

Year 1 at



*Oakhurst
Primary School.*



Aims



1. To gain an understanding of the year 1 curriculum and the different subject areas.
2. To know how we assess in year 1.
3. To know the daily routine in year 1.
4. To gain an understanding of guided reading and to discover its benefits.
5. To understand how we teach and learn in year 1.

Transition from Reception to Year 1

The move from reception to year 1 can be a big step for most children; so what have we done to make that transition smooth and successful?

- Swap day in the summer term to see their new classroom and to meet their new teacher
- Joining the whole school for playtime prior to the move to year 1
- Classroom environment
- Outdoor learning
- Learning areas, including role-play corner
- Structure of the day
- Child initiated learning
- Teach based on the children's interests

A Typical Day in Year 1 ...

8:45am - Doors open

9:00am - Children start their 'early morning tasks'

9:15am - Numeracy carpet input

9.35am - Child initiated learning (numeracy focused)

10:00am - Numeracy plenary

10.15am - *Playtime and snack*

10.35am - Literacy carpet input

10.55am - Child initiated learning (literacy focused)

11.25am - Literacy plenary

11.35am - Phonic carpet input

12.00noon - *Lunch*

1.00pm - Assembly

1.30pm - Topic carpet input

1:50pm - Child initiated learning (topic focused)

2.20pm - Topic plenary

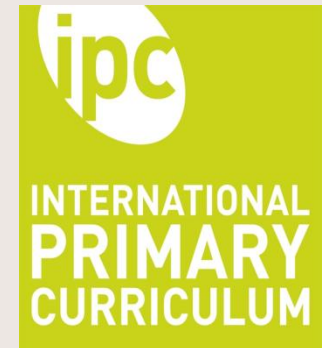
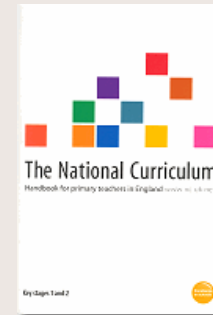
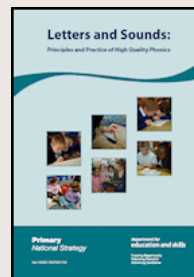
2.30pm - Guided reading

3.00pm - Get ready for home time

3.15pm - *Home time*

The Year 1 Curriculum

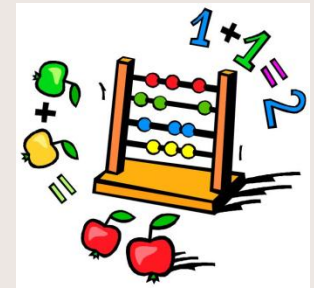
- National Curriculum
- IPC - International Primary Curriculum
- National Literacy Strategy
- Glosmaths Primary Toolkit
- Letters and Sounds
- Read Write Inc



Areas of Learning



Numeracy
Literacy
Guided Reading
Phonics
Science
Geography
History
Music
Religious Education
ICT
Art
Design and Technology
Physical Education
French



What is Guided Reading?

Group reading led by an adult.

Children learn various reading strategies.

Helps to develop their comprehension of a text.

Children are asked questions about the text.

Engages children in discussion with others about a story.



How do we Learn in Year 1?

- Practical and hands on
- Using the outdoor environment
- Learning objective and success criteria
- Use the working walls
- Child initiated time
- In a group
- On my own
- By 'having a go'
- Practicing and trying again



How do we Teach in Year 1?

- Cross-curricular
- Purposeful
- Personalised learning - to suit their ability
- Skill based
- Using a variety of methods
- Whole class
- Individually
- In small groups

Over to you...it is your turn!

Learning Objective:

I can add and take-away.

Success Criteria:

I can use objects, a number line or a hundred square to help me.

$$4 + 5 =$$

$$8 - 3 =$$

$$10 + 7 =$$

$$12 - 7 =$$

$$9 + 6 =$$

$$11 - 2 =$$

Assessment

How do we assess the children in year 1?

Daily observations

Using the success criteria *(linked to the learning objective)*

Literacy and Numeracy targets

Marking their work against the year 1 skills

Formal assessment in the Autumn, Spring and Summer terms

Assessing pupil progress (APP)

