















Year 1 Curriculum Workshop



Our Curriculum

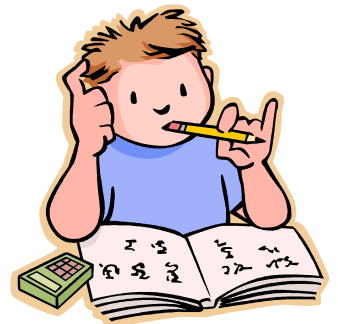
Shirley Infant School Year 1 Curriculum Overview

 <p>Autumn 1 Once upon a town</p>  <p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: labels, lists, captions, poetry, short story writing <u>Mathematics</u> Place value within 10, addition, subtraction within 10 <u>Foundation Subjects</u> PSHE - New Beginnings Science - Materials Computing - Painting & Animation/E-Safety Geography - mapping Art/DT - Moving Pictures Music - Dynamics & Tempo PE - Games and gym RE - Power</p>	 <p>Spring 1 Out of this world</p>  <p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: newspaper, instructions, fantasy stories <u>Mathematics</u> Time, place value, measure, addition and subtraction <u>Foundation Subjects</u> PSHE - Going For Goals Science - seasonal change Computing - Gathering & Presenting/E-Safety History - The Moon Landings Art/DT - Vehicles Music - Pitch & Texture PE - Games & Gym RE - God</p>	 <p>Summer 1 Little explorers</p>  <p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: postcards, persuasive writing <u>Mathematics</u> Place value, four operations Money, weight and volume <u>Foundation Subjects</u> PSHE - Relationships Science - Growing Plants Computing - Programming & Coding/E-Safety Geography - Comparing Shirley and Leap beach Art/DT - Fruity Surprise Music - Timbre & Structure PE - Games & Gym RE - Specialness</p>
 <p>Autumn 2 Wild at heart</p>  <p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: recounts, fact file, stories, poetry <u>Mathematics</u> Additional and subtraction within 20, shape. <u>Foundation Subjects</u> PSHE - Getting On & Falling Out Science - Animals Computing - Programming & Coding/E-Safety Art/DT - Painting Stations Music - Singing & Performing PE - Games and dance RE - Angels</p>	 <p>Spring 2 Victorian Days</p>  <p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: recounts, diaries, information texts. <u>Mathematics</u> Multiplication and division, fractions <u>Foundation Subjects</u> PSHE - Good To Be Me Science - Humans Computing - Research & Presenting/E-Safety History - The Victorians Art/DT - Weaving Music - Singing & Performing PE - Games & Dance RE - Changing Emotions</p>	 <p>Summer 2 Mini beast bop</p>  <p><u>English</u> Phonics, guided reading, handwriting (cursive script) Topic writing: non-chronological reports, recounts, poetry and riddles, story writing <u>Mathematics</u> Measurement, number and money <u>Foundation Subjects</u> PSHE - Changes Science - Minibeasts Computing - Gathering & Presenting/E-Safety Geography - Weather Art/DT - Clay Minibeasts Music - Rhythm & Pulse PE - Games & Dance RE - Precious</p>



Today we will look at:

Phonics
Reading
Writing
Mathematics



Phonics in Year 1



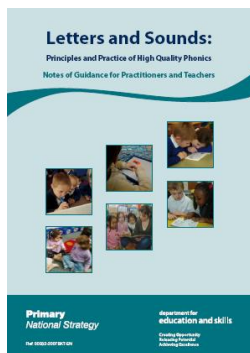


Phonics



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 revisit 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.

