











Year 1 Curriculum Workshop



Our Curriculum

Shirley Infant School Year 1 Topic Yearly Overview



Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Superheroes 	Sparkle & Shine 	Christmas 	Once Upon A Town 	Victorian Days 	Easter 	Town Mouse & Country Mouse 	Just Outside 
PSHE & SEAL: New Beginnings Science: Forces & Magnetism History: Grace Darling PE: Games & Gym RE: Power Ongoing: English Maths Computing & E-safety Music Art & Design/DT	PSHE & SEAL: Getting On & Falling Out Science: Light & Space History: The Moon Landings PE: Games & Dance RE: Angels Ongoing: English Maths Computing & E-safety Music Art & Design/DT		PSHE & SEAL: Going For Goals Science: Types Of Materials Geography: Mapping Skills PE: Games & Gym RE: God Ongoing: English Maths Computing & E-safety Music Art & Design/DT	PSHE & SEAL: Good To Be Me Science: Growing Plants History: The Victorians PE: Games & Dance RE: Changing Emotions Ongoing: English Maths Computing & E-safety Music Art & Design/DT		PSHE & SEAL: Relationships Science: Growing Plants Geography: Comparing Town & Country PE: Games & Gym RE: Specialness Ongoing: English Maths Computing & E-safety Music Art & Design/DT	PSHE & SEAL: Changes Science: Minibeasts Geography: Weather PE: Games & Dance RE: Precious Ongoing: English Maths Computing & E-safety Music Art & Design/DT



Today we will look at:

Phonics
Reading
Writing
Mathematics



Phonics in Year 1



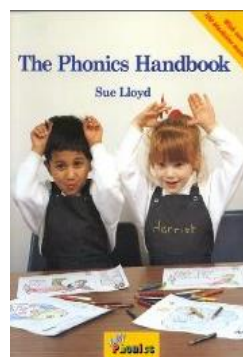
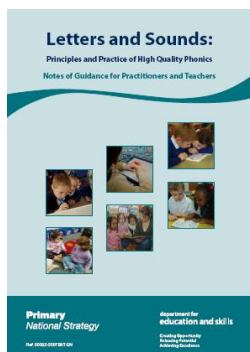


Phonics



In Year 1 we continue to work from the Letters and Sounds programme to inform our planning.

The children participate in daily phonics practise and we pick up the children's next steps through team discussions.





Phonics



As in Year R, we continue to revisit known sounds and teach the children new sounds through systematic phonics teaching.

They continue to learn single letter sounds:
j, v, w, x, y, z

Two letter sounds (digraphs):
qu, ch, sh, th, ng, ai, ee, oa, oo, ar, or, ur, ow, oi, er

Three letter sounds (trigraphs):
igh, ear, air, ure



Phonics



The children use these sounds in their reading by blending them together in order to read the word.



c | o w n
• • — •



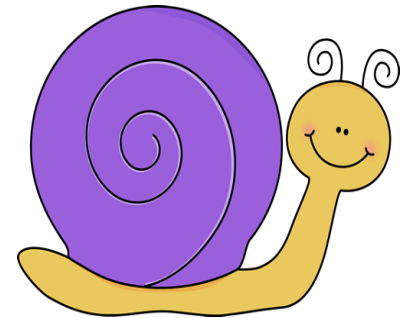
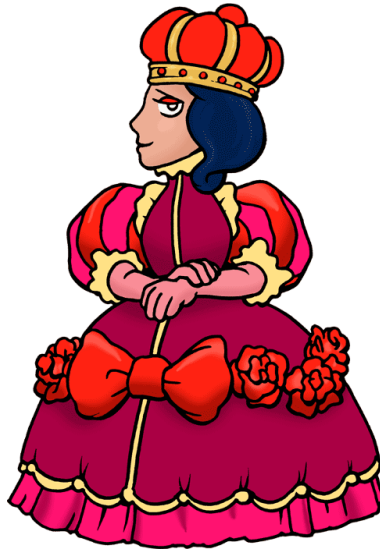
clown



Phonics



They also break the sounds down in a word
(segment) to spell words.





