



## Year 1 Organisation and Curriculum

September 2017



### 1. Class Organisation

In Year One we have two parallel classes. Each class has a combination of ages, abilities, boys and girls.

Teaching and learning

A mix of whole class, guided groups, collaborative work with a partner or small group or independent work. Activities and tasks are set to assess or review prior learning, apply new skills and consolidate learning. Pupils are encouraged to attempt new challenges, share their learning and to develop independence.

### 2. ENGLISH

#### Reading

Pupils are encouraged to read a range of genres. The children will read independently to adults in school and as small groups during guided reading sessions where they will focus on reading strategies and comprehension skills. The children are encouraged to change their books as often as they like and can change their library books during a weekly library session. In addition to this children will be given an online book to read in their virtual book bag. These will be allocated weekly and can be accessed by logging in to their Bug Club account at [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

#### Phonics

- All year one children receive daily phonics lessons
- There will be a year one phonic screening check in June. (We will hold a phonic meeting for parents in the Spring Term to give further info.)
- Most Year 1 children will begin Phase 5 of a scheme known as 'Letters and Sounds' which helps
- them become more confident and fluent readers. (Children working on earlier phases will be targeted as appropriate and may work in smaller groups and will receive additional support)
- If working on Phase 5, your child will learn different ways of spelling phonemes.
- Using their phonics children will be blending sounds in words which aren't familiar to them. Children will also practise reading a list of 'tricky' words: oh, their, people, Mr, Mrs, looked, called, asked and could.
- Children may work on reading words with different endings, known as suffixes, such as: -s, -es, -ing, -ed, -est and -er.
- Pupils might also learn to read words containing contractions (shortened forms) such as: I'm, I'll and she'd, understanding which letters the apostrophe stands in for e.g I am – I'm, I will – I'll and she would – she'd.
- As soon as your child is confident with the Year 1 programme, they will move onto the Year 2 programme.

- To begin with children will be given a card to bring home to learn 3 phonemes (sounds) and 4 high frequency or common exception words at a time. When they know all 3/4 fluently they will be given more phonemes/words. Some children will have more phonemes/words and we will circle the ones we would like you to work on. We practice these every day during letters and sounds sessions and once a week your child's phonemes and words will be checked by an adult.
- It is important that you continuously revise phonemes/words already learnt so they are retained. You should also practice them out of order to ensure they do not learn words/phonemes in sequence.
- Please see How to Help Your Child Read Using Phonics for further information

### **High Frequency Words**

High frequency words are common words that appear very often in written texts. They are a mixture of decodable words (words that can be sounded out) and tricky / exception words (words in which the English spelling code works in an unusual or uncommon way, which means the words have to be learned and recognised by sight).

It is really important that children learn how to read these words as they will make up a large proportion of the words they will be reading in everyday texts. They also need to learn to spell these words as they will find they will need to use them a great deal in their writing.

The expectation is that the children will be able to read and spell all 300 high frequency words by the end of key stage one.

### **Common Exception Words**

- Exception words are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way. There are 45 year one exception words and 64 year two exception words.
- Some exception words are used very frequently, which is why children are introduced to them very early on in their phonics learning alongside high frequency words.
- As children learn to read within a structured phonics method all these different phoneme (spoken unit of sound) and grapheme (the written symbol that represents a sound) correspondences are explained, and the 2014 English curriculum has set out the various spelling rules (and exception words) that need to be learnt by children in each year of their primary education.

### **Reading Comprehension**

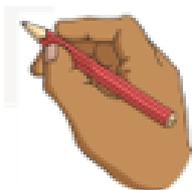
- This is all about your child's understanding of what they are reading or listening to. In order to help your child become really confident with comprehension, they will be exposed to a range of books they can read and books they will have read to them (above their current reading level).
- They may be encouraged to make predictions about whether the book is fiction, non-fiction (factual) or poetry, what the book might be about, character's actions or speech and the ending.
- Children will also work on using inference skills to aid their understanding of what they are reading. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.

## Writing and Spelling

- Children will learn to spell high frequency words, common exception words and words following spelling patterns and taught rules.
- Spelling rules for adding suffixes such as –s and –es will be introduced to make the plural form of nouns or to aid writing in the third person,
- e.g. He goes, She leaves.
- In addition to this, children will learn how to add endings to verbs and adjectives such as:
- –ing, -ed, -er and –est.
- Children might also learn spellings when adding prefix un- to the start of a word. (A prefix is a group of letters added to the beginning of a word which changes the meaning of the word).
- By the end of Year 1, your child should be able to say and write out the alphabet and use letter names to refer to different letters.
- Children will practise writing simple sentences dictated by the teacher which contain the ‘tricky’ words and the phonemes learned so far.
- Starting from Autumn 2 the children will have a short spelling test on a Thursday. Spelling journals will be sent home on a Friday with test results and new spellings attached. During the first half term we will assess the children to determine initial spelling groups. Spelling journals need to be kept in school book bags and brought to school daily.

