

WHAT TO EXPECT IN YEAR ONE

Top tips for Year One
parents and carers!

PRAY LEARN LOVE ENJOY



What are your hopes and dreams for this year?

**We would love you to share them with us –
you are part of Team Orange Class too!**

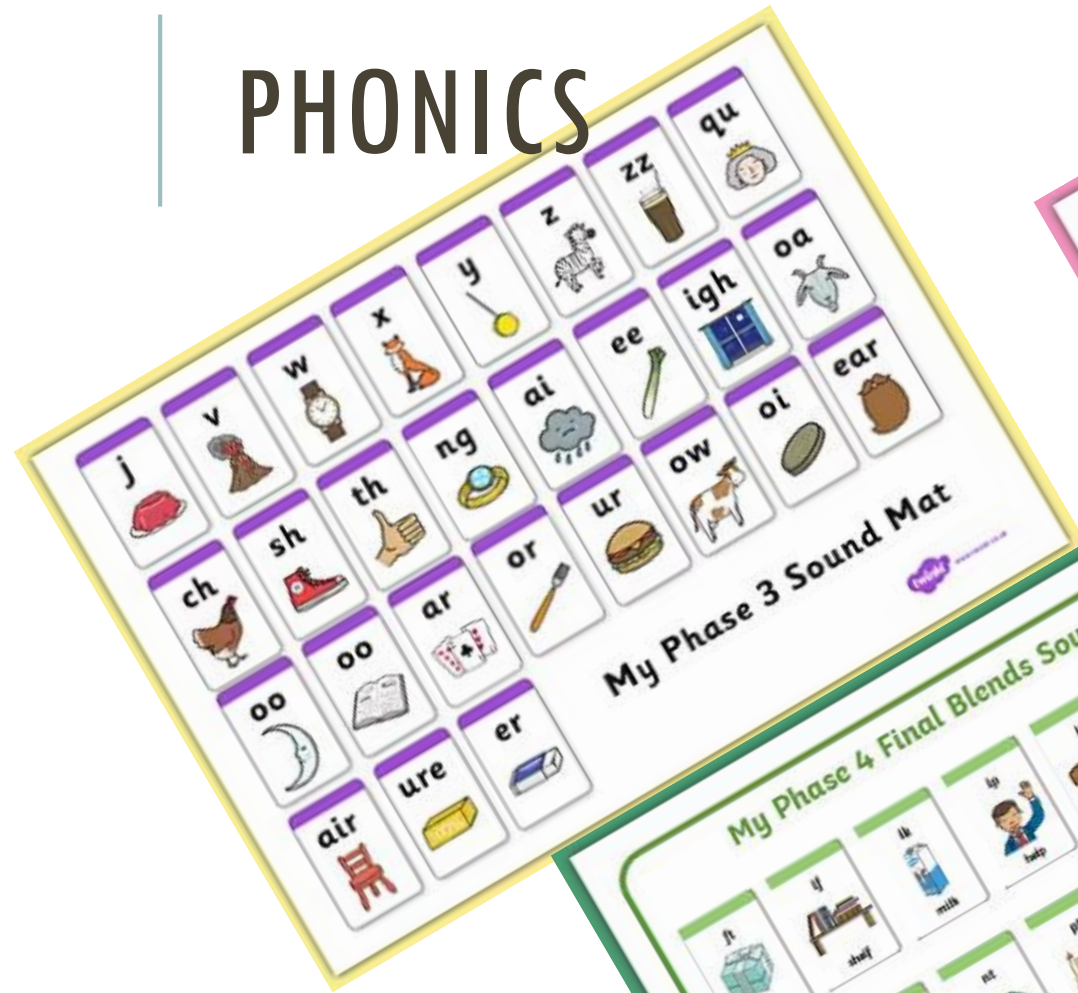
OUR LEARNING ENVIRONMENT

- We are working to develop our transition from Reception to Year One.
- 'Continuous Provision' continues in Year One to provide a more developmentally appropriate transition for all children.
- Covid has increased the need for this, but at St Marys believe is that all Year One children would benefit from this approach.
- Outdoor play, Role play, Creative activities, Self selected learning in all subject areas.
- Alongside whole class teaching, adult led group teaching, adult guided tasks and interventions.
- But, the foundation of teaching is now National Curriculum.

PHONICS

My Phase 3 Sound Mat

j	v	w	x	y	z	zz	qu
ch	sh	th	ng	ai	ee	igh	oa
oo	oo	ar	or	ur	ow	oi	ear
air	ure	er					



My Phase 4 Final Blends Sound Mat

it	if	ip	it	mp	nch
gh	sh	ph	ck	mp	ench
nd	nk	nt	ck	mp	ench
head	ink	tent	back	lamp	bench



My Phase 4 Initial Blends Sound Mat

it	ir	or	pr	tr	fr	br	gr
it	ir	or	pr	tr	fr	br	gr
it	ir	or	pr	tr	fr	br	gr
it	ir	or	pr	tr	fr	br	gr



My Phase 5 Sound Mat

ay	ou	ie	ea	oy	ir	ue	ue
ay	ou	ie	ea	oy	ir	ue	ue
aw	wh	ph	ew	ew	de	ou	ey
aw	wh	ph	ew	ew	de	ou	ey



HOW TO HELP AT HOME

Read every day!