Phonics



If you were your child, how would you break words down to write a list of what you can see in this picture?
How would you spell each word?





Phonics



Our sounds can be spelt in different ways
and until children have learnt all of the
different spelling patterns, they will use
the ones that are the best fit!

bloo

fluwr

butrfli

grin



*Top tip: Praise and encourage efforts as
this is perfectly acceptable whilst the
children are still mastering this!*



Phonics



As soon as the children are ready, we move on to learning the alternative spellings for the sounds they know, for example:



ai
and
ay



ee
and
ea



igh
and
ie



Phonics



Once the children have had the opportunity to learn and use the different spelling patterns, we move on to learning the 'split digraphs':

a_e (bake)

e_e (theme)

i_e (kite)

o_e (phone)

u_e (flute)



Phonics



The next part of our phonics programme is to learn that the spelling patterns can also be pronounced in different ways!

church

ch

chop

chef



school



Phonics



We also learn to read and spell new tricky words!

when

there

though

because

called

asked

please

Reading in Year 1





Reading Sessions

In Year 1 we continue to develop the children's reading skills through two types of sessions:

1. Guided reading sessions in which the children read and discuss their text within a small group.
2. Individual reading with an adult.





Reading Sessions

Some children will continue to read on an individual basis if they find it difficult to concentrate in group reading tasks or are still developing their early reading skills.

It is important to remember that there are many different skills to master when learning to be a successful reader, so it should not just be a race to the next book band!





Reading Skills

Decode and Read for Meaning

AF1

I can 'break the code' and read words carefully, understanding what they mean.

S P O T

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Finding information

AF2

I can find answers in the text.

answers

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Read Between the Lines

AF3

I can use clues in the text to read between the lines and discover more information.

READ HERE...

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Structure

AF4

I can talk about how the text has been put together and organised.

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Reading Skills

Language

AF5

I can explain how the author has used language for different effects.

metaphors
adjectives
powerful verbs
similes

Purpose

AF6

I can explain the author's viewpoint and how a text makes the reader feel.

it makes me feel...

The Text and the World

AF7

I can compare and contrast stories set in different cultures and times.





Decoding Words

We use a 'phonics first' approach to teaching reading, so when you are reading at home, please always encourage your child to tackle each new unknown word by breaking it down into sounds, and blending together.

Top tip: Please do not let your child struggle, but also do not give them the answer immediately - model sounding out and help your child blend the sounds together instead of telling them the word.





Decoding to Fluency

As your child becomes more confident, they will begin to recognise more words.

They will be able to blend simple familiar words more rapidly without needing to sound out each sound, and then they will begin to read known words by sight.

Please remind your child to use their phonics strategy when this is needed!





Comprehension

As your child becomes a confident word-reader it is vitally important that their ability to understand what they have read is also developed. Talking about what you or your child has read and exploring questions should be seen as just as important every time you read together.





Comprehension



What questions could you ask your child when exploring this page?