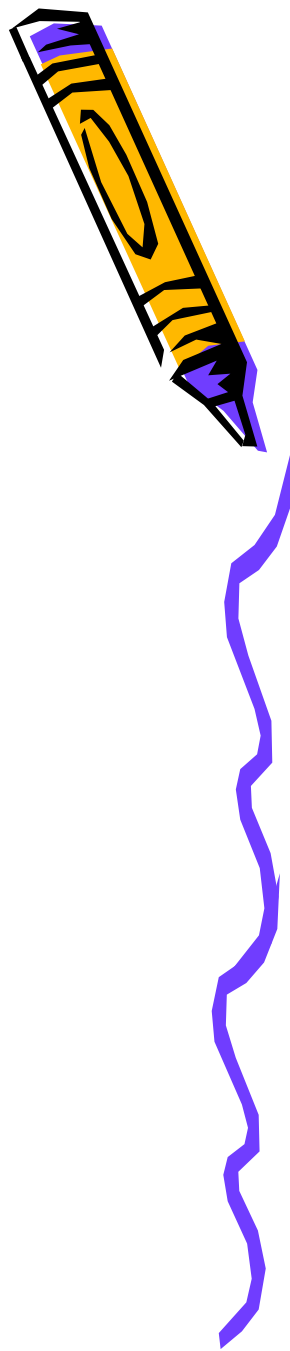


c | o w n
• • — •



clown

Let's have a go.....

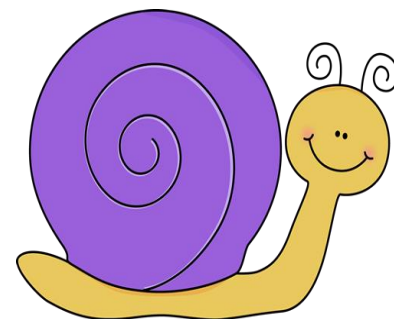
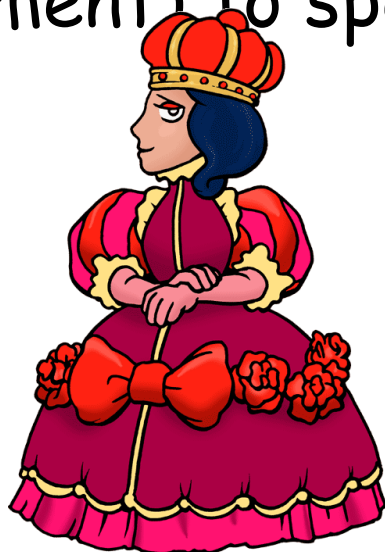
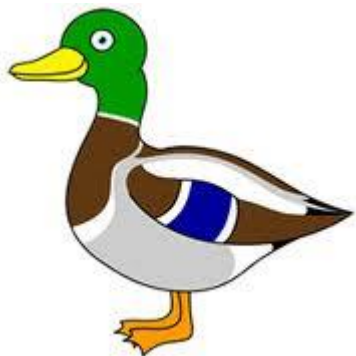




Phonics



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



qu

ee

n





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

chef



chop

school



Phonics



Alongside learning new sounds, spelling patterns and pronunciations, the children continue to learn to read new tricky words!

were

you

said

there

some

they

are



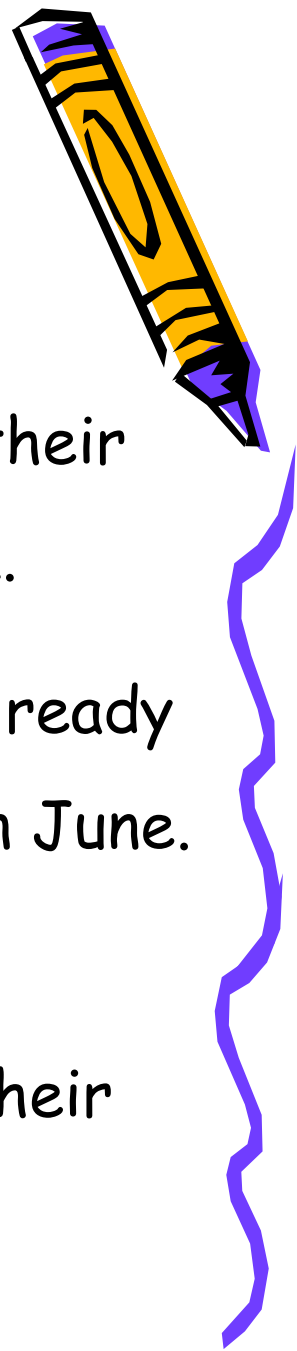
Phonics





The children also learn to spell the Year 1 common exception words. The children will be tested each half term.