Either read your child's reading book with them, get them onto Bug Club or share a book together.

<https://youtu.be/21rYP70LvZ0>

Talk talk talk!

Talk to your child – literacy starts with communication and language skills.

Talk about everything they see and hear, ask and answer their questions about how they feel, what they think!

<https://hungrylittleminds.campaign.gov.uk/>

Play lots of oral phonics games –

Play with sounds and words out loud!

Here are some ideas:

<https://www.youtube.com/watch?v=zDyQhruxXYA>

Play lots of online phonics games –

<https://www.phonicsplay.co.uk/parents>

<https://www.phonicsbloom.com/>

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>



ASSESSMENT OF READING LEVELS

Phonics + Tricky words + Comprehension = Reading!

- Phonics assessed weekly in teaching, Tricky words assessed every 2-3 weeks, Comprehension assessed weekly in teaching.
- Reading book levels can then be changed when appropriate.
- Year One Reading Challenge: Busy Reading Bees help us keep track of children who need extra reading support.

WRITING

- National Curriculum for English includes transcription and creative writing
- In Year 1, writing will be phonetic, beginning with segmenting orally then written
- Some children will begin to learn spelling patterns for regular words towards the end of the year
- We would expect that children will begin to spell some 'tricky words' correctly during this year

How to help at home

Fine and gross motor skills

- Writing starts with physical dexterity. Fine motor skills: hama beads, threading beads or pasta, playdough, clay, pegs. Gross motor skills: core strength, climbing, rolling, jumping, crossing the centre
<https://www.theottoolbox.com/>

Write!

- Find opportunities to write at home. Lists, labels to explain pictures, postcards, posters, postits to remember things..... Find a writing opportunity everywhere!

MATHS

Year 1 programme of study

Number – number and place value

Statutory requirements

Pupils should be taught to:

- 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

Statutory requirements

Pupils should be taught to:

- 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 $7 = \square - 9$.

Measurement

Statutory requirements

Pupils should be taught to:

- 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]
 - 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

Statutory requirements

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- 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.

Number – fractions

Statutory requirements

Pupils should be taught to:

- 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.

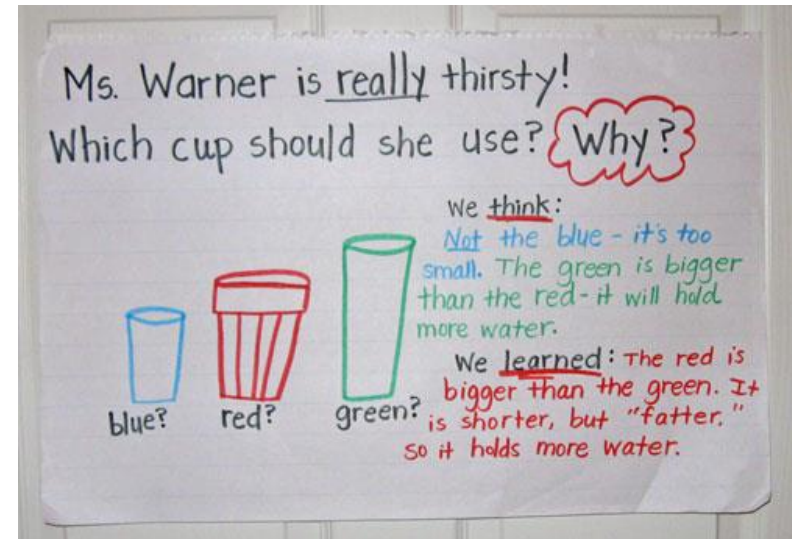
Geometry – position and direction

Statutory requirements

Pupils should be taught to:

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

PRACTICAL MATHS ACTIVITIES



OTHER CURRICULUM SUBJECTS

RE

Science

History

Geography

Design Technology

Art

PE

RSHE

Year One Curriculum map: https://8e28fc73-99bd-4e5a-ac44-51027dc6ac3a.filesusr.com/ugd/bc1b6d_47e73f6a6ff84e1c835de96877c52580.pdf

CLASS CHARITY

- Classes will be raising money throughout the year for their chosen charity.
- I will be collecting the children's ideas.
- I would also like to gather your ideas so please let me know if you have any personal connection to a charity.
- If we receive more than one suggestion we will pick at random!

PLEASE, PLEASE, PLEASE!

- **Talk!**

Talk to us – if your child needs support for any reason, if you and your family need support for any reason.

- **Help with readers in school!**

Do you have a spare half hour each week to hear some children read? Perhaps you could stay for half an hour after you drop your child in school? Reading needs practice, and we really need extra adults to hear our class read. You are welcome to bring any younger children with you.

- PE days!

Monday, Wed, Fri, Thurs swimming

QUESTIONS?

**THANKYOU FOR YOUR SUPPORT — IT'S
YOU THAT MAKES THE DIFFERENCE!**

