

Welcome to Year 1

Rosen class – Mr Leggett



Wygate Park
ACADEMY



Year 1 Staff

Class Teacher – Mr Leggett

Support staff: Mrs East and Mrs Smith

Year 1 Expectations

- Transition – adult supported, adult directed and independent.
- Independent and small group work – Children will work up to writing in maths and English books at least 3 times a week.
- Spelling and Handwriting
- Teach skills to develop greater independence.

Y1 timetable

Year 1 Timetable – Autumn 1										
Day	8.40 - 9.00	9.00 - 9.30	9.30 - 10.25	10.25 - 10.40	10.45 - 11.45	11.55 - 12.55	1.00 - 1.30	1.30 - 2.00	2.00-3.00	3.00 - 3.20
Monday	Assembly Reading	Phonics	Writing	Playtime and Snack	Maths	Lunch	Phonics	Guided reading	History	Spelling
Tuesday	Reading	Phonics	Writing		Maths		Phonics	Guided Reading	Science	Handwriting
Wednesday	Assembly Reading	Phonics	Writing		Maths		Phonics	Guided Reading	PSHE	Spelling
Thursday	Assembly Reading	Phonics	Writing		Maths		Phonics	Guided reading	RE	Handwriting
Friday	Reading	Phonics	Writing		Maths		PPA			

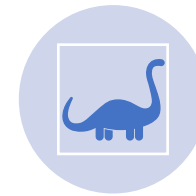
Year 1 Topics



Time Tardis



Where We Live



Mary Anning/Jurassic
World



Great Fire of London



They Changed the
World



Be Wild

Year 1 English - Writing

Writing – transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week

- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 1 English - Writing

Statutory requirements

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing – composition

Statutory requirements

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1 English - Writing

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 1 Maths



Place value to
100



Addition and
subtraction



Multiplication
and division



fractions



Measurement



Properties of
shapes



Movement -
turns



Times tables



- Children should be practising their times tables 3x a week as part of their weekly Pick 'n' mix homework to support their progression in maths
- Children need to know the multiplication and the division facts
- By the end of Year 1, all children should know their 2, 5, and 10 times tables
- Children need to be fluent in the times tables, including the division facts, in order to achieve a certificate
- Times table fluency is vital to ensure children can access all areas of the Maths curriculum

Times table certificates criteria:

Certificate:	Criteria:
Pink	I can count in 10's up to 100. I can double, halve and share numbers to 20.
Red	I can count in 2's, 5's and 10's forwards, backwards and starting from different numbers.
Blue	I can recall and use multiplication and division facts for the 2, 3, 5 and 10 times tables.
Green	I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.
Purple	I can recall and use multiplication and division facts for times tables up to 12×12 .
Silver	I can multiply and divide whole numbers and decimals by 10, 100 and 1000.
Gold	I can calculate multiplication facts for 2-digit numbers $\times$ 1-digit numbers and 3-digit numbers $\times$ 1-digit numbers.

Year group expectations

Year 1:

By the end of Year 1, all children should be able to count in 2s, 5s and 10s (forwards, backwards and random).

Year 2:

By the end of Year 2, all children should know their 2, 3, 5 and 10 times tables

Year 3:

By the end of Year 3, all children should know their 2, 3, 4, 5, 8, and 10 times tables

Year 4:

By the end of Year 4, all children should know all times tables up to 12×12

Year 5:

Consolidating and embedding in other areas of the curriculum (silver/gold certificate)

Year 6:

Consolidating and embedding in other areas of the curriculum (silver/gold certificate)

Year 1 Reading

- Individual readers and guided reading.
- All children will be heard read each week.
- Individual reading books will be changed on a weekly basis. However, books will only be changed if the adult can see that your child has been heard read at home and recorded on Boom reader.
- Your child will be sent home with 2 reading books. 1 book to support their developing phonics knowledge and 1 book to support their comprehension.
- Encourage your child to read for at least 10 minutes everyday. This does not always have to be their reading book and can also be recorded on Boom reader.

Supporting reading at home.