Year 1 Common Exception Words			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
will	she	some	our
	we		

Phonics screening check



 Every Year 1 child in the country will be taking their statutory phonics screening check in the same week.


 The check is very similar to tasks the children already complete during phonics lessons. It will take place in June.


 The focus of the check is to provide evidence of children's decoding and blending skills, not to test their vocabulary or comprehension.




What will the children do?



 The Government's pilot results and our past experience estimate that each check will take less than 10 minutes to complete.

 They will be asked to 'sound out' a word and blend the sounds together. e.g. b- l-ue --- blue

 The check will consist of 40 words and non-words:

 Children will know if a word is a real or a monster word as monster words will have a corresponding alien image.



Examples of words



drink

crowds

splat

stripe

jair



clain



yewn





tabe




And the results....



 Each pupil will be scored against a national standard
(*threshold yet to be determined by DfE*).

 We will inform you of whether they fall below or within
this standard.

 If your child's score falls below the national standard
they can re-take the Phonics Screening Check in Year 2,
and we will use the outcomes of the screening to inform
planning and targets to support them.



How can you help?



- Read regularly little and often. Books the children take home are closely matched to their phonics learning in class.
- Practice the sounds of the week. These will be sent by marvellous me and we will send home flash cards for you to practice each week.
- Practice spelling words and discuss where the sound comes in the word. Nearer to the test, we will send home real and monster words to practise.

Remember this can be fun!



How can you help?



The following online resources may also help:



www.phonicsplay.co.uk for online games and activities.



www.ictgames.com/literacy for online games and activities.



www.oxfordphonicschecksupport.co.uk to generate practise words.



www.twinkl.co.uk for printable activities (some are free)



www.letters-and-sounds.com for online games and activities.



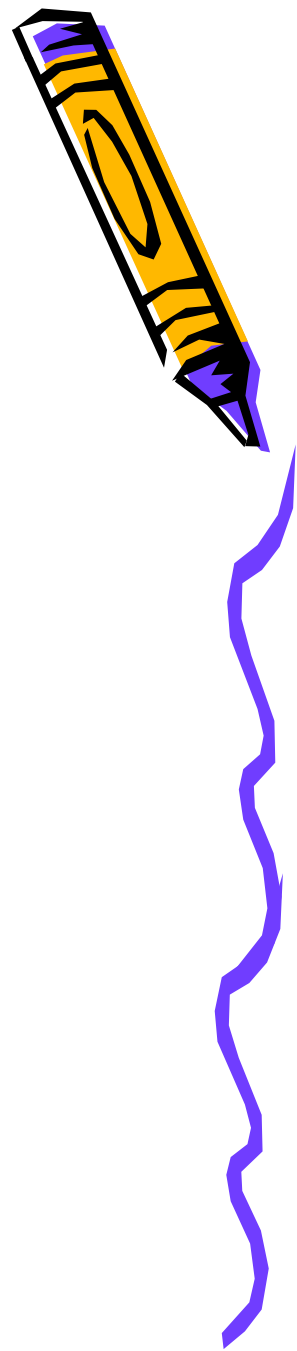
- www.iboard.co.uk/skill-builder/phonics for online games and activities.



www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/



Any Questions?



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 at least once per half term.





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 colour!



Reading colour system

- Each week your child's class teacher will change their reading book. The colours are closely linked to their phonic development.
- Please practice this book throughout the week. Re-reading a book will help to build confidence and fluency. Remember to ask lots of questions. If you would like an additional book your child can choose one but please practice the book sent home.
- Your child's class teacher will assess each half term to see if they are ready for the next colour.





