

Year One Curriculum Meeting

30th September 2020

Miss Johnston - Flying Saucers

Mrs Bell & Mrs Cail - Astronauts

Mrs Watson & Mrs Huggett - Planets

Our Curriculum

We will be using the Year 1 National Curriculum to teach all subjects.

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

English - Reading Skills



Taught over different areas:

- ▶ Word Reading
- ▶ Comprehension - developing motivation in reading and understanding

Some key aspects include:

- ▶ Applying phonics knowledge to decode words
- ▶ Reading the Year 1 Common Exception words
- ▶ Reading words with more than one syllable and with suffixes
- ▶ Re-read books to build up fluency and confidence in word reading.

Phonics - Letters and sounds in Year 1

Phonics
ee ur ow
wh y au

- ▶ Daily 20 minute sessions.
- ▶ Recap Phase 3 and 4 to consolidate the previous year's learning.
- ▶ Children will be taught new phonemes through Phase 5.
- ▶ 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.

Phonics Screening Check

- ▶ Statutory assessment will take place in June 2021 and all children will take part.
- ▶ Assesses the children's blending skills of real and 'nonsense' words.
- ▶ 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' on YouTube.

Guided Reading

- ▶ Daily ½ hour sessions.
- ▶ Whole class sessions where we teach word reading and comprehension skills.
- ▶ We are using comprehension characters: Vocabulary Victor, Sequencing Suki, Retrieval Rex, Predicting Pip and Inference Iggy.
- ▶ Look at different texts altogether and discuss and answer questions.

How the school is moving forward with Reading



- ▶ Children have been reassessed for the new reading scheme that the school has purchased, which will be more in line with their phonic knowledge and will relate to the Collins Connect that is online.
- ▶ Within each band there are books matched to the children's phonics, these are known as Letters and Sounds and then books which will require a wider range of reading skills.



- ▶ We would like this year for you to re-read books with your child/children. It is important that the children build up their fluency in reading and in order to do this they will need to read the book more than once.
- ▶ At each level there will be fiction and non fiction books.
- ▶ These increase the range of skills the children use to comprehend and ensure they they apply their phonics skills in new contexts.
- ▶ More information is available in the document that will be uploaded to the school website.

English - Writing

Taught over different areas:

- ▶ Spelling
- ▶ Handwriting
- ▶ Composition
- ▶ Vocabulary, Grammar and Punctuation

Apply phonics knowledge within writing and apply these skills across all subjects when writing.

Genres - Fiction and Non- Fiction, Labels and captions, postcards, stories, poetry, instructions and recounts.

Use capital letters and full stops correctly.

Pen Pals Handwriting - scheme to teach letter formation for both lower case and upper case letters and letter families.



Maths



Taught through different areas:

- Number and Place Value
- Addition and Subtraction
- Multiplication
- Measure
- Shape/Direction

Be secure in counting up to 100 forwards and backwards.

Read and write numbers to 20 in numerals and words.

Number bonds to 10 and 20 - we will assess this for your child's report.

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).

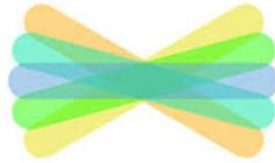
To count in 2s, 5s and 10s.

Foundation Subjects



- ▶ Broad and balanced curriculum - more time dedicated to other subjects both in the morning and in the afternoons.
- ▶ PE, Science, Computing, RE, Music, PSHE, History, D&T, Art and Geography.
- ▶ We assess the foundation subjects as we teach them.
- ▶ Each skill will be taught twice in the year so children can be challenged further and it provides opportunities for consolidation.

Seesaw



CLASS



FAMILY

- ▶ 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.
- ▶ You will be given a 'Family Access' code to use to create a family account. You will need a new code even if you have used Seesaw previously.

Wellbeing

- ▶ Strong focus on the wellbeing of all children.
- ▶ Happy, safe and ready for learning.
- ▶ Daily Mile/K, daily wellbeing sessions including, yoga and dance.
- ▶ Playground games sessions to support well being at play times and lunch times.