## Handwriting

- The best suggested pencil grip to help your child write comfortably and accurately is often referred to as ‘froggy fingers’. (As shown here).



- In Year One children will learn to use a cursive script and will start to join (please see attached leaflet).
- Children must be able to write capital letters in Year 1 and form digits to 9 correctly.
- The expectation is that all children will join their writing by the end of key stage one.

## Writing - Composition

- Children are encouraged to say what they will write before actually writing it in order to plan ideas in their head first. They will practise sequencing their sentences correctly and be encouraged to re-read their work as they go to check that it makes sense.
- Writing - Vocabulary, Grammar and Punctuation
- Generally, most children in Year 1 will be learning how to use joining words such as ‘and’, ‘but’ and ‘because’ to join two ideas together to extend their sentences.
- Children will also be reminded to use capital letters for names (including places, days of the week and months of the year), in order to punctuate the beginning of a sentence and when writing about ourselves, using ‘I’.

- Other punctuation such as full stops, question marks (?) and exclamation marks (!) will be taught when writing in sentences.

### 3. MATHEMATICS

All year one pupils will have a daily maths lesson. They will develop a range of strategies to solve problems and will use and apply their mathematical skills. Pupils are encouraged to choose their own level of challenge. Teachers will continue to support and extend learning and develop the mathematical skills of all pupils. Some children will receive additional support in small groups to improve confidence and basic skills.

#### Number - Number and Place Value (Tens and Ones)

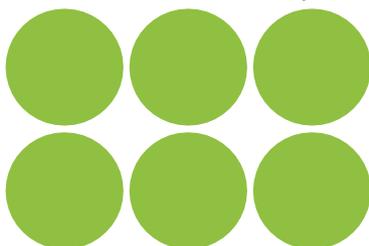
- Pupils will learn to say the number that is one more or less than any number to 100 and will become familiar with vocabulary such as: equal to, more than, less than, fewer, least and most, in order to answer questions containing this type of vocabulary, particularly in mental maths activities.
- Children may also start writing number words to 20 (e.g eight, thirteen etc) and order numbers using vocabulary such as first, second, third etc.`

#### Number - Addition and Subtraction

- In Year 1, most children are taught to recognise the following symbols: +, - and = and number bonds to 10 and 20 (these are both addition and subtraction number pairs which make 10 and 20, e.g  $4 + 6 = 10$ ,  $10 - 6 = 4$ ,  $14 + 6 = 20$  and  $20 - 6 = 14$ ). Number bonds are a great way of helping calculate quickly.
- Your child may work on adding and subtracting one digit and two digit numbers to 20, including as part of solving simple problems. Your child might be given missing number problems to see if they can apply their knowledge of number bonds, e.g.  $20 - ? = 8$  or  $3 + ? = 10$ .
- They will most likely be exposed to the following vocabulary often found in word problems: total (+), altogether (+), add, take away, difference between (-), distance between (-), less than (-) and more than (+). This will help your child to become familiar with what a word problem is actually asking them to do in order to find out the answer.

#### Number - Multiplication and Division

- Children may use arrays to learn about what multiplication actually is. The array below can help us to solve two multiplication calculations:  $3 \times 2 = 6$  (3 lots of 2) or  $2 \times 3 = 6$  (2 lots of 3).



- Most Year 1 children will begin to double small numbers and quantities and look out for number patterns in the 2, 5 and 10 times tables, e.g all multiples of 2 end in an even number, multiples of 5 end in only 5 or 0.

- To help introduce division, children might practise sharing and grouping small quantities. For example, if trying to solve  $15 \div 3$ , we could share 15 counters into 3 separate piles and see how many are in each. Alternatively, we could group the 15 counters into piles of 3 and see how many are in each, either method will give the same answer.
- From here, children will begin to solve simple multiplication and division word problems using objects, pictures and arrays to help them.

### **Number - Fractions**

In Year 1, your child will learn to spot and name one half of objects or numbers, understanding that this is one of two equal parts. This will be extended to a quarter (one of four equal parts) and from here, children might be solving problems involving finding fractions of amounts of things, e.g. what is  $\frac{1}{2}$  of 8 sweets?