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.





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!



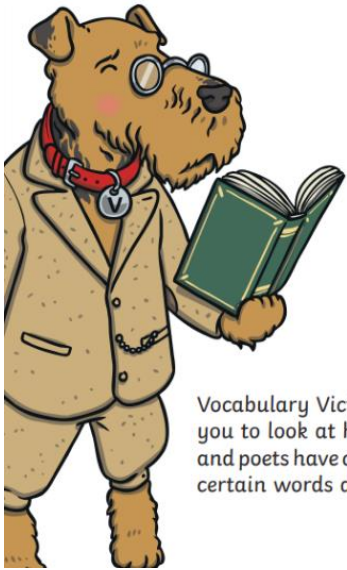
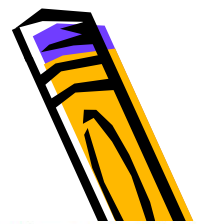


Comprehension

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.



Reading Skills



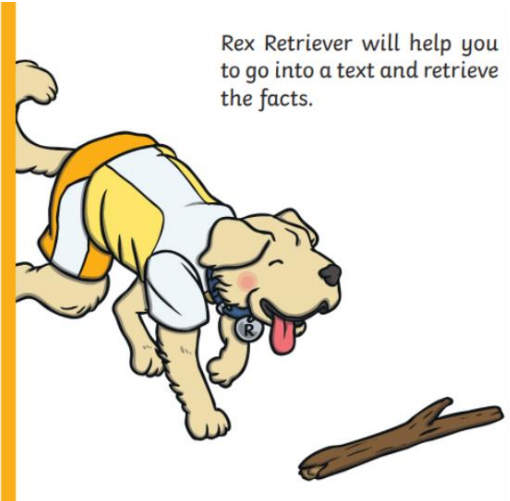
Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.



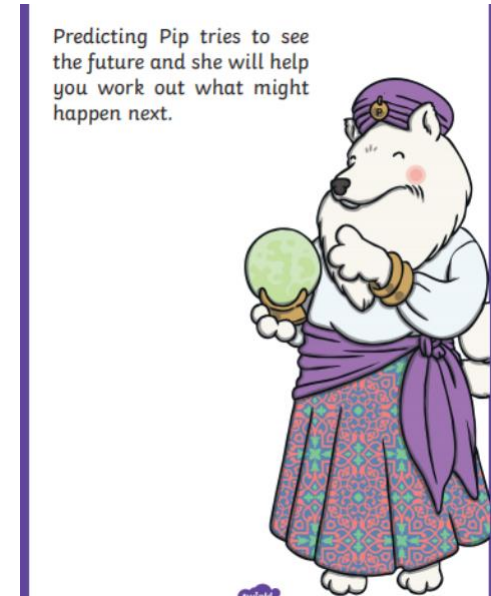
Sequencing Suki likes everything in order! She will help you sequence the events in a text.



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Rex Retriever will help you to go into a text and retrieve the facts.



Predicting Pip tries to see the future and she will help you work out what might happen next.



Comprehension



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





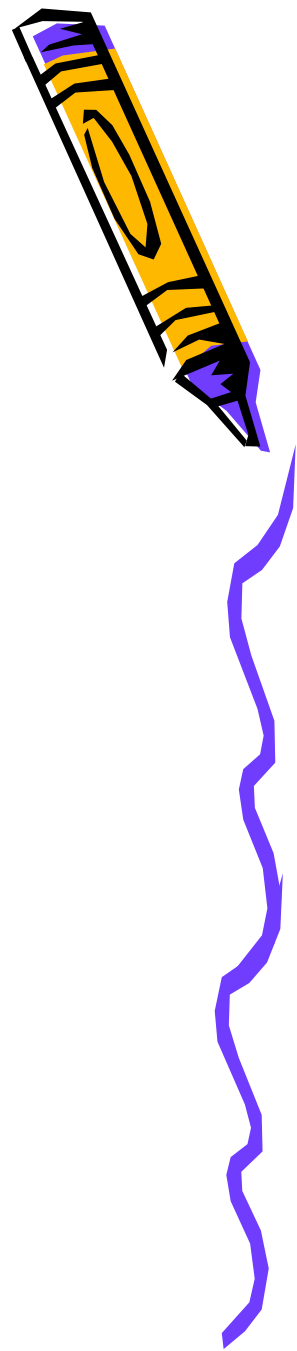
Reading Everything

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



Any Questions?



