

Welcome to the Year 1 Curriculum Evening

The aim of this evening is to inform you of the key ways in which your child will be learning in Year 1 and how they will participate in school life. 😊

Staffing

Monday to Friday- Mrs Fowler

In class support- Miss Moor-Bardell

Wednesday PPA (fortnightly)- Miss Bourton, Mrs Neighbour and
Mrs Morley

Indoor PE - Tuesday

Outdoor PE - Friday

Transition

- It is a **BIG** step moving into Year 1
- Changing from EYFS to the National Curriculum
- Gradually easing them into it - still opportunities to play but these will be gradually phased out
- Practical activities to enhance learning
- Not so much free choice

Year 1 aims to:

- Build on the positive learning of reception and we will be developing further skills and consolidating understanding.
- Developing confidence and independence.
- Enabling children to take more responsibility for and drive their learning.
- Ensuring every child achieves their very best!
- Develop a love for learning 

Mon	Purposeful Practice	R E G I S T E R & D I N N E R S	Phonics	Session 1 Maths	Assembly (KUCU)	B R E A K	Taught Skill and Drill Handwriting	Session 2 English	L U N C H	Art - printing PSHE – getting along together					
Tues	Purposeful Practice		Phonics	Session 1 Maths	Assembly (KUCU)		B R E A K	Taught Skill and Drill maths – Number Formation		Session 2 English	L U N C H	Music / PE - Hall		Staff CPD	
Wed	Purposeful Practice		Phonics Or Open the Book (PPA week)	Session 1 Maths PPA – once a fortnight			B R E A K	Taught Skill and Drill Year 1 CEW		Session 2 English	L U N C H	DT – marble maze Handwriting			
Thur	Purposeful Practice		Phonics	Session 1 Maths			B R E A K	Taught Skill and Drill Maths - Number Formation		Session 2 English	L U N C H	History – old toys from the past	Celebration Assembly (once every two weeks)		
Fri	Purposeful Practice		Phonics	Session 1 Maths	ly			Taught Skill and Drill		Session 2 English		PE - Field			

Curriculum Map

Subject	Detail	NC Detail
Maths	Follow FOCUS progression	
English	<p>Writing sentences</p> <p>Understanding what a sentence is</p> <p>Using knowledge of sounds to blend and build words</p> <p>Lost in the Toy Museum by Davis Lucas</p>	
History	<p>Changes in School (YrR – 1), through the school (interview Yr6) compare to parents, look at 'older schools' Victorians</p> <p>Barnardos</p> <p>How their toys have changed in their life time – what they play with now compared to when they were a baby</p> <p>Old toys – How are they different? Why are they different? Would we like to play with these toys</p>	<p>Changes within living memory. Where appropriate, these should reveal aspects of changes in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>From the Aims</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>
Geography	Aiming for Au2	Aiming for Au2
Art	<p>Printing with a variety of media e.g. toys, sponges, fruit and vegetable</p> <p>Andy Warhol toy prints</p> <p>AA Milne – Winnie the Pooh art</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>
DT	<p>Marble Maze</p> <p>Sock Puppets</p>	Design, make, evaluate process
Music	<p>Au1: Use the African Drum Set to develop call and copy abilities and the ability to maintain a rhythmic pattern at a constant tempo. Once the class can play a selection of patterns (ostinatos), introduce the idea that they are playing in unison (all the same at the same time). Then introduce layers (2 or more patterns at the same time) and get the class to play different ostinatos in their instrument families. Introduce solo as an idea that one person plays by themselves. Then introduce the idea that we can compose pieces of music using our ingredients of solo, unison and layers. By the end of the unit, the children should be able to play the 4 different African instruments, maintain a selection of simple patterns and discuss and play in solo, unison and layers.</p> <p>Au2: Preparation for the nativity. The children should learn to sing the songs accurately and whilst learning these, consider how to make them sound scary/sad/excited but changing our voices to be quiet, soft, loud, harsh, thin etc. Ideally, I'd like the children to sing the nativity to backing tracks which contain no vocals.</p>	<p>Key stage 1</p> <p>Pupils should be taught to:</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

Support and Home Learning

- ❖ Reading and talking about texts - 10 minutes every night
- ❖ Read books more than once - develops fluency and understanding
- ❖ Home Learning - reading, spelling key words and at times topic based learning
- ❖ Independence - encourage remembering own book bags, putting away their own belongings

Other things to consider:

- Home-school agreement
- Volunteering (trips and reading)- parents very welcomed to attend and support children on trips, as well as to read with the children regularly at school.
- Snacks- provided at school for the children.

Educational Visits

We are hoping to visit

- Alice Holt (Spring Term)
- Winchester Cathedral (Summer Term)

- Uniform - Children should be in the correct uniform and looking smart
- PLEASE PLEASE PLEASE NAME ALL UNIFORM
- Key Dates - see Homelink
- Class dojo - for quick conversations, anything else please come and see me

Please feel free to ask any questions you may have.