



Learning to Love, Loving to Learn

Year One Expectations

We are the Architects of the future building lives on the firm foundations of the Gospel values.



Learning to Love, Loving to Learn

Aims :

- Y1 expectations in Reading, Writing and Mathematics
- Learning Challenge – enquiry based learning
- RE / RSE
- Assessing, testing and reporting to parents
- How parent/school partnership make a difference



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GPS (Grammar, Punctuation and Spelling)

In Year One, children are expected to use these in their writing and when talking about it;

- Letters (names and sounds).
- Capital letter including those for names of places, people and the pronoun 'I'.
- Full stops, exclamation marks and question marks to end sentences as appropriate.
- Word (including noun, verb and adjective). Leaving a 'finger space between words.
- Singular
- Plural (adding –s or –es as appropriate).



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Reading in Year 1

A typical Y1 child in reading is expected to...

- Recognise if what they are reading makes sense.
- Use their phonic knowledge when reading books.
- Show awareness of punctuation marks, e.g. full stops, questions marks and exclamation mark.
- To make plausible predictions about a story.
- Recall the plot of a story. Discuss characters and their actions.



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What can I do at home to help develop my child's reading skills?

- Listen to your children read at some point every day. Even if they have already read at school.
- Talk about the reading book. Show that you are looking forward to finding out what the book is about.
- Encourage children to make predictions. This could be at the start, middle or near the end of the book.
- Ask about characters' feelings and talk about their actions.
- Discuss the meaning of words specific to the book that you think your child might be unsure of.
- Ask questions throughout (especially 'why do you think...?' questions) to ensure your child is understanding what they are reading.



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What questions can I ask?

- 1) Who do you think is telling the story?
- 2) Why do you think the author has included a picture?
- 3) What does the author mean by...?
- 4) What is your favourite part of this story? Why?
- 5) Can you retell this part of the story?
- 6) What is this book about? How do you know?
- 7) Can you find a page you liked/didn't like in this story? Why?

*Bookmarks



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Maths in Year 1

Maths lessons this year will be enjoyable, with plenty of hands-on activities. Your Year 1 child will count with objects and work in groups to explore shapes and pattern. Now that they are using numbers over 20, they will learn to use a 100 square to help with their adding and subtracting. Number bonds will also be reinforced. They will learn to count forwards, backwards, in 2s, 5s, 10s, 20s, and they will double and halve.



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Maths in Year 1

Children should be able to:

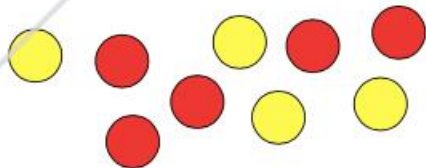
- count forwards and backwards, read and write numbers to 100 in numerals
- represent and use number bonds to 20 (+ and -)
- add and subtract one digit and two digit numbers to 20, including zero
- recognise, find and name a half and a quarter
- tell the time to the hour and half hour and draw the hands on the clock to show the time
- recognise and know the value of different denominations of coins and notes



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Varied Fluency

- 1 Sort the counters into groups and explain how you have sorted them.



- 2 Sort the fruit into groups and explain how you have sorted them.

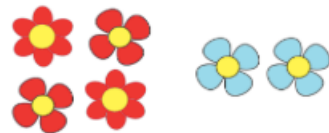


- 3 How many ways can you sort the children into groups?



Reasoning and Problem Solving

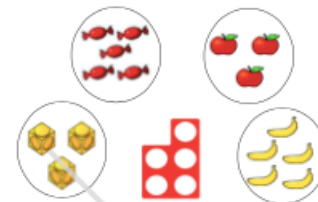
How have the objects been sorted?



They have been sorted into colours.

They could have been sorted into 4 petal flowers and 5 petal flowers.

How can the objects be sorted?



They can be sorted into:

Red and yellow
Fruit and non-fruit
5 and 3



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Writing in Year 1

This is a typical example of what would be expected from a child in Year 1.



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One day after work Bob felt sleepy because it was a hard day. He walked in the living room the golden mirror was smashed on the floor. He went to the kitchen and opened the cupboard and got the sweeping brush. On top of the sweeping brush was a smelly alien and he looked at Bob. Bob was scared and the smelly alien tried to jump on Bob. Bob was thinking ^{he needed} to walk with him to the toilet. Bob dressed him as a baby in a pram. He tried to get out. Soon he got to his toilet and carried the alien in. The alien pressed the button.

One day after work Bob^{red} felt sleepy because it was a hard day. He walked in the living room the golden mirror was smashed on the floor. He went to the kitchen and opened the cupboard and got the sweeping brush. On top of the sweeping brush was a small alien and he looked at Bob. Bob was scared and the alien tried to jump on Bob. Bob was thinking ^{he said} to wake him to the rock. Bob dressed him as a baby in a pram. He tried to get out. Soon he got to his rock and carried the alien in. The alien pressed the buttons.