Homework

- ▶ Please read with your child 4 times a week.
- ▶ In the reading diary please put the week beginning at the top of each page.
- ▶ We would like you to use one page per week.
- ▶ Adults just need to write the title of the book, sign and date each time your child has read.

There are five spaces per page for each day.

Four reads over four different days.

Please let your child's teacher know if you would like extra homework.

We are happy to provide additional work for you to complete at home with your child. We will not ask for it to be handed in and we won't mark it.

wb: 21.9.20

Date	Book and page number	Comments

Tricky words, or words to practise			

New sounds I have spotted (e.g. night rain)			

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Tricky words, or words to practise			

New sounds I have spotted (e.g. night rain)			

Home learning -


Home learning will be provided during the following instances –

- Child is self-isolating for precautionary reasons
- Child's bubble is required to self-isolate for 14 days due to a positive case of COVID-19
- Entire school is required to work from home – National Lockdown

Small group of children - paper based / Seesaw

Whole class or larger - work will be completed on Seesaw

COVID-19 support and information



OUR SCHOOL | NURSERY | CURRICULUM | CALENDAR | CONTACT | PARENTS

Information linked to COVID-19 Sympt...

- Information linked to COVID-19 Symptoms and Testing
- COVID-19 Advice for Parents
- COVID-19 - Weekly Isolation information
- Working From Home
- Attendance
- Absences and Illness
- Admissions
- eSafety
- Mental Health & Wellbeing
- Kool Kids Cafe
- Newsletters and Letters

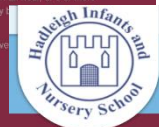
Main symptoms

The main symptoms of coronavirus are:

- a high temperature - this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a new, continuous cough - this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- a loss or change to your sense of smell or taste - this means you've lost the ability to smell or taste anything, or things smell or taste different to normal

Most people with coronavirus have at least 1 of these symptoms.

Check your symptoms -



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Links to Government Documents for parents -


Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus COVID-19 outbreak

What parents and carers need to know about early years providers schools and colleges during the coronavirus COVID-19 outbreak

Staying alert and safe social distancing

Guidance for households with grandparents, parents and children living together where someone is at increased risk or has symptoms of coronavirus COVID-19

Support linked to isolation periods when isolating as a family -



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School's response to COVID-19 related incidents

As a school we are likely to be faced with three potential COVID-19 situations during the next year - these are outlined below

A member of a bubble needing to self-isolate for precautionary reasons - This is likely to be because they have been in close contact with someone who has either symptoms or has had a positive test result for COVID-19. They will not have symptoms themselves. If your child is in the bubble with someone who is self-isolating for precautionary reason, they will still be able to attend school as normal.

A member of a bubble needing to self-isolate as they are demonstrating COVID-19 symptoms - In this instance, a member of the bubble would have one or more of the following symptoms: a new continuous cough, a temperature or a loss/change of their sense of smell or taste. Unfortunately, these symptoms are also symptoms of many other common illnesses. With this in mind, I would like to reassure parents that despite the likelihood of receiving a high number of notifications relating to these types of incidents in your child's bubble - many will not be COVID-19 related. The person demonstrating any of these symptoms will not be allowed to re-enter the school until they have returned a negative COVID-19 test result or have isolated for 10 days since developing symptoms. If your child is in the bubble with someone who is

Activity passports -

Runs from Nursery to Year 2 in school.

Enrichment activities

Develops school values:

- Respectful
- Resilient
- Independent
- Collaborative
- Inquisitive

Reporting to parents -

3 times a year

Simple

Identifies next steps

Clear to see progression

Informed more regularly

Reports will be in addition to parents evening

Communication

- ▶ All letters and correspondence moved online
- ▶ Weekly newsletters
- ▶ Emails / contact numbers
- ▶ Forms - Child information / Seesaw consent / Photo permission / medicine / Change of parent information / Holiday request

How could you help Hadleigh?

PA

Funds

Facilitates the vision

Provides additional experiences

Develops personal skills

Next meeting will be communicated