- Here are some more tips to help you enjoy storytime together:
- Ask your child to choose what they'd like to read. They'll feel more interested in the story if they've picked it out themselves. (And don't worry if they keep returning to the same story, either!)
- If you can, turn off the TV, radio and computer. It's easier for both of you to enjoy the story without any other distractions.
- Sit close together. You could encourage your child to hold the book themselves and turn the pages, too.
- Take a look at the pictures. You don't just have to read the words on the page. Maybe there's something funny in the pictures that you can giggle about together, or perhaps your child enjoys guessing what will happen next.
- Ask questions and talk about the book. Picture books can be a great way to talk through your child's fears and worries, or to help them deal with their emotions. Give them space to talk, and ask how they feel about the situations in the story.
- Have fun! There's no right or wrong way to share a story - as long as you and your child are having fun. Don't be afraid to act out situations or use funny voices... your little ones will love it!

Phonics chapter 4a

- Continues to build on prior sounds and teaches alternatives sounds:

ai- ay – a_e
igh- ie – i_e

ee- ea- e_e- y

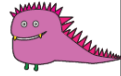
- Teaches spelling rules
- Reading and writing words with more than one syllable- **shopp/ing el/e/phant**
- Children still need to use phonics as first approach to reading and writing but also need to spelling rules. This includes for homework.



Phonics screening check

- It is a statutory requirement for all Year 1 child that purely assesses the children's ability to decode and read real and alien words.
- Every child in Year 1 will be expected to take part in the screening check around June.
- The check consists of 40 words that progressively develop in difficulty.
- There is no time limit for the screening check but usually takes around five to ten minutes per child.
- The check will be carried on a 1:1 basis (child and class teacher) in a quiet area.
- Results will be shared with reports.
- Re take in Year 2

frem



cloin



bulm



nigh

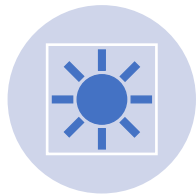
brown

main

Year 1 Science



Light



Seasonal changes



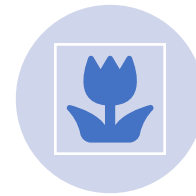
Animals including
humans



Materials



Forces



Plants

Year 1 PE

- The main PE day is Friday afternoon (PE coaches) but PE kit needs to be in school everyday.
- PE kits- white t-shirt, black shorts, tracksuit bottoms and a jumper, plimsolls, trainers and socks. Named and in a named bag.
- Long hair must be tied up and earrings removed on these days, unless your child can remove them themselves.
- Changing independently and looking after belongings.

PE Policy

Physical Education is highly important for the mental and physical well-being of our children.

Pupils should participate in PE lessons unless there is a suitable reason. School must be notified and provided with information as to why the child is unable to take part. This helps us assess which appropriate role they may take in the lesson. Although the pupil may be unable to participate practically in the lesson, this does not mean that they are unable to be a part of the wider learning experience. This will also ensure that children are better prepared to re-join lessons when able.

Depending on the reason for non-participation the pupils could be asked to:

- Act as a coach/leader for a group.
- Provide peer assessment (being a critical friend).
- Act as an official.
- Create questions to ask the group to assess other pupil's knowledge.

Children who forget their kit will participate by wearing spare PE kit which has been purchased by the school.

No Outsiders

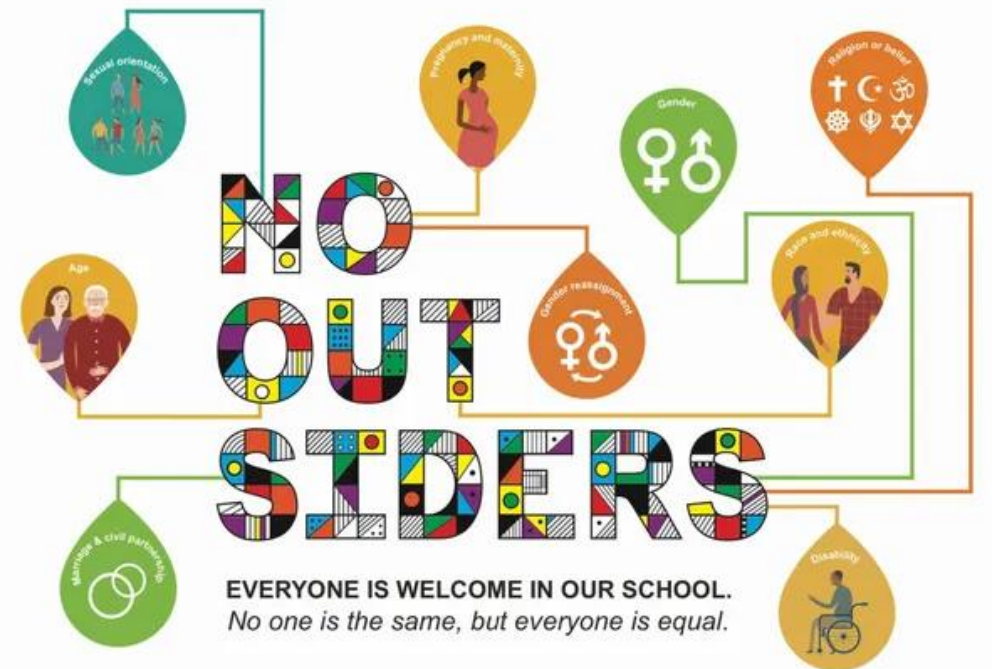
Here at Wygate Park we promote the motto:
'All different, all welcome'.