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Learning Challenge

- This includes foundation subjects: Geography, History, Art, DT, computing, music and PSHE (real life skills)
- Enquiry based learning (conceptual skills)

- Year 1 topics:
 - Autumn 1- The Great Fire of London.
 - Autumn 2- Why was Neil Armstrong brave?
 - Spring 1- Ice Age – Could this happen to us?
 - Spring 2- What would it be like to live in a castle?
 - Summer 1- How can we grow our own food?
 - Summer 2- Can anyone be a hero?



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Learning Challenge Homework

At the beginning of each half term, your child's Learning Challenge homework will be sent home. This should be worked on throughout the weeks and sent back into school in the final week before breaking up for that half term. This homework is very 'open' and 'child-led'. Ideas will be provided, but children may want to create a model or a poster as well as producing some writing in their homework books. On the last day of each half term, the children's Learning Challenge homework will be displayed in the classroom and all parents will be invited into class that afternoon to share and appreciate the work the children have produced.

RE Year 1



THE WAY, THE TRUTH AND THE LIFE



1. God's Great Plan

Story of Creation
The First People
God's World
Noah's Ark



2. Mary, Our Mother

The Annunciation
Mary visits Elizabeth
Advent
The birth of Jesus
Visit of the Shepherds
Mary is our Mother



3. Families & Celebrations

Presentation of the Jesus in the Temple
Jesus and his Family
Jesus in the Temple
Our Church Family
Sacrament of Baptism



4. Following Jesus

Jesus chooses Disciples
Jesus teaches the Disciples to pray
The Good Samaritan
Jesus goes to Jerusalem
Good Friday



5. The Resurrection

Easter
Jesus rose from the dead
Jesus appears to the Disciples
Jesus eats with the Disciples
Jesus and Thomas
Jesus return to Heaven



6. Miracles

Helping Others
Cure of the Paralysed Man
Cure of the Blind Man
The Wedding at Cana



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RSE – Year 1 Relationship Education

A Journey in **LOVE**

*A developmental programme
for children in the primary years*



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With a foreword by Baroness Sheila Hollins

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Social and Emotional

Learning intention

to recognise signs that I am loved in my family.



Physical

Learning intention

to recognise how I am cared for and kept safe in my family.



Spiritual

Learning intention

to celebrate ways the God loves and cares for us.





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Phonics

Phonics is a big part of Year 1. Your child will continue to expand on their knowledge of phonics and will probably surprise you with just how quickly they develop their reading. They will do 20 minutes of phonics learning each day, just like they did in Reception. These are fun, pacey sessions which involve games and tasks. They will learn tricky words (red words), spelling rules and how to sound out and blend with Fred talk to aid them with their reading and writing. They will be encouraged to 'have a go' at spelling when writing independently, by phonetically sounding out words. We will ask them to 'write it like it sounds' and, as the weeks go by, they will learn the correct sounds to replace those guesses.



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Phonics

- We follow the Read Write Inc set progression. RWi helps children to talk about and understand what they have read. Reading helps children develop their vocabulary and learn new things independently. We want all children to enjoy reading. Children will be taught in set groups. First children learn a simple code to help them read. Then they learn more complex sounds.



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Phonics



Simple sounds



Complex sounds



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Phonics

Set 1 Sounds

m m	a a	s s	d d	t t	i i	n n
p p	g g	o o	c c	k k	ck ck	u u
b b	f f	e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th	z z	ch ch
qu qu	x x	ng ng	nk nk			