An Example of an APP Grid

Ma2 Number

| | Counting and understanding numbers | | Calculating | | | |
|----|--|--|---|--|--|---|
| | Numbers and the number system | Fractions | Operations, relationships between them | Mental methods | Solving numerical problems | Written methods |
| L2 | <ul style="list-style-type: none"> count sets of objects reliably, e.g. <ul style="list-style-type: none"> group objects in tens, twos or fives to count them begin to understand the place value of each digit, use this to order numbers up to 100, e.g. <ul style="list-style-type: none"> know the relative size of numbers to 100 use 0 as a place holder demonstrate knowledge using a range of models/images recognise sequences of numbers, including odd and even numbers, e.g. <ul style="list-style-type: none"> continue a sequence that increases or decreases in regular steps recognise numbers from counting in tens or twos | <ul style="list-style-type: none"> begin to use halves and quarters, e.g. <ul style="list-style-type: none"> use the concept of a fraction of a small quantity in a practical context such as sharing sweets between two and getting $\frac{1}{2}$ each, among four and getting $\frac{1}{4}$ each work out halves of numbers up to 20 and beginning to recall them relate the concept of half of a small quantity to the concept of half of a shape, e.g. <ul style="list-style-type: none"> shade one half or one quarter of a given shape including those divided into equal regions | <ul style="list-style-type: none"> use the knowledge that subtraction is the inverse of addition, e.g. <ul style="list-style-type: none"> begin to understand subtraction as 'difference' given 14, 6 and 8, make related number sentences $6 + 8 = 14$, $14 - 6 = 8$, $8 + 6 = 14$, $14 - 8 = 6$ understand halving as a way of 'undoing' doubling and vice versa | <ul style="list-style-type: none"> use mental recall of addition and subtraction facts to 10, e.g. <ul style="list-style-type: none"> use addition/subtraction facts to 10 and place value to add or subtract multiples of 10, e.g. know $3 + 7 = 10$ and use place value to derive $30 + 70 = 100$. use mental calculation strategies to solve number problems including those involving money and measures, e.g. <ul style="list-style-type: none"> recall doubles to $10 + 10$ and other significant doubles, e.g. double 50p is 100p or £1 use knowledge of doubles to $10 + 10$ to derive corresponding halves | <ul style="list-style-type: none"> choose the appropriate operation when solving addition and subtraction problems <ul style="list-style-type: none"> use repeated addition to solve multiplication problems begin to use repeated subtraction or sharing equally to solve division problems solve number problems involving money and measures, e.g. <ul style="list-style-type: none"> add/subtract two-digit and one-digit numbers, bridging tens where necessary in contexts using units such as pence, pounds, centimetres | <ul style="list-style-type: none"> record their work in writing, e.g. <ul style="list-style-type: none"> record their mental calculations as number sentences |
| L1 | <ul style="list-style-type: none"> count up to 10 objects, e.g. <ul style="list-style-type: none"> estimate and check a number read, write numbers to 10 <ul style="list-style-type: none"> perhaps with some reversal order numbers to 10 <ul style="list-style-type: none"> say what number comes next, is one more/less count back to zero place 1-10 into ascending order point to first, second, etc. in a line begin to count in twos | <ul style="list-style-type: none"> begin to use the fraction, one-half, e.g. <ul style="list-style-type: none"> halve shapes including folding paper shapes, lengths of string put water in a clear container so that it is about 'half-full' halve an even number of objects | <ul style="list-style-type: none"> understand addition as finding the total of two or more sets of objects understand subtraction as 'taking away' objects from a set and finding how many are left | <ul style="list-style-type: none"> add and subtract numbers of objects to 10 <ul style="list-style-type: none"> begin to add by counting on from the number of objects in the first set begin to know some addition facts, e.g. <ul style="list-style-type: none"> doubles of numbers to double 6 | <ul style="list-style-type: none"> solve addition/subtraction problems involving up to 10 objects, e.g. <ul style="list-style-type: none"> given a number work out how many more to make...' choose which of given pairs of numbers add to a given total solve measuring problems such as how many balance with... solve problems involving 1p or £1 coins | <ul style="list-style-type: none"> record their work, e.g. <ul style="list-style-type: none"> record their work with objects, pictures or diagrams begin to use the symbols '+' and '-' to record additions |
| BL | (Below level 1) | | | | | |
| IE | (Insufficient evidence) | | | | | |

Ma2 overall level

Read the complete level descriptions overleaf to confirm the level. Then consider whether the level is low, secure or high.

| Below level 1 |
|---------------|
| |

| Level 1 | | |
|---------|--------|------|
| low | secure | high |
| | | |

| Level 2 | | |
|---------|--------|------|
| low | secure | high |
| | | |

Key Skills



Reading:

Regular reading is so important to the development of your child. Reading is a key skill that we take for granted, it underlines so many of the day to day activities we do.

Please spend 5-10 minutes each day sharing a book with your child and record this in their reading record with a comment or your initials. With daily practice your child will rapidly progress and grow in confidence and fluency.

Thinking more to the future... As children get older and start sitting exams, it is crucial that they can read the questions!

| YELLOW | | | | |
|--------|------|------|------|------|
| will | all | them | seen | down |
| call | this | with | for | now |
| that | then | see | | |

Key Skills

Keywords:

Helping your child to learn their keywords will support your child's progress in reading and writing. Once they confidently recognise many words by sight, their reading becomes more fluid and this supports their comprehension and understanding of the text.

We do stress that the children can initially learn a new word by sounding it out, but in order for them to progress onto the next colour set, they do need to know them by sight.

Ways to learn the keywords:

- Find the words in magazines, books or comics
- Make flashcards and learn the words in a random order
- Hide the words around the house for your child to find
- Learn 1 or 2 a day
- Only introduce new words when they are ready
- Allow them to teach you
- Play noughts and crosses using the keywords

Yes... It is your turn again!

Activity 1: With a partner can you use the sheet provided to test each other on your 'speed sounds' and 'keywords'.

Activity 2: Noughts and Crosses

Noughts and Crosses

back

will

get

the

is

children

we

call

now

Other Matters...

Homework: Sent home every Friday and must be returned the following Wednesday. If you have any problems, please let us know before Wednesday so that we can resolve it.

Mathletics and Education City: Please support your child with their online homework, but allow them to do it at least once on their own. This then allows us to understand the current level in which they are working and whether the work needs to be more suited to their ability.

When to hand things in:

Wednesday - Homework and Spelling Books

Thursday - Keyword Books

Please help us by putting your child's reading book and record in the tray on their allocated reading day.

P.E - Thursday and Friday

Hair must be tied back and earrings must be removed or taped over before a session.

Uniform



1. Please ensure that you have named **EVERY** item of your child's uniform - including coats, drinks bottles, lunchboxes and P.E kits!
2. Send coats **EVERYDAY** as we do play inside and outside.
3. Sensible shoes, no nail varnish and no jewellery.
4. P.E. kits to be left in school all week.

Parent Helpers

We already have some fantastic parent helpers who we appreciate very much!

If any of you, or a close family member can offer any time to come and listen to readers or to support the class teacher, you will be welcomed with open arms!

You will need to complete a CRB check and have clearance before you are able to come in and help.

Review

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Any questions?