1 x No Outsiders Session per term

1 x No Outsiders assembly per fortnight

Tolerance and diversity taught through
age-appropriate picture books.

Being unique is amazing be proud of who
you are, show kindness to those who are
different even if we don't have the same
beliefs or opinions as them.



SRE

- We aim to promote personal wellbeing and development through the mindful approach of Jigsaw PSHE.
- From September 2020 the Department for Education made Relationships Sex Education and Health Education compulsory in all schools.
- Rules-
 - No personal questions to be asked
 - Show respect for the views of others
 - Use appropriate language
 - Only talk about what has been discussed in class with children of the same age or older.
- What we will cover-
 - Changes in me
 - Changes since being a baby
 - Differences in male and female bodies

Year 1 - Homework

- Reading – 10 minutes per night (at least 3 times per week)
- Homework 'Pick n Mix'
 - Red - To be completed every week – reading, spelling, counting
 - Yellow – Specific tasks
 - Green – Extra challenges
- Spelling Journals and HFW practise – handed out and collected in on a Thursday
- Homework will be sent home on a Friday and handed in by the following Wednesday.

Pick and Mix

Wygate Park Academy 'Pick and Mix' Homework



Year 1 – Autumn Term 1

This 'Pick and Mix' homework is for the whole half term. **Red** Boxes need to be completed regularly each week. **Yellow** Boxes must be done by the specified dates. Challenge yourself to the **green** box activities.

These do not have to be done, but if you want to push yourself, that would be super!

Remember – your Home Learning Journal must be returned to school each Wednesday for Miss Thompson.

<u>Reading</u> You must read at least 3 times a week at home. Each time ask an adult to write a comment on Go Read. Remember to bring your books into school everyday.	<u>Complete by: 11.09.24-</u> <u>Writing Task</u> Tell me about your summer holidays. Write some sentences to tell what activities you got up to. Remember capital letters, finger spaces, and full stops.	Using a torch in a dark room. Can you make shadow puppets using your hands? Can you tell a story with help from an adult?	<u>Complete by: 25.09.24-</u> <u>Reading Task</u> Choose a book of your choice and complete a book review. Can you tell me what the book is about? Who the main characters are? What you like about the book?	With adult support, make some fairy cakes. When you have finished write a list of adjectives to describe what they look like, taste like, and smell like.
Sit with a family member and go through old family photographs. Discuss what is happening in the photograph and compare the differences of growing up for an adult and a child. How are they different?	Go to the park. Have fun and make memories!	<u>Spelling/Phonics</u> Every Monday you will receive spellings to be learnt for a test on the following Monday. These spellings will be in line with the year 1 HFW list.	Draw a picture of a room in your house. Can you label all the sources of light?	Look at the front cover of a book. Predict what will happen and write your own story. Bring into school to share with the class.
<u>Complete by: 18.09.24-</u> <u>Maths Task</u> Complete reading and writing numbers to 20 worksheet. Can you represent the number using tens and ones?	Design and create a memory box to keep at home. Throughout the year put all your memories in from school and other activities.	<u>Complete by: 02.10.24-</u> <u>Maths Task</u> Complete number bonds to 10 worksheet..	Write your own Danny the dinosaur story. What adventures could he go on? Bring into school to share with the class.	<u>Counting in 2s, 5s, 10s</u> Practice counting in 2s, 5s and 10s. This will support understanding in many mathematical concepts and work towards your times table certificates.

