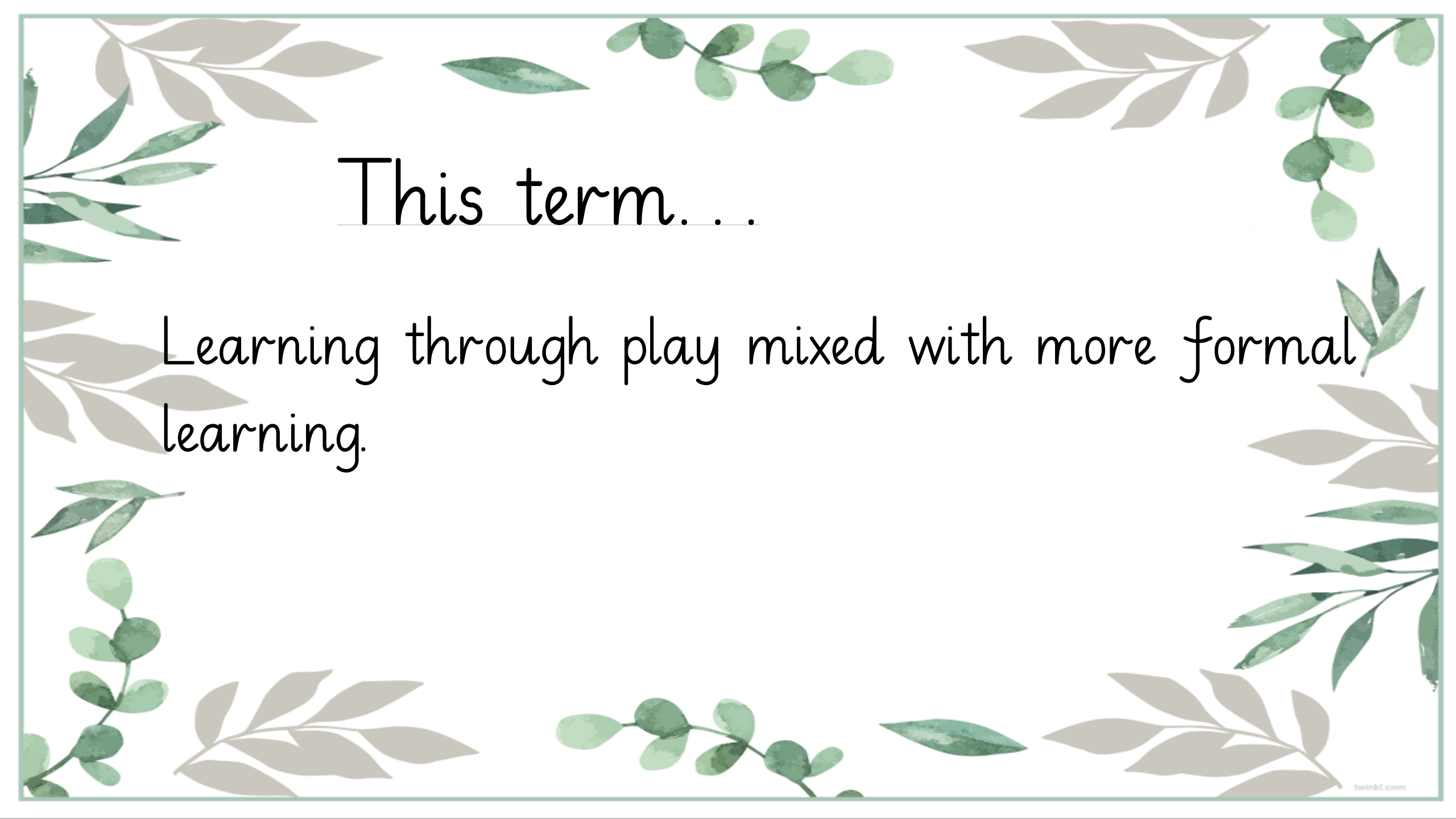


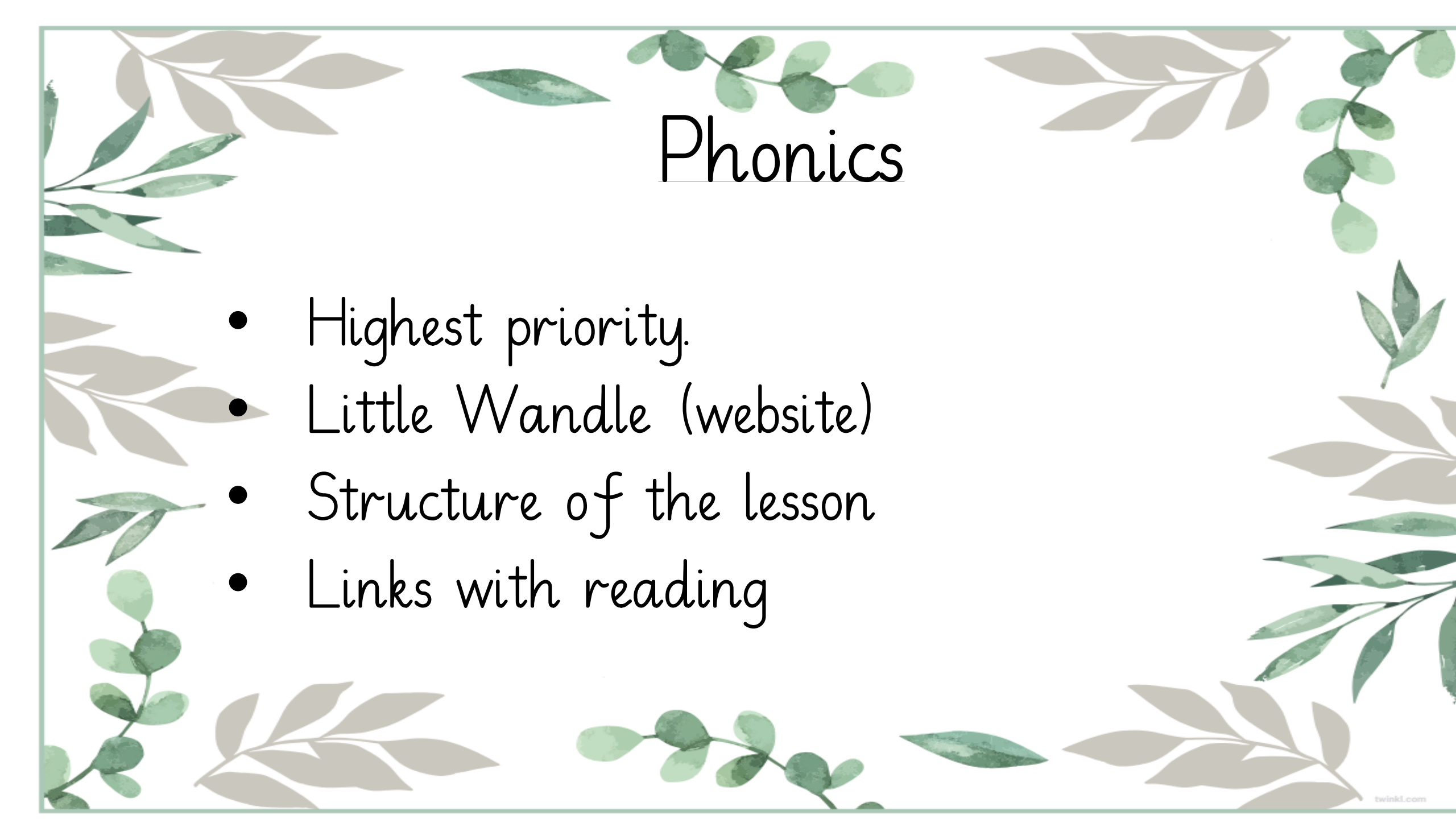
Year One Curriculum Evening



A decorative border of green leaves and branches surrounds the text. The leaves are in various shades of green and grey, and the branches are thin and dark green.