### **Measurement**

- Your child may have already been exposed to much of the following vocabulary however this is likely to be revised in Year 1 to ensure children are secure: tall/short, double/half, long/short and longer/shorter in order to compare and describe lengths and heights using centimetre or metre rulers.
- Similarly, children will need to be familiar with the following vocabulary related to mass (also known as weight): heavy/light, lighter than, heavier than, using weighing scales to make comparisons and capacity (also known as volume): full/empty, half, half full, quarter full, more than, less than, using a variety of different containers.
- Finally, time – slower, quicker, earlier and later. Once children are familiar with this vocabulary they will begin to learn the standard units of measurements related to each concept and what their abbreviations stand for e.g. mm, cm, m, g, kg, ml, l, second, minute and hour.
- Children should know what the various coins and notes are worth in relation to each other, for example 50p is worth more than a 2p coin however a 2p coins is worth more than a 1p coin because this is double that amount.
- Children may also practise correctly sequencing events using vocabulary such as yesterday, tomorrow, morning, afternoon, evening, before, after, next, first and today.
- In addition to this, your child may begin to learn and sequence the days of the week and months of the year.
- Finally, your child will work on time in order to build their confidence with telling the time to the nearest hour and half hour. They may practise this by drawing hands on clocks.

### **Geometry - Shape**

- Your child may already be familiar with some shape names by the time they enter Year 1 however we will check they are secure in their understanding that 2D shapes are flat, whereas 3D shapes are not.
- They will be exposed to all the different 2D and 3D shapes, looking for these in the world around them and labelling them.

- Your child will need to remember that a shape may be a square however it may be shown in a different orientation such as sitting on its corner rather than on its side. Another similar learning point would be that a cuboid can be taller or shorter than another.

### **Geometry - Position and Direction**

Does your child understand the following vocabulary: right and left, top, middle and bottom, on top, in front, between, above, near, around, close and far, forwards, backwards, up and down, inside and outside? Hopefully by the end of Year 1, this will be secure and children may have also learned how to make a full, half, quarter turn and three-quarter turn in both directions (linking this with the hands of a clock).

## **4. SCIENCE**

### **Working Scientifically**

- Science is a great way of finding out about the world around us. In lessons, children are encouraged to raise questions about the world around them and from this, take part in a scientific enquiry, learning different ways in which they can answer their initial question. This strand of the Science curriculum is known as 'working scientifically' through which all topics are taught.
- During an investigation, your child may compare living things, materials or objects and group them accordingly. They may also observe how things change over time and look for patterns, making simple measurements to gather and record data. They will have the opportunity to discuss what they found out and answer their initial question.
- Everyday Materials
- In Year 1, your child will work on identifying what different objects are made from including glass, plastic, metal, wood, paper, brick and rock.
- Children will also learn to describe these materials using the following vocabulary: stretchy/stiff, hard/soft, shiny/dull, bendy/not bendy, rough/smooth, absorbent/not absorbent, and waterproof/not waterproof.
- Children might practise grouping materials depending on their properties or investigate how some materials can be changed through bending, heating, cooling or twisting.

### **Animals**

- Work may involve naming different animals, grouping them into categories such as birds, fish, amphibians, reptiles, mammals and invertebrates depending on their features and learning whether these animals are meat eaters (carnivores), plant eaters (herbivores), or both (omnivores).
- Children will also investigate the habitat of animals in your local area.
- Pupils in Year 1 will learn to point, draw, name and label different parts of the body and how they link to the different senses.

### **Seasonal Changes**

Your child will work on naming and identifying the changes which occur in each of the four seasons. In addition to this, children may investigate how the length of the day can vary at different times of

the year.

## **5. Other Curriculum Areas**

Computing, Art and Design, Design and Technology, History, Geography, Physical Education, Religious Education and Personal, Social, Health and Citizenship will all be taught in a cross curricular approach through the topics each half term. Our topics will be: Toys, Fairy Tales/Traditional Tales, Pirates, How Does Your Garden Grow?, Paws, Claws and Whiskers and The Seaside.

## **6. Home Learning**

A task or activity to support, assess or introduce a new learning skill will be set weekly and appear on the Year One Weekly News. Tasks will vary as will the curriculum area and may be topic related or involve cross curricular links. We hope this will be a time where parents can work with their children and share in their learning experience. Pupils will often be encouraged to record their work in an imaginative or creative way and work is often displayed in the classrooms. Listening to your child read, reading to them and sharing books should still occur on a regular basis. Learning to read and spell high frequency and common exception words and weekly spellings will also be ongoing.

## **7. A final thought!**

Let's share your child's learning journey- with their effort and motivation, your support and encouragement and our skill, dedication and attention to each individual, we can all work together to help your children to reach their full potential and become confident, independent and happy individuals.

**The Year One Team**

**Mrs Espinosa-Davis & Miss Weller**