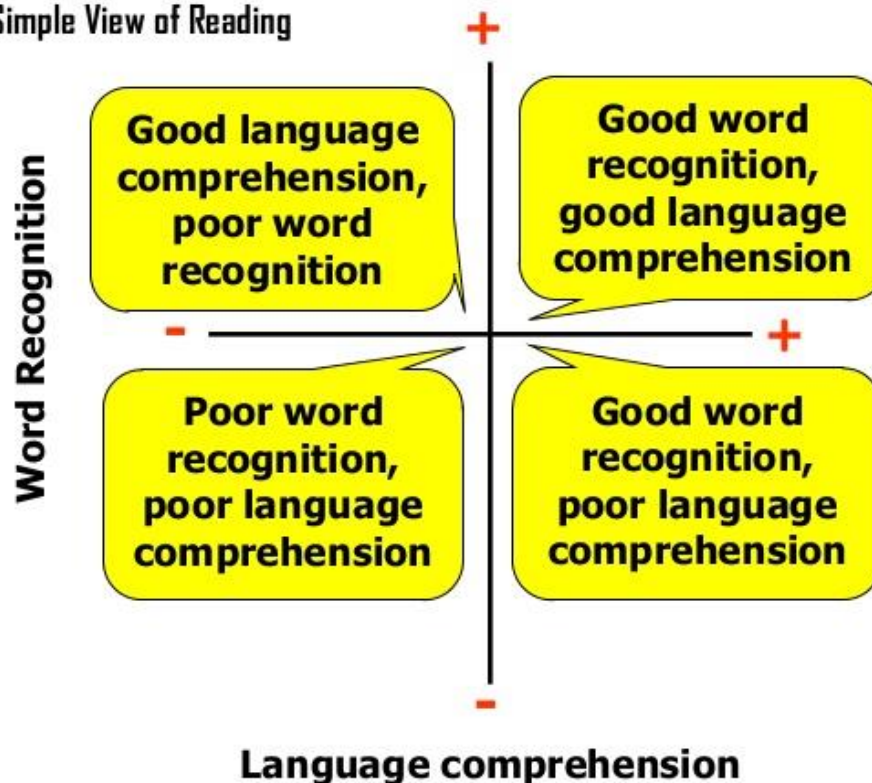




Reading Skills

A good reader must have equally good skills at decoding words **and** understanding what those words mean.

The Simple View of Reading





Changing Books

We encourage the children to change their own reading books from the colour coded boxes in the classroom. They may change their book any morning as they arrive.

Please remind your child to change their book as they come into class, and let us know if they need reminding of this.

Sometimes, re-reading a book is a good way of consolidating reading skills, so it is not necessary to have a new book every day.





Reading Diaries

Children need more regular practise with reading than we can provide in school in order to make good progress. Please read regularly with your child at home and sign and/or write a comment in the home reading diary when you listen to your child read.

Your comments inform teachers about how your child is progressing at home. Teachers and TAs will write targets for you when necessary. Please ensure reading diaries and books are in book bags every day.





Reading Everything

Remember, reading can be an activity for anything and anywhere:

- ✓ Books from school
- ✓ Books from home
- ✓ Books from the library
- ✓ Children's newspapers and magazines
 - ✓ Comics
- ✓ Writing in the street
- ✓ Labels and food wrappers
- ✓ Online reading e.g. websites of interest, games



Coffee



Time

Writing in Year 1

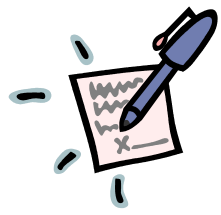




Fine Motor Control

Please continue to practise basic skills to develop your child's fine motor skills:

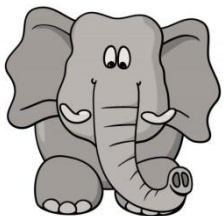
- ❖ Fine motor activities e.g. pegs, scissors
 - ❖ Pencil grip
 - ❖ Pencil control through colouring and drawing patterns
 - ❖ Letter formation in print or cursive script through different media e.g. air writing, sand trays, crayons
- ❖ Name writing in print or cursive letters

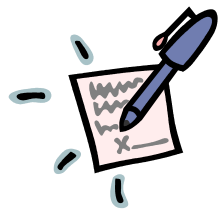


Progression in Writing

In Year 1, we focus primarily on teaching sentence structure with the accurate use of:

- ✓ Sounds
- ✓ Spelling of tricky words
- ✓ Finger spaces between words
- ✓ Capital letters at the beginning of a sentence, at the beginning of a name, and for the pronoun 'I'
- ✓ Full stops





Progression in Writing

We also work on extending vocabulary and acknowledge the importance of developing the children's speaking skills in this:

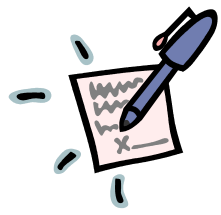
Conjunctions to extend a sentence - and, because.

Time connectives - first, then, next, finally.

Different sentence openers - once upon a time, one morning.