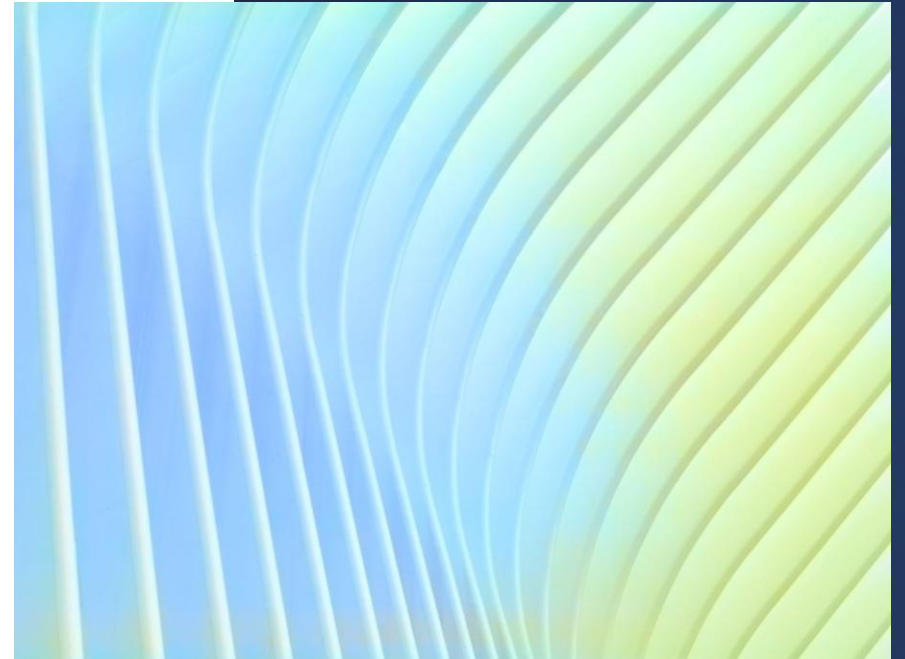
Please tick and initial the activities your child has completed.

Oracy at Wygate Park Academy

- Oracy is the ability to speak and listen effectively
- It includes expressing and presenting ideas clearly, listening to others and responding thoughtfully

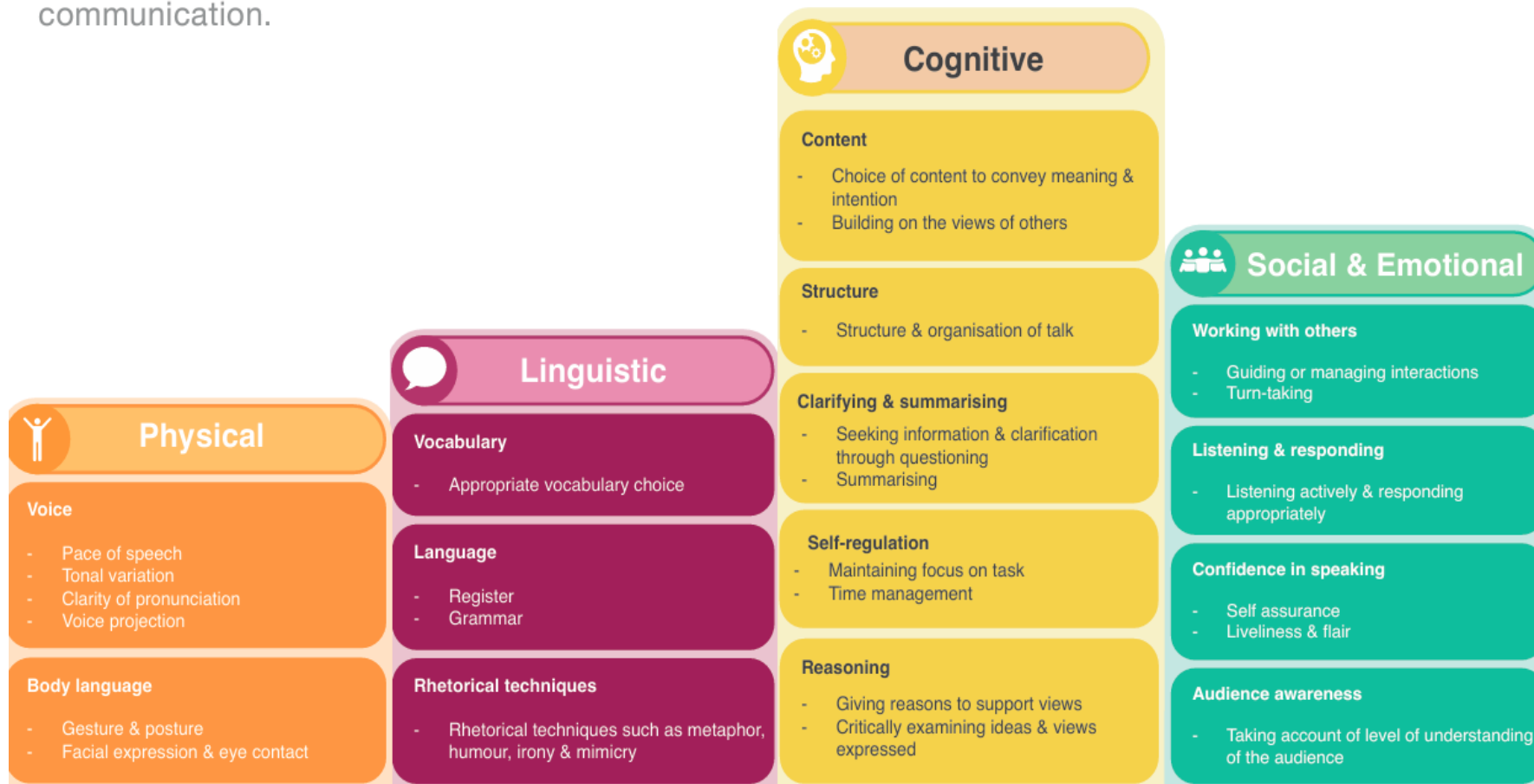
Why is Oracy Important?

