

September 2019

Dear Parents,

To Parents of Year 1 – Information 2019-20

I hope that you had a lovely summer. I am sure you are now ready to start the new school year, so welcome to Year 1!

I am looking forward to getting to know you all and working together, so that we have an exciting and productive year. I hope that you enjoy the new challenges and approaches to learning that Year 1 has to offer.

Our aim is to ensure that the children experience a smooth transition from the Foundation Stage to Key Stage One. The Year 1 curriculum builds upon and extends the experiences that the children had in Reception and they will gradually be eased into more formal learning so that they remain motivated and enthusiastic.

We have a full-time teaching assistant, Morah Laura, who will be working with small groups of children during my lessons.

CLASS EXPECTATIONS:

It is essential that children come to school on time every day and are prepared for the day ahead. The School day starts at 8:40am and the children will need to line up in the playground. At the end of the day the children will be sent out to the playground to be picked up. The children are encouraged to always try their best. Hard work and effort are rewarded with positive praise, Dojos and certificates. Children need to remember that the classroom rules are very important and need to follow them at all times.

HOMEWORK:

Every Tuesday, your child will receive Maths and English homework provided in a green folder. The homework should be handed in every Monday, completed with an adult's signature. Please always ensure that your child completes their homework in pencil and that it is well presented. Most of the homework given to the children is usually differentiated, therefore your child may have different activities/tasks from another child. If your child misplaces their homework, please just ask me for another copy the following day and extra time will be given to complete it.

On Tuesday, your child will receive their spelling words for the week in a yellow folder. Your child will need to learn their spellings for a test to be done on the following Monday; they are welcome to do this in a way which you feel suits their learning style. Your child can write sentences, draw pictures, type the words, or complete the 'copy and write page'.

READING IN YEAR 1

Please listen to your child read as often as you can, every-day is ideal even if it is just for 5 minutes. We have split the class into two groups. One group will have their reading books changed on a Monday and Wednesday and the other group on a Tuesday and Thursday. This is occasionally subject to change according to school or Class events. Please write a comment and then sign in their reading record book to indicate that they have been read with at home. Your child's reading days will be on their reading folder.

SNACK AND LUNCH BAGS

The children have two snack times during the day. One in the morning and one in the afternoon.

Please make sure that you send in healthy snacks and lunches.

NO NUTS – there are children who in the school who can suffer a severe reaction to nuts.

ENGLISH

Each term the children will cover a mixture of poetry, narrative and non-fiction units. These units are shown below:

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Narrative</u>	Stories in familiar settings, writing composition and stories with repeating patterns.	Stories in familiar settings, writing composition and stories with repeating patterns.	Stories in familiar settings, writing composition and stories with repeating patterns.
<u>Non-fiction</u>	Information texts Labels and instructions Lists and signs	Information texts Labels and instructions Lists and signs	Instructions Information texts Labels, lists and signs
<u>Poetry</u>	The children use their senses to explore the weather, mud and the playground as they enjoy listening to a range of poetry. The children also experiment with sound and rhythm	Poems about plants	Poems about animals

Speaking and listening

In Key Stage 1, pupils learn to speak confidently and listen to what others have to say. They join in discussions and make relevant points. They listen carefully to remember what other people say. They use language to describe events, ideas and feelings.



The aims are:

- To talk about matters of immediate interest, with some detail.
- To listen, understand and respond to others
- To use inferential thinking when discussing a text.

Reading

Pupils' interest and pleasure in reading is developed as they learn to read confidently and independently. They focus on words and sentences and how they fit into whole texts. They discuss the meaning of texts and give a personal response to them.

- To read words aloud and show meaning
- To respond to poems, fictional and non-fictional stories
- To use knowledge of letters and blends to attempt to read unfamiliar words
- To recognise a growing number of words easily and quickly using phonic blends
- To read for meaning, with expression as well as develop comprehension skills
- Apply their understanding to questions asked
- Develop questioning skills.

Writing

Children learn to communicate meaning in narrative and non-fiction texts and try to spell and punctuate correctly.

- To write clear, well- proportioned and correctly shaped letters
- To write in complete sentences
- To use full stops and capital letters correctly
- To communicate meaning through words and phrases
- To spell high frequency words and simple words correctly.

Handwriting

Cursive writing will be introduced later this year.

We focus on three aspects of handwriting:

- Correct letter formation and orientation
- Regularity (size, spacing and positioning of letters)
- Introducing and refining a joined script.

MATHEMATICS

Pupils develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They learn to count, read, write and order numbers up to 20 and beyond. They develop mental calculation skills and learn about shape and space through practical activity. They begin to use mathematical language to describe their methods and reasoning when solving problems.