Exciting adjectives - shiny, old, dark, gigantic.



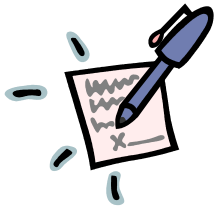


Progression in Writing

With time and practise the children become more confident to write, using more complex phonic sounds and extended vocabulary to write sentences within a range of contexts, such as letters, stories, poems and recounts.

It amazes us how much the children's independent learning skills progress over the year!





Handwriting

In Year 1 we teach the children how to form their letters using our cursive script.

We also teach them how to form each capital letter so that they can use these when needed.

Top tip: Please encourage your child to only write capital letters when this is appropriate.





Handwriting

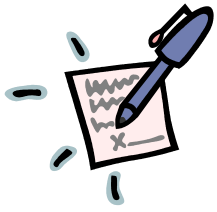
Lower cursive script

a b c d e f g h i

j k l m n o p q r

s t u v w x y z





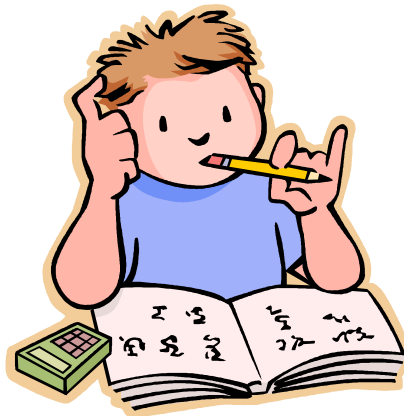
Additional Guidance

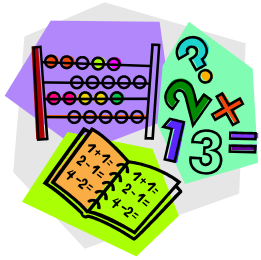
We have a writing booklet available from the school office or on our website which will help if you would like to understand more about progression in writing in Year 1.

www.shirleyinfantschool.org.uk



Mathematics in Year 1

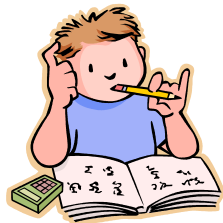


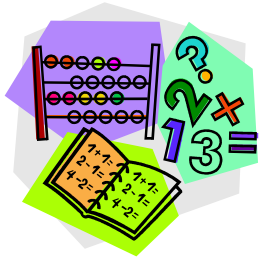


Number

In Year 1 we continue to build on the children's knowledge of number:

- ❖ Counting within 0 to 100
 - ❖ Ordering
 - ❖ 1 more and 1 less
- ❖ Number patterns e.g. 2s, 5s, 10s
 - ❖ Place value e.g. 10s and 1s

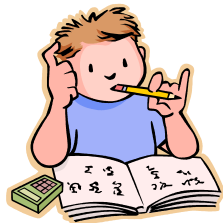
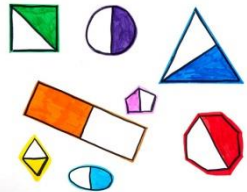


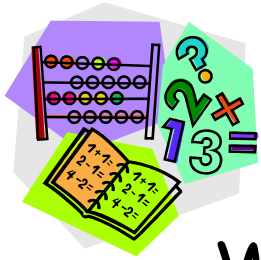


Calculation

We refine and develop the children's calculation skills, including mental calculation:

- ❖ Addition
- ❖ Subtraction
- ❖ Number bonds
- ❖ Doubles and halves
- ❖ Fractions e.g. half and quarter
- ❖ Multiplication e.g. arrays, 2s, 5s, 10s
- ❖ Division e.g. sharing



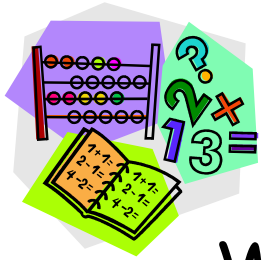


Measures

We compare, describe and solve practical problems for:

- ❖ Length and height
- ❖ Weight and mass
- ❖ Capacity and volume
- ❖ Time e.g. days, months, years, o'clock and half-past





Geometry

We explore shape, position and direction:

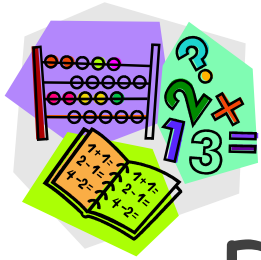
Shape

- ❖ The properties of 2D shapes
- ❖ The properties of 3D shapes

Position and Direction

- ❖ Position e.g. positional language
 - ❖ Direction
- ❖ Turns e.g. whole, half, quarter, three quarters

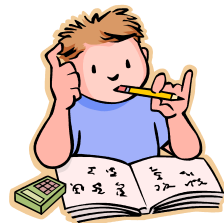
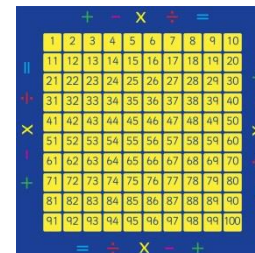
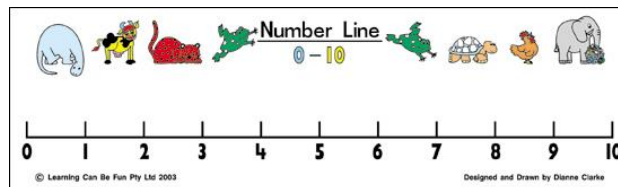
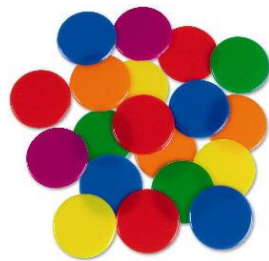


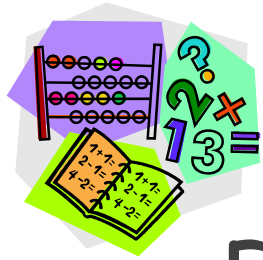


Our Approach

Fluency, Reasoning and Problem Solving

When beginning a maths topic, we introduce the key concept/skill (such as number bonds to 10) and the children explore this in different ways with a range of resources:

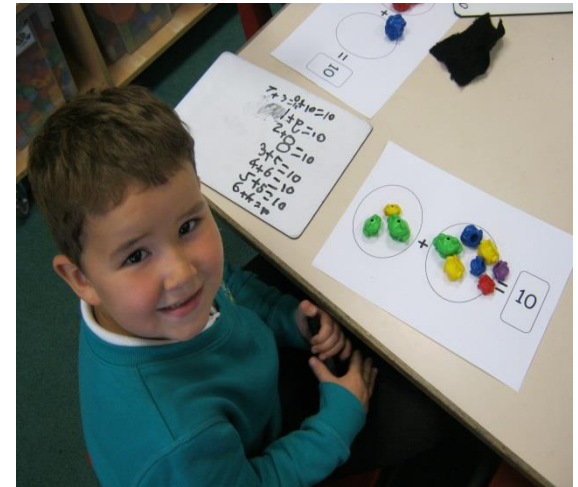
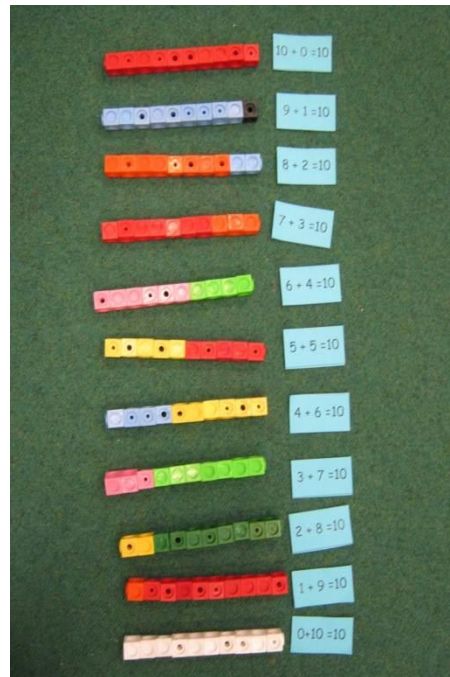