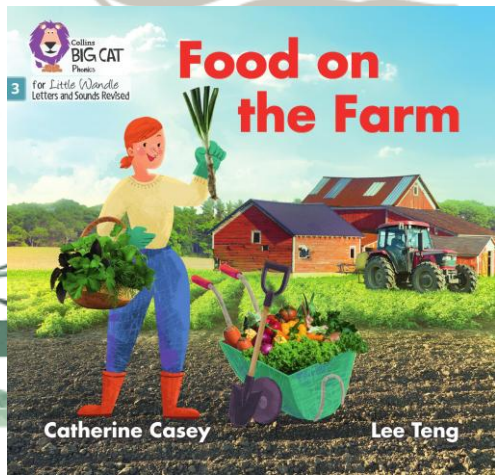
This term...

Learning through play mixed with more formal learning.

A decorative border of stylized leaves in various shades of green and grey surrounds the central text and list.

Phonics

- Highest priority.
- Little Wandle (website)
- Structure of the lesson
- Links with reading



Reading

Decoding – taking apart the sounds in a word and blending sounds together.

Prosody – Using a wide range of expressions.

Comprehension – Understanding and making meaning from a text.

Phonics Check

Section 2

brend



throst



stret



Section 2

label

vanish

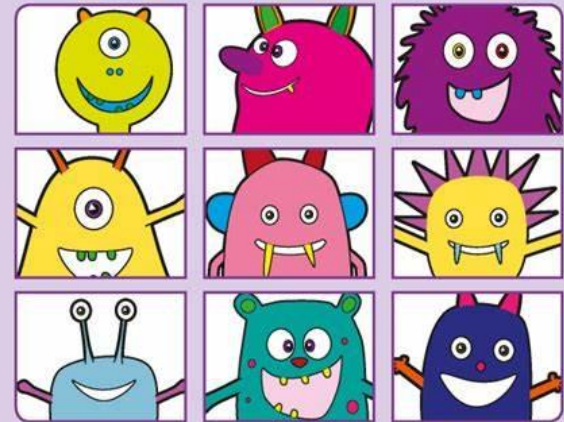
blossom

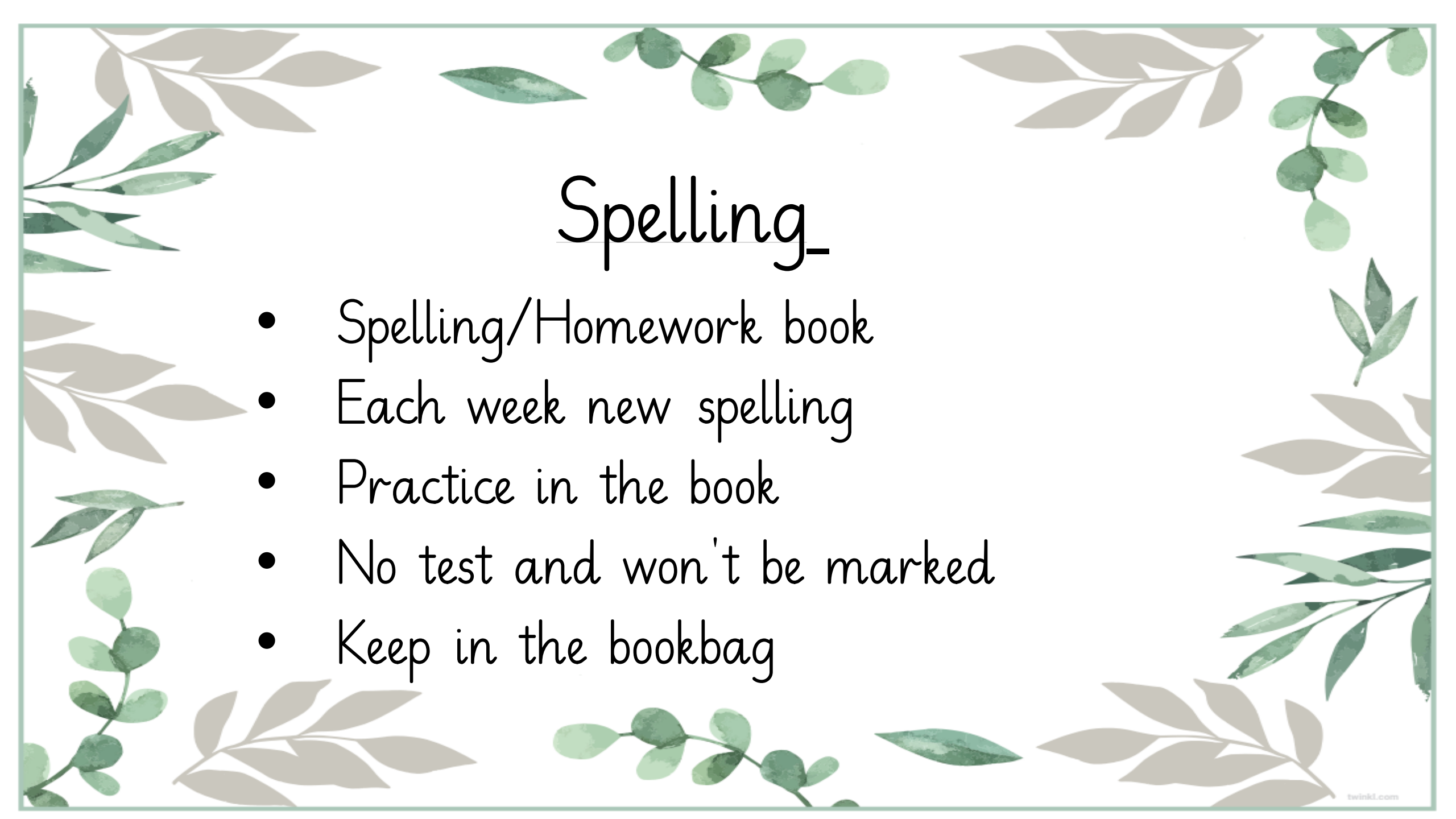
2017 national curriculum assessments

Key stage 1

