

# **Year One Curriculum Meeting for Parents**

**24<sup>th</sup> September 2019**

**Mrs Glanville - Starfish  
Mrs Larn /Mrs Bicknell– Turtles  
Miss Stevenson - Dolphins**

# **The aims of the workshop:**

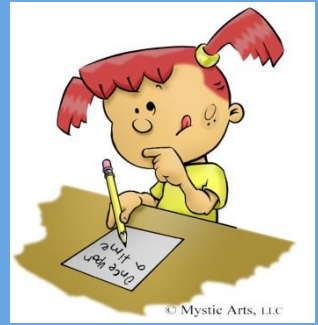
- To give you an overview of the expectations for reading, writing and maths. (handout)
- To inform you about the assessment arrangements.
- To give you some practical ideas of ways to support your child's learning at home.

# Our Curriculum

For every subject at school your child  
will be following the  
**Year 1 National Curriculum.**

English, Maths, Science, Computing,  
PE,  
History, Geography, Music, Art, DT,  
PSHE and RE.

# Writing



The writing curriculum can be found in your hand out.

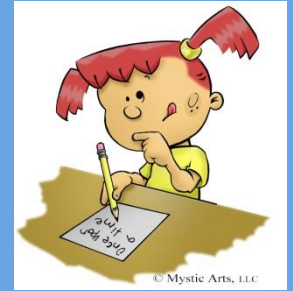
Spelling, handwriting, composition, vocabulary, grammar and punctuation

Using capital letters and full stops correctly.

Applying phonics to the words they write.

Handwriting families – starting to join by end of year 1

# Ways to develop writing at home:



- Providing mark making equipment – anything to encourage writing.
- Writing for a reason – birthday cards, shopping lists.
- Encouraging the use of phonics.
- Praising the use of correct punctuation and letter formation (and correcting the use of incorrect!)
- GPS homework booklet

# Reading



- The reading curriculum can be found in your hand out.
- Phonics – daily, usually in 3 sets
- Guided Reading ½ hour session a day.
- Phonics, word reading and comprehension

# Phonics – Letters and sounds in Year 1

## Phase Five



- Children will be taught new phonemes.
- Alternative pronunciations e.g. ow down and low
- Alternative spellings e.g ai, ay, a\_e rain, play, cake.
- Taught to read two and three syllable words.
- To read Year 1 common exception words.
- To read all 100 high frequency words.

# Phonics screening check



- Correct pronunciation of sounds is very important so that children can blend their sounds together successfully
- Mr Thorne is very helpful if you are unsure! (mr thorne does phonics – youtube)
- High expectations - All children will be expected to read real and nonsense words applying their phonic knowledge.
- Statutory assessment in June

# Reading Skills



- Apply phonic knowledge when decoding words.
- Reading high frequency words and common exception words.
- Checking that the text makes sense as you read and correcting inaccurate reading.
- Developing comprehension skills by answering questions about the book.

# Ways to help at home:



- The expectation is that children read at least 3 times a week at home.
  - Please write in your child's reading diary as this counts towards achieving their reading certificates and towards individual, class and year group competitions with prizes. (Certificates at 100 reads Bronze, 150 reads Silver, 200 reads Gold).
- 1 page per week in the Reading diary

# Ways to help at home:



- Encouraging reading for a purpose – menus, signs, newspapers, packets, TV timetables, posters in the environment.
- Visiting the library
- Share books - BEDTIME STORIES!!!
- Bedtime Story session in school – 4<sup>th</sup> December
- Be a good role model

# Speaking and Listening

Greater focus on Speaking and Listening across school this year.

- Question of the week to promote discussion at home
- First Parent Workshop will include activities to promote communication – Wednesday 9<sup>th</sup> October 8.55am-9.25am
- If child doesn't tell you much about school try a different approach –

Tell me a funny thing that happened at school today.....

What was your friend's favourite part of the day today?

What was your teacher pleased with today?

# Maths

The maths curriculum can be found in your hand out.  
Place value, addition and subtraction, multiplication and division, fractions, measures and geometry.

Be secure in counting up to 100 forwards and backwards.

Read and write numbers to 20 in numerals and words.  
Most work up to 20 to ensure mastered.

To add and subtract numbers (this could be using objects, drawings, mentally or with the support of things such as Numicon or a number line).

To count in 2s, 5s and 10s.



# Ways to help with Maths at home:



- Counting
- Using maths language – taller, shorter, heavier, double, slower, before, after, morning, night, midday, minutes, hours, full, equal, greater, more, less, half.
- Real life maths – telling the time, measuring, sequencing events, reasoning, shopping, coins.
- Learning the number bonds to 10 then 20.
- Maths homework book



## PE days

- Dolphins – Monday & Thursday
- Turtles - Tuesday & Thursday
- Starfish – Wednesday & Thursday
- No earrings
- Hair tied up
- Named PE kit (sent home half-termly for wash.  
Please check sizing and name labels)

Daily K every day,

- Coat in case cold/wet

# Seesaw

- ▶ An app that can be used to store your child's work, like an online learning journal.
- ▶ Practical work including videos can be uploaded to give an insight into the children's learning that cannot always be shown in their books.
- ▶ Supports the Computing curriculum – create and store digital content, use a camera, record sound and play back.
- ▶ Cross-curricular links – using technology to record work in other subject areas.
- ▶ We use Pic Collage and Chatter pix apps in school, which can be saved onto SeeSaw.