Set 2 Sounds

ay ay	ee ee	igh igh	ow ow	oo oo	oo oo
or or	ar ar	air air	ir ir	ou ou	oy oy

Set 3 Sounds

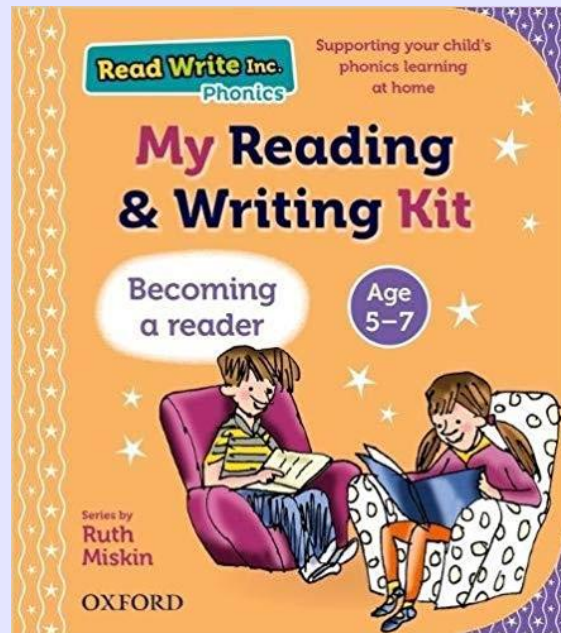
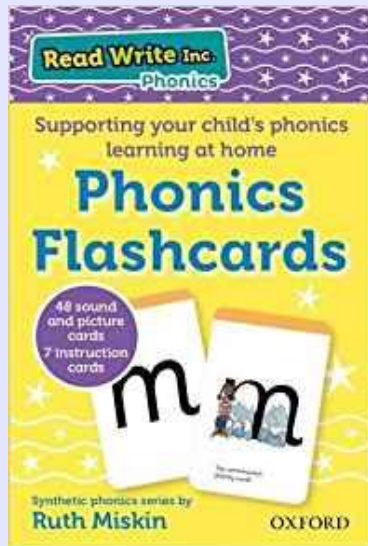
ea ea cup of tea	oi oi spoil the boy	a-e a-e make a cake	i-e i-e nice smile	o-e o-e phone home
u-e u-e huge bun	aw aw yawn at dawn	are are race and share	ur ur turn for a turn	er er better letter
ow ow broom cow	ai ai mail in the air	oa oa goat in a boat	ew ew cheese the steak	ire ire fire, fire!
ear ear hear with your ear	ure ure sure it's pure	tion tion play because it's a celebration	cloud cloud delicious	



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Phonics

There are many resources available for extra practice at home such as flashcards, books etc.





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Statutory Assessment in Year One

Phonics Screening Test

- The Phonics Screening Check is designed to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help. The Department for Education defines the checks as “short, light-touch assessments” that take about four to nine minutes to complete.
- The checks consist of **40 words and non-words** that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything – your child will need to read these with the correct sounds to show that they understand the phonics rules behind them.



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Phonics test

Check 1
Section 2

moat

shape

hair

crate

SCHOLASTIC Practice for the Phonics Screening Check





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Phonics test

Check 1
Section 1

stip	
prool	
darps	
thand	

SCHOLASTIC Practice for the Phonics Screening Check

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Homework

In addition to the half-termly Learning Challenge homework, your child will also receive weekly homework consisting of maths, English/phonics and spelling. They will be asked five words to practise for a spelling test the following week. These will be simple words made up of the phonic sounds we have been working on in class and will help to reinforce these sounds. Please take the time to practise these words with your children as although the 'tests' are completed in a non-pressurised atmosphere in school, the children can become quite upset if they have not practised the words at all.

Year 1's homework

Year 1's homework will consist of an English/Phonics task, Mathematics and a list of 5 spellings to learn. The children will also have Learning Challenge homework. This is to be completed throughout the half term and is more child-led. Homework should be completed in the child's homework books with the exception of the Learning Challenge homework which is more project based.

Mathematics	Set weekly	Set on Friday , return on Wednesday .
English/Phonics	Set weekly	Set on Friday , return on Wednesday .
Spellings	Set weekly	Set on Friday , return on Wednesday . Spelling test Wednesday
Learning Challenge	Half termly	Return to school on the last week before half term.

Reading books (Phonetically decodable) will be given to children on **Thursdays and Fridays**. Please return the books the following week. Please check the chalk board outside the Year 1 classroom for your child's reading day.

Spellings

the

to

a

said

do

Phonic sounds (These are some of the sounds we have learnt over the past two weeks). Please practise saying them and write some words or a sentence using the sounds.

ay (play, day)

ee (see, bee)

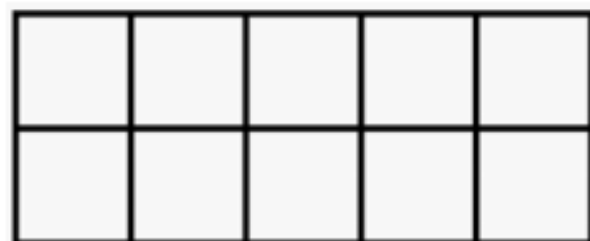
igh (high)

ow (blow, snow)

Mathematics

In Maths we have been learning about Number and Place Value. Can you answer these questions?

1. What is 1 **more** than 6?
2. What is 1 **more** than 12?
3. What is 1 **less** than 3?
4. What is 1 **less** than 7?



Draw 7 counters in the ten frame



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Safeguarding: GO TO PERSON!

All children have been told, that no matter where they are around the school their Go To Person is always there to listen and to help them out!

Classroom- class teachers and TAs

Playground- an adult on duty/ lunchtime supervisors