Writing in Year 1





Fine Motor Control

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

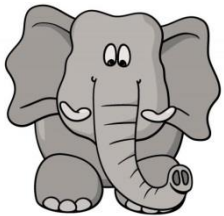
- ❖ Fine motor activities e.g. pegs, scissors
 - ❖ Pencil grip
 - ❖ Pencil control through colouring and drawing patterns
- ❖ Letter formation using different media e.g. water painting, sand trays, crayons
 - ❖ Name writing using our cursive script



Progression in Writing

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

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





Progression in Writing

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

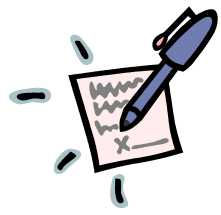
Conjunctions to extend a sentence - and, because.

Time connectives - first, then, next, finally.

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

Exciting adjectives - shiny, old, dark, gigantic.



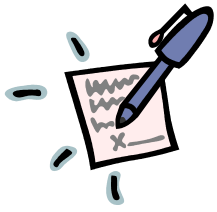


Progression in Writing

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



How can you help?

Keep practising bs and ds

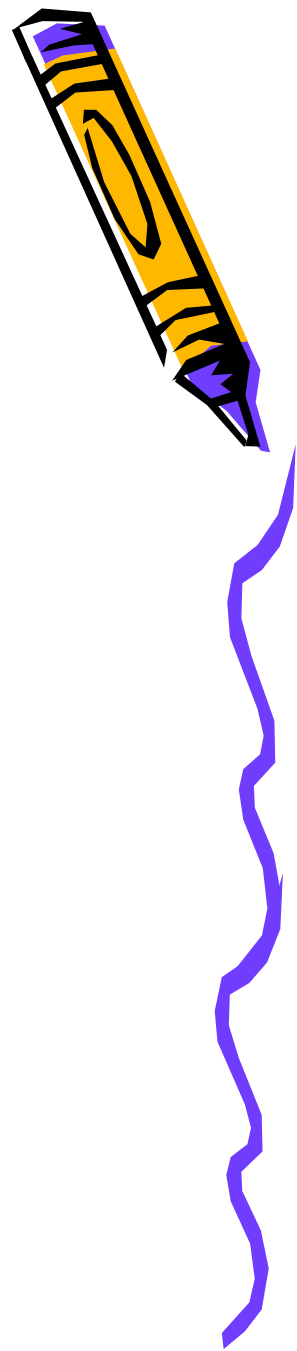


bride

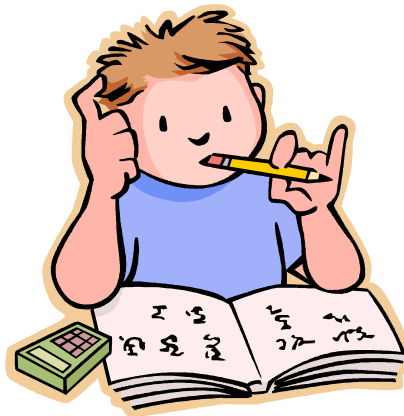
blode

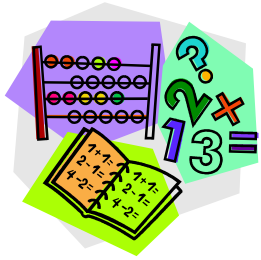
dog

Any Questions?