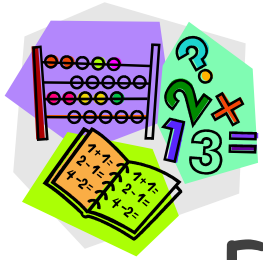


Our Approach

Fluency, Reasoning and Problem Solving

After their initial exploration, the children will begin to show their learning and findings, again, in different ways:





Our Approach

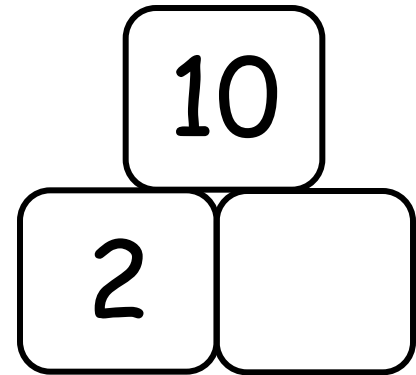
Fluency, Reasoning and Problem Solving

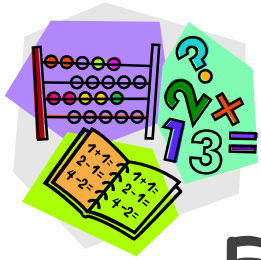
The children will then be able to use/show the concept/taught skill in other ways:

$$7 + \square = 10$$

$$\square + \square = 10$$

$$10 = \square + 6$$

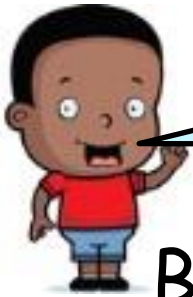




Our Approach

Fluency, Reasoning and Problem Solving

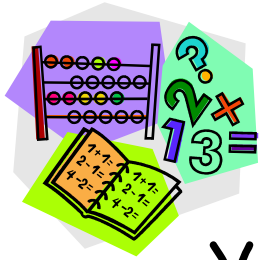
The children will also be able to describe and explain their understanding.



*"I know that the answer is 8
because when added to 2 it makes
a number bond to 10!"*

By the end of a maths topic, the children will be able to apply their learning to a range of different contexts, including problems that have another maths focus.



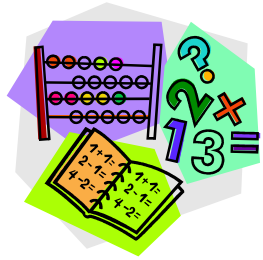


Maths at Home

You can support your child's mathematical learning, particularly their use of maths vocabulary, by applying skills learnt in school to real-life contexts, such as:

- ❖ Following a recipe to bake a cake
- ❖ Using a shopping list and counting out money to buy items at the shop
- ❖ Adding the total of two dice instead of just rolling one when playing favourite board games



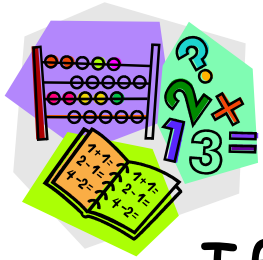


Maths at Home

We will sometimes send home maths homework, and we may also send home resources to support the children's learning at key points during the year, or challenges which will support their in-class learning.

Please come and see your child's class teacher if you would like any extra guidance with the maths we send home.





Additional Guidance

If you would like to know more about what your child will be learning in maths, we have a maths guide available to take you through the learning objectives for each year group.

As with the writing booklet, this can be obtained via the school office or on our website.

www.shirleyinfantschool.org.uk





Home Learning

Linked to each new topic, you will have the opportunity to complete a home learning task with your child. The children love sharing their home learning with us and are always very proud of their achievements!

The tasks are optional and you can spend as much or as little time on them as you wish!

If you need any extra guidance or support with any home learning, please speak to your child's class teacher.

Any Questions?