- Supports learning across all subjects
- Builds confidence
- Helps children explain their thinking
- Develops social and communication skills



The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



We use approaches inspired by Voice 21 to give children regular opportunities to talk, discuss and present their ideas across the curriculum.

Giving Proof Of Listening Means

Listen carefully

Try to summarise what has been said and ask questions.



Face the speaker

Make sure you are looking at the speaker so that they know you are listening.



Body language

Use your body language to show that you are calm and focused.



Groupings



Trio



Pair



Nest



Traverse



Circle



Fishbowl

Discussion Guidelines

We give proof of listening



We respect others' ideas



We build, challenge, summarise, clarify, and probe each other's ideas



We are prepared to change our mind



We invite others into our discussion



We try to reach a shared agreement



Student Talk Tactics

Instigate

Present an idea or open up a new line of inquiry

“ I would like to start by saying ____ ”

“ I think ____ ”

“ We haven't yet talked about ____ ”

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas

“ Why do you think ____? ”

“ What evidence do you have to support X idea? ”

“ Could you provide an example? ”

Probe

Challenge

Disagree or present an alternative argument

“ I disagree because ____ ”

“ To challenge you X, I think ____ ”

“ I understand your point of view, but have you thought about ____? ”

Challenge

Clarify

Asking questions to make things clearer and check your understanding

“ So are you saying ____? ”

“ Does that mean ____? ”

“ Can you clarify what you mean by ____? ”

Clarify

Summarise

Identify and recap the main ideas

“ So far we have talked about ____ ”

“ The main points raised today were ____ ”

“ Our discussion focused on ____ ”

Summarise

Build

Develop, add to or elaborate on an idea

“ Building on X's idea ____ ”

“ I agree and would like to add ____ ”

“ X's idea made me think ____ ”

Build

This year each term there will be an oracy-based activity on the pick and mix grid.

- Some examples may include...
- Explain your learning: Teach an adult or sibling something that you have learnt this term
- Debate: Do you agree or disagree with a statement? Why?
- Describe and guess: Describe an object and see if others can guess what you are describing.
- Story retell: Retell your favourite story in your own words
- Opinion talk: What is your favourite and why?

+

•

o

Supporting Oracy at Home

- You can help by:
 - Talking regularly with your child (Ask open-ended questions)
 - Encouraging full sentence answers
 - Modelling good listening and turn-taking
 - Building vocabulary in everyday situations
 - Encouraging storytelling about their day
 - Giving thinking time before they respond
 - Praising confidence and effort in speaking

Other information

- Water bottles
- Healthy lunches
- Clubs
- Carrot Points
- Class trips throughout the year – parent pay
- Phonics Play/Top marks/TT Rockstars
- Breakfast Club/Afterschool club
- MyEd

Online learning platforms

- Spelling Shed
- Phonics Shed
- TT Rockstars

Thank you for attending the Year 1 Curriculum Evening.

Thank you for attending the Year 1 Curriculum Evening.

I am looking forward to working with you and your child.

If you have any questions, please speak to Mr Leggett.