Mathematics in Year 1



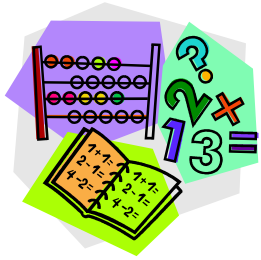


Number

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

- ❖ Counting within 0 to 100
- ❖ Writing numbers to 20 in numerals and words
 - ❖ Ordering
 - ❖ 1 more and 1 less
- ❖ Number patterns e.g. 2s, 5s, 10s
 - ❖ Place value e.g. 10s and 1s

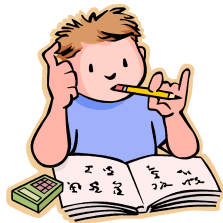
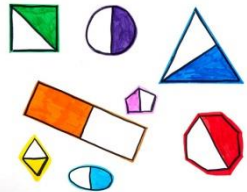


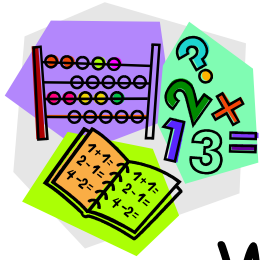


Calculation

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

- ❖ Addition
- ❖ Subtraction
- ❖ Number bonds to 10 and then 20
- ❖ Doubling numbers
- ❖ Fractions e.g. half and quarter
- ❖ Multiplication e.g. arrays, 2s, 5s, 10s
- ❖ Division e.g. sharing

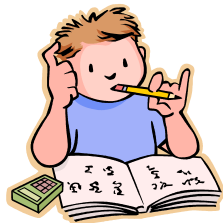


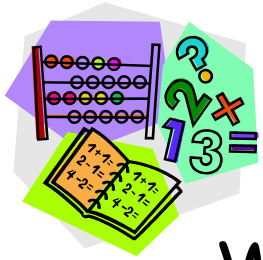


Measures

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:

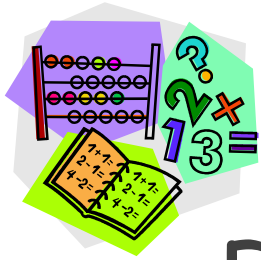
Shape

- ❖ 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

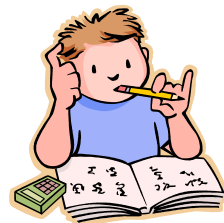
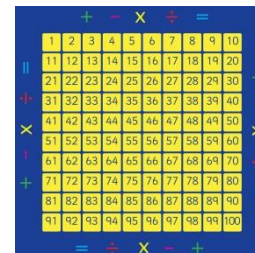
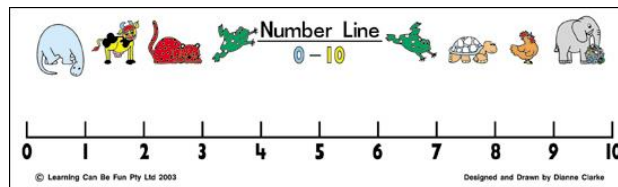


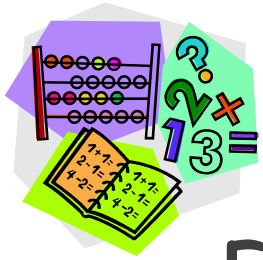


Our Approach

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:

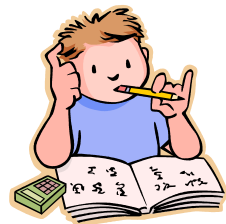
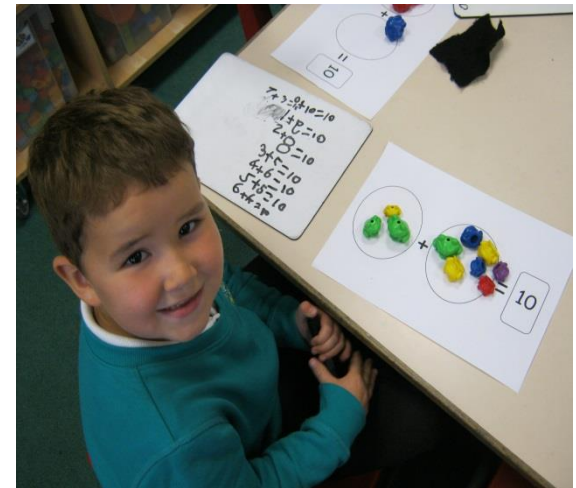
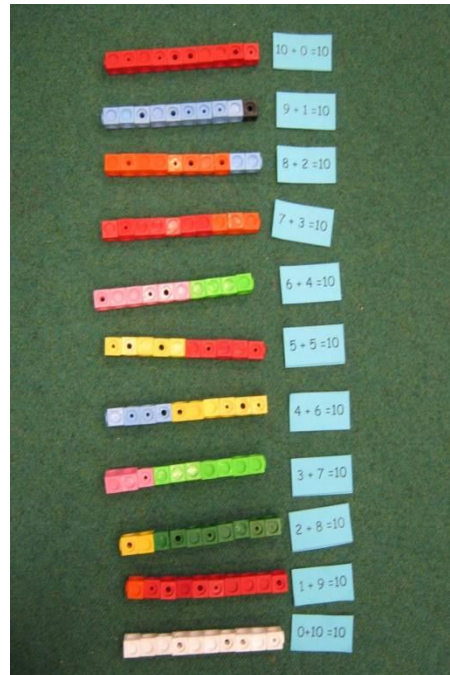


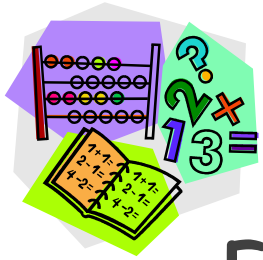


Our Approach

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

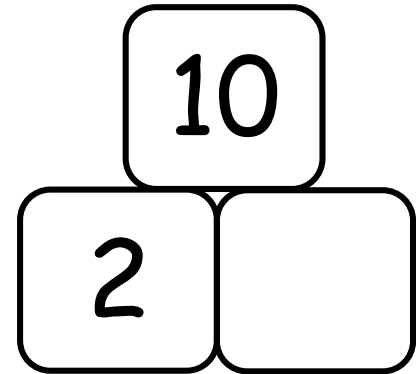
Fluency, Reasoning and Problem Solving

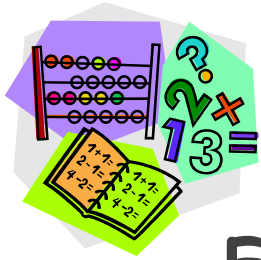
The children will then be able to use/show the concept/taught skill in other ways:

$$7 + \square = 10$$

$$\square + \square = 10$$

$$10 = \square + 6$$

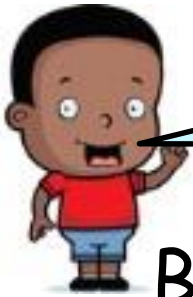




Our Approach

Fluency, Reasoning and Problem Solving

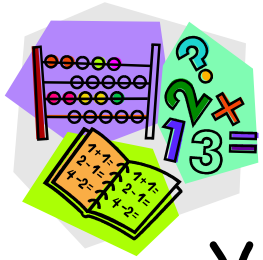
The children will also be able to describe and explain their understanding.



*"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.



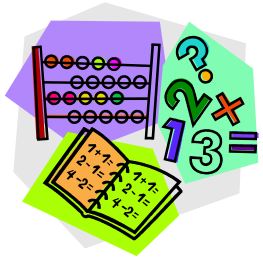


Maths at Home

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

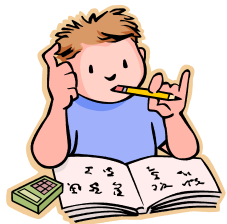




Maths at Home

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.





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?

