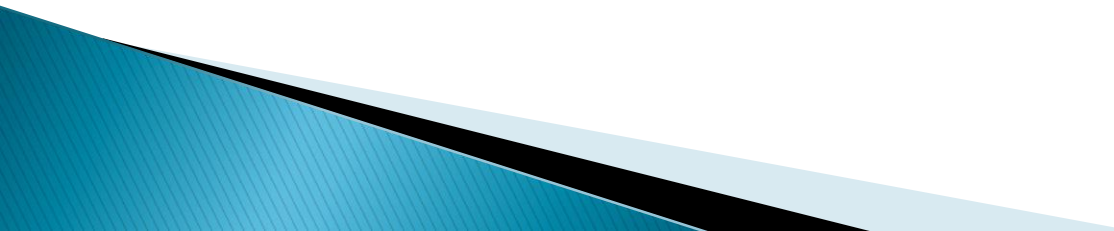
End of year Expectations

- ▶ Please look at the additional document with this PowerPoint to see the expectations for the end of Year 1 for reading, writing and maths.

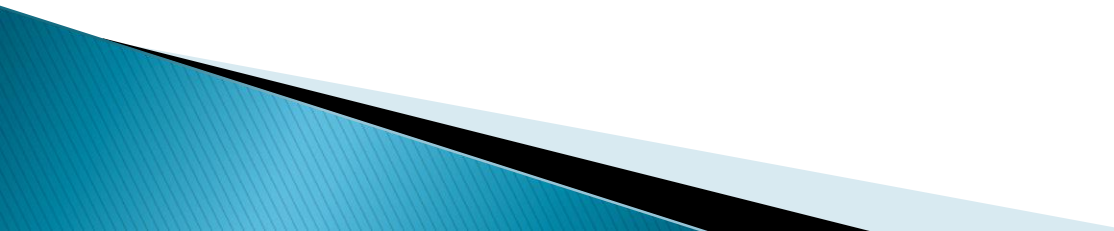
Assessment

- ▶ When we are assessing each child's progress we measure them against age related expectations.
 - ▶ We measure the progress across the year. At the start of Year 1 most children will be Year 1 Emerging.
 - ▶ By the end of Year 1, the expectation is that most children will be Year 1 secure.
 - ▶ Throughout the year the children will progress through emerging, developing and secure.
 - ▶ If your child is working below age related expectations they may receive additional support, which will be discussed between parents and teachers.
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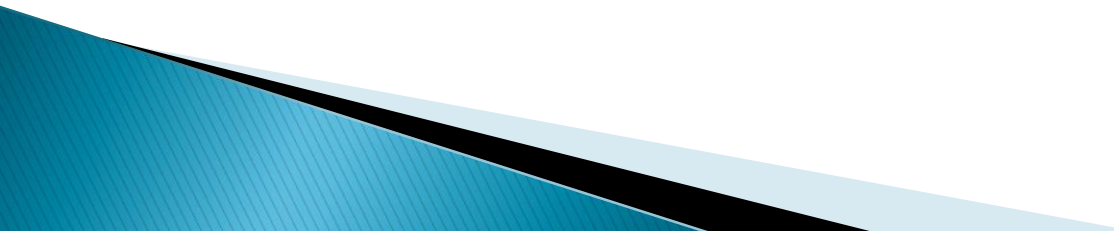
Pupil Progress

- ▶ November: Pupil progress report sent to parents.
 - ▶ March: Parents evening
 - ▶ July: End of year report will be sent out to parents.
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What Your Child Needs

- ▶ Children need to be in school in their PE kits on a Friday.
 - ▶ A warm coat as we are heading into autumn and winter.
 - ▶ A labelled water bottle - please do not put squash in them. Need to have a water bottle in school everyday.
 - ▶ Please ensure that everything your child brings to school is named, including shoes.
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Things you can do at home

- ▶ Support with homework: Maths Key Instant Recall Facts (KIRFs) will come home every half term. Please ensure you are practicing these at home.
 - ▶ Children will also be sent maths homework at the end of each unit and half termly project homework to complete.
 - ▶ MyMaths homework will be set later in the year and you will receive a login. There will be work to complete each week to support what they have done in school.
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YEAR 1 KIRFS Autumn 1

I know number bonds for each number to 6

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$0 + 1 = 1$

$1 + 0 = 1$

$0 + 2 = 2$

$1 + 1 = 2$

$2 + 0 = 2$

$0 + 3 = 3$

$1 + 2 = 3$

$2 + 1 = 3$

$3 + 0 = 3$

$0 + 4 = 4$

$1 + 3 = 4$

$2 + 2 = 4$

$3 + 1 = 4$

$4 + 0 = 4$

$0 + 5 = 5$

$1 + 4 = 5$

$2 + 3 = 5$

$3 + 2 = 5$

$4 + 1 = 5$

$5 + 0 = 5$

$0 + 6 = 6$

$1 + 5 = 6$

$2 + 4 = 6$

$3 + 3 = 6$

$4 + 2 = 6$

$5 + 1 = 6$

$6 + 0 = 6$

Key Vocabulary

First we have 3, **then** we add 2, **now** we have 5.

First we have 5, **then** we take away 1, **now** we have 4.

What is 3 **add** 2?

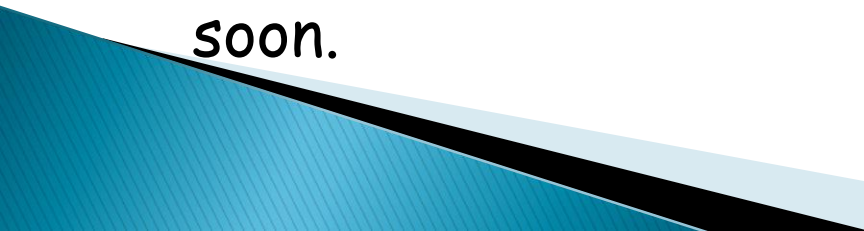
What is 2 **plus** 2?

What is 5 **take away** 2?

What is 1 **less than** 4?

Please ensure you are practising these daily with your children.

Spellings and Reading

- ▶ Please practise the common exception words at home with your child. You will find these in their homework books.
 - ▶ Reading as often as possible- it is important children are reading a variety of books aloud, as well as being read to. Children will have a new book sent home weekly, please listen to your child read regularly and write a comment in their reading record. They need to have their reading book and reading record in school everyday.
 - ▶ Children have been allocated books on Bugclub and you will get your bookmark with login information soon.
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Phonics

- ▶ We teach phonics everyday to the children and this is in preparation for the phonics screening that happens in June.
- ▶ The phonics screening is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard.
- ▶ The test contains 40 words.
- ▶ Each child will sit 1:1 and read each word aloud to a teacher.
- ▶ The test will take approximately 10 minutes per child, but all children can complete it at their own pace.
- ▶ The list of words is a combination of 20 words and 20 pseudo (nonsense) words.

Newsletters

- ▶ In our half termly newsletter we will let you know what we are focussing on next half term so you can help your child learn more!
- ▶ Please also regularly visit our school website for pictures of the children learning in Year 1.