Year 1		
Autumn	Spring	Summer
Number & Place Value		
<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given numbers Count, read and write numbers to 100 in numerals Identify one more or one less than a given number Read and write numbers 1 to 20 in numerals and words Ordinal numbers (first, second) Count in multiples of twos, fives and tens 	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given numbers Count, read and write numbers to 100 in numerals Identify one more or one less than a given number Read and write numbers 1 to 20 in numerals and words Ordinal numbers (first, second) Count in multiples of twos, fives and tens 	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given numbers Count, read and write numbers to 100 in numerals Identify one more or one less than a given number Read and write numbers 1 to 20 in numerals and words Ordinal numbers (first, second) Count in multiples of twos, fives and tens
Number-calculation		
<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs, represent and use number bonds and related subtraction facts within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ Understand multiplication & division through grouping & sharing 	<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs, represent and use number bonds and related subtraction facts within 20 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ 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 Understand multiplication & division through grouping & sharing add and subtract one-digit and two-digit numbers to 20, including zero 	<ul style="list-style-type: none"> 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 $7 = ? - 9$ 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 Understand multiplication & division through grouping & sharing Doubles

Number-fractions		
<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity 	<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity 	<ul style="list-style-type: none"> 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 connect halves and quarters to equal sharing & combine as parts of a whole find simple fractions of objects
Measurement		
<ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] <p>measure and begin to record the following: lengths and heights</p>	<ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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: mass/weight capacity and volume time (hours, minutes, seconds) 	<p>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] time [for example, quicker, slower, earlier, later]</p> <p>measure and begin to record the following: lengths and heights time (hours, minutes, seconds)</p>
<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> recognise and name common 2D and 3D shapes, including: 2D shapes [for example, rectangles (including squares), circles and triangles] describe position, direction and movement, including whole, half, quarter and three quarter turns 	<ul style="list-style-type: none"> recognise and name common 2D and 3D shapes, including: 3D shapes [for example, cuboids (including cubes), pyramids and spheres] 	<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns recognise and name common 2D and 3D shapes, including: 2D shapes [for example, rectangles (including squares), circles and triangles] 3D shapes [for example, cuboids (including cubes), pyramids and spheres]

SCIENCE

Pupils observe, explore and ask questions about living things. They collect evidence to support simple scientific ideas and they use scientific language, drawings, charts and tables. They learn about living things, the seasons, humans, materials and plants. We look at animal groupings as well as naming male, female and baby animals correctly.

- To respond to simple features of objects, living things and events
- To group living things into classification groups, e.g. mammals, reptiles etc
- To communicate their findings in simple ways e.g. talking, drawing and chart making
- To recognise and name parts of a plant
- To understand the use and properties of different materials.

HISTORY

In Year 1 we learn about: Our Family Tree and compare Queen Elizabeth 1 with Queen Elizabeth II. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. In the topic on 'Homes', the children will learn about homes around the world and in the UK, past and present.

- To recognise the distinction between past and present
- To show an emerging sense of chronology by placing a few events and objects in order
- To begin to use historical vocabulary.

GEOGRAPHY

We begin the year learning about our local area, the area around school, as well as where we live. We then complete a country study. In the summer term we look at the importance of recycling and being eco- friendly.

- To identify and describe what local places are like
- To use resources given to them and to ask and respond to questions about places
- Learn about a specific country.

ART AND DESIGN

Pupils develop their creativity and imagination by exploring visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment and begin to understand how to use colour, shape, patterns and textures to represent their feelings and ideas.

- To use a variety of materials to communicate ideas and design and make images and artefacts

To describe what they think or feel about their work

To learn about several artists including Andy Goldsworthy and Giuseppe



Arcimboldo.

PSHE

We look at the topics of myself, bullying and friendship. We also look at learning about the British Monarchy, using emergency services, as well as recycling.

PE

PE takes place on a Thursday. Please send your children to school in their PE kit and send their uniform in their PE bag so that they can change at school. PE clothes are to be labelled and kept in a cloth bag on your child's peg. The gym kit is a yellow polo t-shirt, navy shorts/skirt or jogging trousers and plimsolls. Children will not be able to participate if they do not have their kit.

GENERAL

Please label all items of clothing. Children do not recognise their jumpers/cardigans when they take them off.

I will send out a weekly newsletter on a Friday via email.

My email address is madeline.fraser@nrps.co.uk – if you have any questions or concerns, please don't hesitate to contact me via my email or the school office. Please understand that I may not be able to respond to your email during the school day. Any urgent or important messages/queries should go through the school office.

I look forward to a wonderful year together.

Morah Madeline
Year 1 Class Teacher
madeline.fraser@nrps.co.uk