Phonics screening check

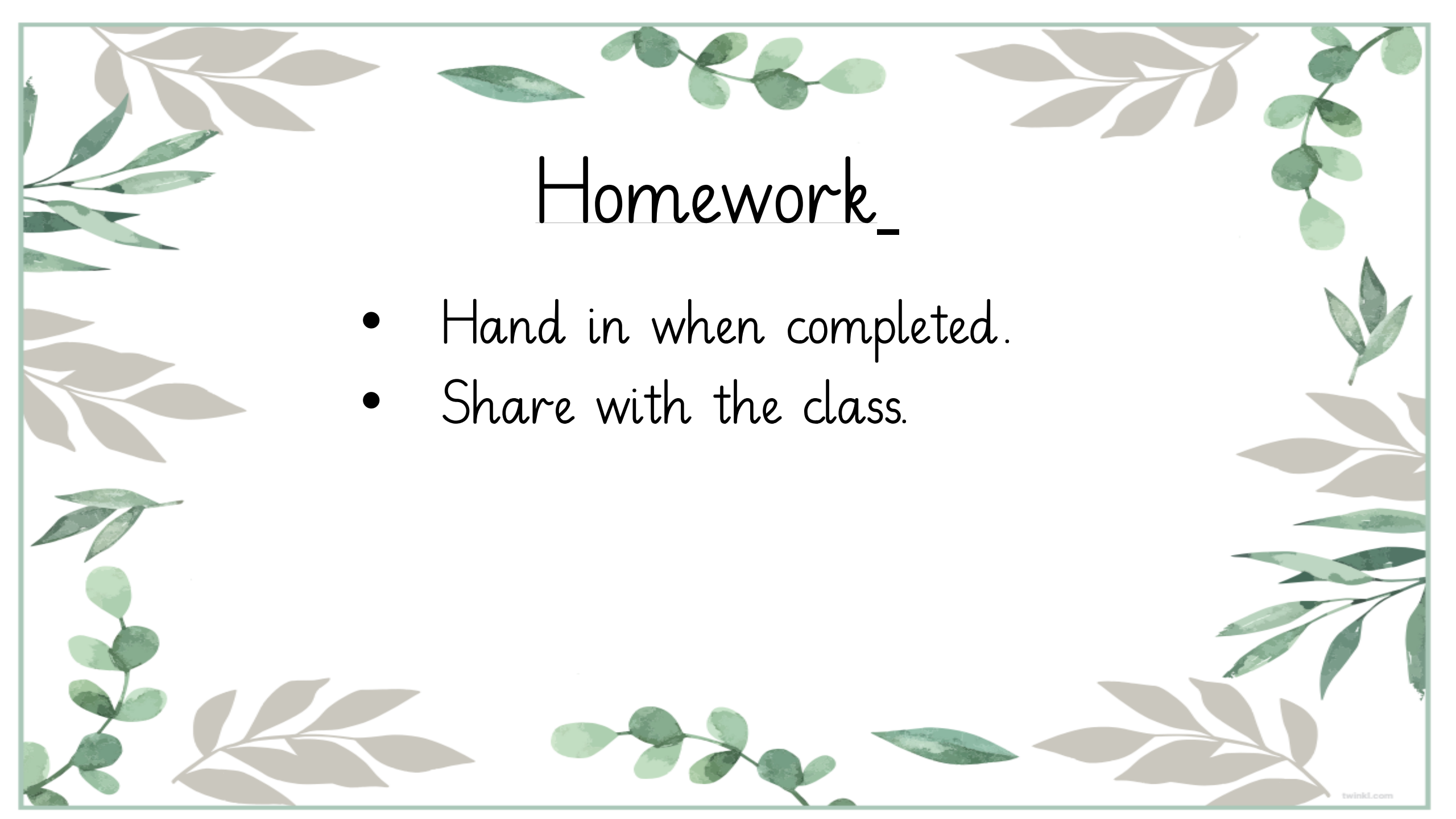
Pupils' materials





Spelling

- Spelling/Homework book
- Each week new spelling
- Practice in the book
- No test and won't be marked
- Keep in the bookbag

A decorative border surrounds the slide, featuring various green leaves and branches in different shades of green and grey, arranged in a symmetrical pattern.