# Seesaw

- ▶ Seesaw was trialled last year in Year 2 and was well received by the children and parents.
- ▶ It is safe and secure. Each teacher has a login and the class has an individual QR code login.
- ▶ Only the child's first name is needed to create their account.
- ▶ Parents will be given a QR code for their child, so that you can access their account from home.
- ▶ As soon as something is uploaded, you will be notified and can see it straight away.
- ▶ Gives you an insight into what your child has been learning, offering you the chance to talk about learning together.



# House-keeping

- Encourage independence
- In case of tears .....
- Make sure your child knows what he/she is having for lunch
- Keep yourself informed – check wallet for letters, weekly newsletter, website, social media
- Please return photo permission forms

- Ensure we know who is collecting your child – write
- Please inform teacher first if you/your child has a problem – Worry Box
- Activity Passport
- Water bottles
- Attendance
- Clubs

# Reporting to parents

- 3 times a year
- Slightly different from last year as covers different areas
- Identifies next steps
- Clear to see progression
- Informed more regularly
- Reports will be in addition to parents evening

<b>Name: Sam Elcomb</b>	<b>Year: 2019/2020</b>	<b>Term: Autumn</b>	<b>Teacher: Mr Proctor</b>
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<b>Key for Colours</b>	
Working at the foundations of the expected standard	Red
Working towards the expected standard	Yellow
Working at the expected standard	Green
Working at greater depth of the expected standard	Blue
The target for all children is to be working at the expected standard for their year group by the end of each half term. As the children progress through the year, they will need to be able to meet more of their year group standards in order to remain as working at the expected standard. Greater Depth will only be recorded in the final term of the school year.	

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Reading</b>	Green		
<b>Writing</b>	Green		
<b>Maths</b>	Yellow		

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Number Bonds</b>	Yellow		



<b>Personal target related to achievement set by the child:</b>	I would like to be able to add using objects to help me.
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	Autumn Term	Spring Term	Summer Term
Attendance			
Punctuality			
Behaviour			
Attitude to learning			
Homework (Reading)			
Homework (M/Eng)			



Personal target related to attitude set by the child:

To make sure I read at home at least three times a week.

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<b>Writing</b>			
<b>Maths</b>			

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Number Bonds</b>			

<b>Personal target related to achievement set by the child:</b>	I need to remember that I need to use a full stop at the end of a sentence.
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NAME:	Sam
Class:	Starfish
Year:	1

TARGET

Overall Aut	Overall Spr	Overall Sum

Place Value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.

1

Count in multiples of twos, fives and tens.

2

Given a number, identify one more and one less.

3

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

4

Read and write numbers from 1 to 20 in numerals and words.

5

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

6

Add / Sub

Represent and use number bonds and related subtraction facts within 20.

7

Add and subtract one-digit and two-digit numbers to 20, including zero.

8

Geometry	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	22	X	X	X
	Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.	23	\	X	X
	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	24	\	X	X
	Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.	25	X	\	X
	Compare and sort common 2-D and 3-D shapes and everyday objects.	26	.	\	X
	Order & arrange combinations of mathematical objects in patterns & sequences.	27	.	\	X
	Use math vocab to describe position, direction & movement inc movement in a straight line and distinguishing rotation as a turn & in terms of right angles for $\frac{1}{2}$ , $\frac{1}{4}$ , & $\frac{3}{4}$ turns (clock/anti-clockwise).	28	.	\	\
	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	29	\	X	X
Stat	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totalling and comparing categorical data.	30	\	X	\
<b>Total</b>			<b>8</b>	<b>18</b>	<b>25</b>
Autumn Term 7+: WAE    Spring Term 15+: WAE    Summer Term 23+: WAE			<b>WAE</b>	<b>WAE</b>	<b>WAE</b>

X = achieved the statement

\ = partly achieved

. = not achieved

# Developing, Exploring and Igniting Interests

- Our aim through the curriculum
- Events
- Special days
- Trips
- Visitors



# How could you help Hadleigh?

- PA
- Funds
- Facilitates the vision
- Provides additional experiences
- Develops personal skills

# How could you help Hadleigh?

- Gofs
- Faced with big challenges – funding / Ofsted
- Parent representation (atl)
- Ensures the school is providing good or better provision
- Key way we will improve provision for children
- 1 Year Term
- 6 times a year – During the day

Any  
questions?