



The aim of this afternoon is to show you what your children can look forward to achieving and participating in during the coming year.



Staff

Routines

Learning environment

Tables spaces

Tapestry

Communication



# Being prepared to learn in year 1

- Book bags are to be brought in every day with monkey book (reading diary) and school reading book (NO RUCKSACKS PLEASE – LIMITED SPACE)
- School water bottles (named) – water only please
- P.E bags in drawer string school bags (limited space) – PE days are Wednesday and Thursdays
- Library books are to be brought in and exchanged on Wednesday
- Certificates and medals are welcome to be shown on any day as we like to celebrate their achievements with them.

# Year 1 Overview

Year 1	Autumn		Spring		Summer	
Unit Title	Toys from the Past	Kings and Queens	Zoom to the Moon	Up, Up and Away	Pirates	Through the Window
Key Text	Dogger Toy Story One Bear at Bedtime Toy museum	Sir Charlie Stinky socks Zog Queens Knickers	Man on the Moon The First Hippo to the moon Aliens love underpants	Magic Balloon, Flying bath	The night Pirates Winnies Pirate adventure	Jack and the Beanstalk We are going on a Bear Hunt
Writing outcome	Simple sentences. Museum card. Instructions Own toy stories.	Letter Poems Newspaper article -Christmas story	Narrative based on aliens, Application: Recount of events in story, Instructions – how to fly to the moon/ rules for visiting the moon, Information text an astronaut.	*Diary entry of journey in a hot air balloon. *Instructions on how to create a paper aeroplane. *Acrostic Poem Easter. *Write a letter with questions to the inventor. *Re-tell story through a story board / drama.	Pirate story, Pirate recruitment advert, Wanted poster, Blackbeard diary entry.	Diary entry, letters, Persuasive writing, Own version – retell.
Key Maths	Number and place value, measures, add and subtract, shapes. Fractions, measure, money, time		Number and place value, measures, Shapes, add and subtract	Fractions, measure, time, Shape, multiplication and division	Number and place value, measures, add and subtract, shape, fractions, position and direction.	Multiplication and division, time, add and subtract, measure, place value.
Science	Materials	Materials Seasonal Changes	Animals	How things move - rise	Floating and sinking	Plants
Art & Design	Andy Warhol's Toy Series (printing different materials)	Portraits of kings & queens	Designing/creating planets	Paintings – hot water balloons	Making pirate ships/flags/ paper staining	Sketching skills Andy Goldsworthy
Computing	Logging on Paint programs	Algorithms Filming steps of a recipe	Beebots – Space Mats Paint Programs	Using different media to create s short film about healthy eating	Beebots – Pirate Map	Make a leaflet advertising Yateley using cameras
DT	Designing jointed toys for a toy shop	Design a castle with a working drawbridge (pulleys)	Self-propelling rockets competition	Create own hot air balloon	Designing & making a fabric flag - sewing	Food tech – meal for parents.
Geography	Continents – where do toys come from?	Capitals of the UK	Research countries with space travel	Investigate a country of interest outside the UK	Navigating using maps	Design a map of the classroom/school
History	Britain through the ages – games.	Lives of significant kings & queens	Space flight, landings, animals in space.	How did we learn to fly? Da Vinci's Flying Machine	Famous Pirates Life on a pirate ship	History of Yateley
Languages	Colours, animals, days of the week		Colours, animals, days of the week		Colours, animals, days of the week	
Music	Using sounds to match stories/ actions	Nativity	Space Sound Effects	Voice, pitch, rhythm	Learning and performing sea shanties	
PE	Dance Games	Court Dance – perform at Royal Banquet	Dance – Travelling and Balancing	Gymnastics - balance	Cricket	Dance Team Games

# Reading

- Reading will be taught in daily phonics lessons and we will endeavour to hear individuals on a weekly basis.
- We will begin to encourage all children to be independent and change their reading books when they have finished them.
- We strongly encourage you to listen to your child read out loud 4-5 times a week 10 + minutes each time. Please record this in their reading diaries (monkey books)
- Every time you listen to your child read, make sure you sign it off in their reading record.
- Each Friday we will take your child's reading record in and calculate how many stars at the back of the reading diary are coloured in so that we can rightfully reward them.
- Once your child has read 4 times to an adult they may colour a star in at home. Once 10 stars have been coloured in, they will receive a certificate for their achievement.