Homework_

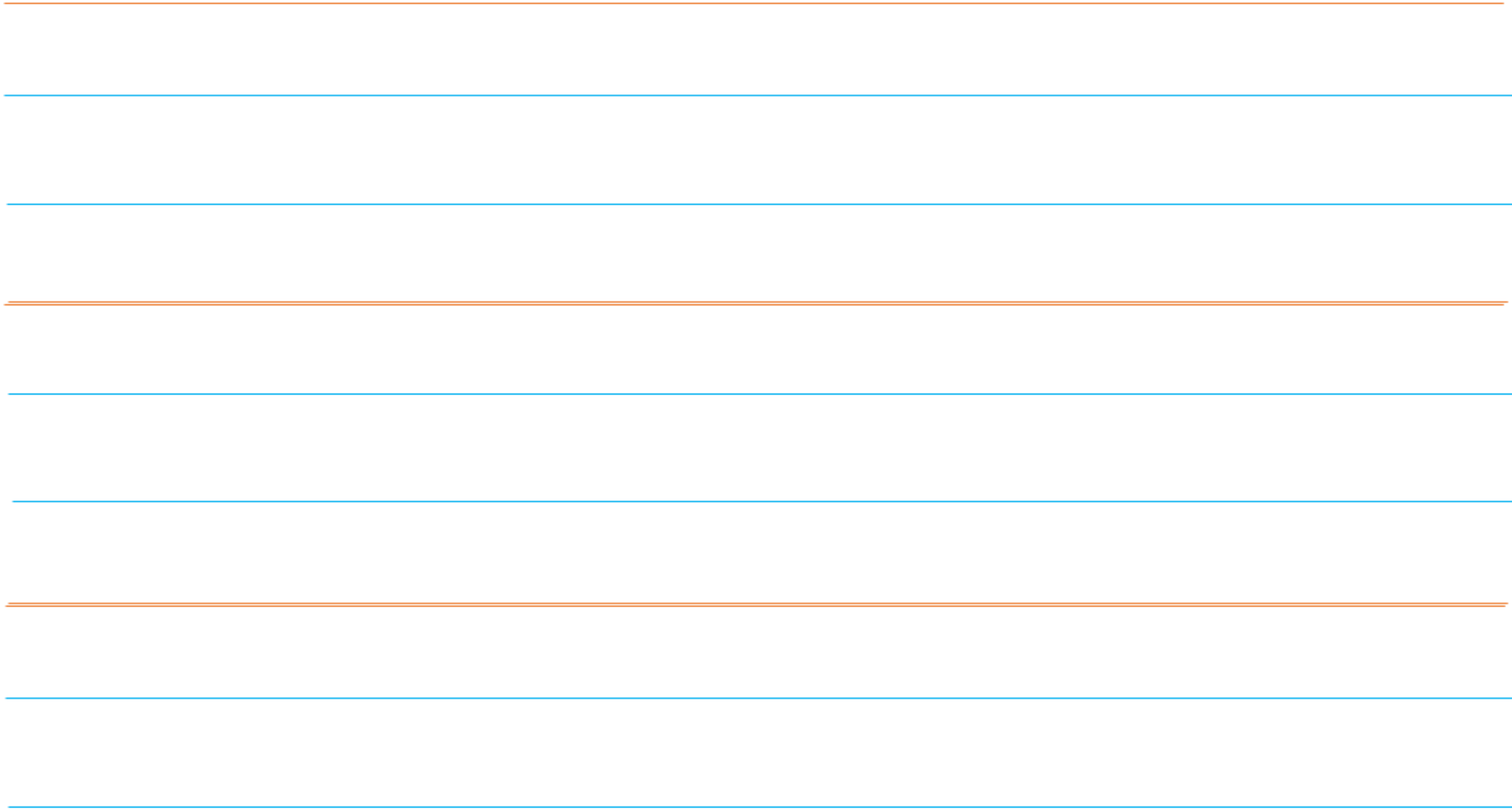
- Hand in when completed.
- Share with the class.

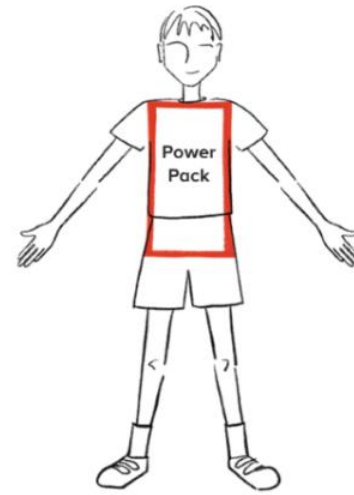
Handwriting

Kinetic letters

Individual letters	Around first c a o q g d e s f	Down first l i t u j y r n m b h k p	Diagonal v w x z
Capital Letters	Around first C G O Q S	Down first B D E F H I J K L M N P R T U	Diagonal A V W X Y Z