# Meeting Expectations –Year 1

## Reading

### Meeting Expectations Statements: Reading

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farmyard, bedroom
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing 's, es, ing, ed, er, est' endings
- Read words which have the prefix –un added
- Add the endings –ing, –ed and –er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)
- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text

# Meeting expectations- Year 1

## Writing

### Meeting Expectations Statements: Writing



Sequencing sentences to form a short narrative about their own and others' experiences (real and fiction):

Demarcating many sentences with capital letters and full stops

Using co-ordination (and)

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly( L&S: Phase 5/RWI: Set 1 & set 2)

Spelling some correct (L&S: Phase 5/RWI: Set 3) vowel choices, e.g. day/dai, make/maik, train/trane

Spelling many common exception words (Eng NC pg.44) (RWI: red words)

Mostly using spelling rule for adding s or es as the plural marker for nouns and the 3rd person singular marker for verbs (Eng NC pg.51)

Using the prefix un-

Using ing/ed/er/est where no changed is needed in the spelling of most root words

Apply simple spelling rules e.g. spell days of week and some compound words (Eng NC pg. 12-13)

Writing capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters

Using correctly capital letters for most names of people, places, days of week and personal pronoun

Using spacing between words that reflects the size of the letters.

# Writing examples

Today your job is to persuade the reader that Jack is NOT a hero!

JACK IS NOT A HERO BECAUSE  
HE STOLE THE GOLD  
AND HE DIDN'T LISTEN.  
HE DIDN'T DENY HIS THINGS.  
HE STOLE THE GOLD AND DIDN'T USE HIS  
MAGIC SO HE WAS NOT <sup>naughty</sup> NICE  
WHEN HE TOOK THE MAGIC  
BEANS. HE WAS NOT <sup>naughty</sup> NICE  
WHEN HE WENT UP THE  
BEANSTALK AND OFF TO



# Meeting expectations- Year 1 Maths

## Meeting Expectations Statements: Maths

- Count reliably to 100
- Count on and back in 1s, 2s, 5s, and 10s from any given number to 100
- Write all numbers in words to 20
- Say the number that is one more or one less than a number to 100
- Recall all pairs of additions and subtractions number bonds to 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Know the signs (+); (-) and (=)
- Solve a missing number problem, such as:  $5 = 8 -$
- Solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays
- Recognise all coins: £1; 50p; 20p; 10p; and 1p
- Recognise and name the 2D shapes: circle; triangle; square and rectangle
- Recognise and name the 3D shapes: cube; sphere; cuboid
- Name the days of the week and months of the year
- Tell the time to 'o'clock' and half past the hour

# Weekly Maths

## Number and Place Value 3: Count in multiples of 2s, 5s and 10s and read and write numbers to 100 in numerals

### Teaching Sequence

- ✓ Count in 10s to 50
- ✓ Count in 10s to 100
- ✓ Count in 2s to 20
- ✓ Count in 2s to 50
- ✓ Count in 2s to 100
- ✓ Count in 5s to 50
- ✓ Count in 5s to 100
- ✓ Read and write all numerals accurately to 5
- ✓ Read and write all numerals accurately to 10
- ✓ Read and write all numerals accurately to 20
- ✓ Read and write all numerals accurately to 50
- ✓ Read and write all numerals accurately to 100

### Oral and Mental Activities Examples:

- Chant as a group, starting with 0 sequence moving up in 10s, then 5s and then 2s.
- Chant as a group, starting with 100 sequence moving down in 10s, then 5s and then 2s.
- Chant as a group, starting with any number sequence moving up in 10s, then 5s and then 2s
- Chant as a group, starting with any number sequence moving down in 10s, then 5s and then 2s
- Use cards between 0 and 20, then 50 and then 100 and get pupils to call out their names rapidly.

### Pencil and Paper Activities Examples:

Continue these sequences:

0, 10, 20, 30 \_\_\_\_\_  
 5, 15, 25, \_\_\_\_\_  
 60, 50, 40, \_\_\_\_\_  
 77, 67, 57, \_\_\_\_\_

Explain what you notice.

Write these as numbers:

Thirty-seven   
 Forty-three   
 Fifty-five   
 Seventeen 

Continue these sequences:

0, 2, 4, 6, \_\_\_\_\_  
 17, 19, 21, \_\_\_\_\_  
 73, 71, 69, \_\_\_\_\_  
 0, 5, 10, 15, \_\_\_\_\_  
 34, 39, 44, \_\_\_\_\_  
 89, 84, 79, \_\_\_\_\_

Explain what you notice.

What is wrong with these sequences?

15, 16, 17, 81, 19

23, 24, 25, 62, 27

Any questions?