Ss 	Aa 	Tt 	Pp 	li 	Nn 	Mm 
Down the snake from head to tail.	Around the astronaut's helmet and down into space.	Down the tiger and across its neck.	Down the penguin's back, up and around its head.	Down the iguana and dot the leaf.	Down, up and over the net.	Down, up and over the mouse's ears.
Dd 	Gg 	Oo 	Cc 	Kk 	Ee 	Uu 
Round the ducks body, up to its head and down to its feet.	Round the goat's face and curl under its chin.	All around the octopus	Curl around the cat.	Down the kite, up to the top corner and down to the bottom corner.	Around the elephant's eye and curl down its trunk.	Down and around the umbrella, and back down to the ground.
Rr 	Hh 	Bb 	Ff 	Ll 	Jj 	Vv 
From the cloud to the ground and over the rainbow.	Down, up and over the helicopter.	Down the bear's back, up and round his tummy.	Down the flamingo to its foot and across its wings.	Down the lollipop stick.	Down the jellyfish and dot its head.	Down to the bottom of the volcano and back up to the top.
Ww 	Xx 	Yy 	Zz 	Qq 		
Down and up and down and up the waves.	From the top, across the box to the bottom. From the top again across the box to the bottom.	Down, around the yo-yo and curl around the string.	Across the top of the zebra's head, zig-zag down its neck and along.	Round the queen's face, down her robe and a flick at the end.		





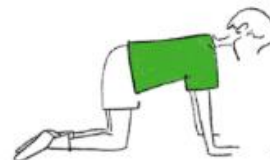
Penguin



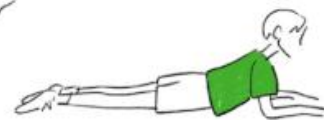
Meerkat



Bear



Stone Lion

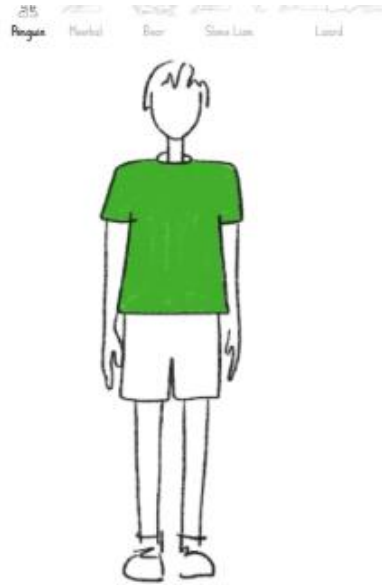


Lizard

Penguin

Strong Penguin

- ✓ Stand up straight
- ✓ Feet hip-distance apart
- ✓ Arms by sides



Not Strong

Meerkat

Strong Meerkat

- ✓ Kneel straight upright
- ✓ Arms by sides
- ✓ Feet together



Not Strong

Bear

Strong Bear

- ✓ Sit upright, legs crossed
- ✓ Hands on knees

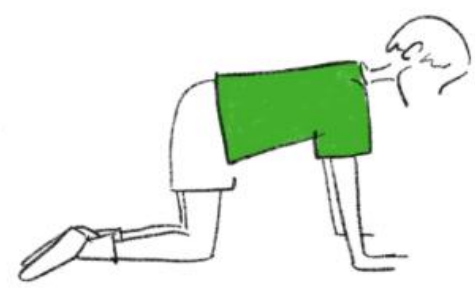


Not Strong

Stone Lion

Strong Stone Lion

- ✓ Back horizontal
- ✓ Arms / thighs vertical

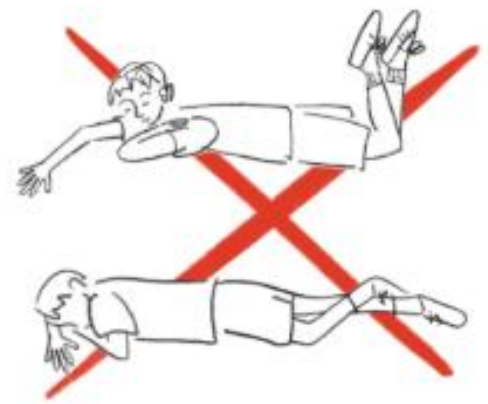
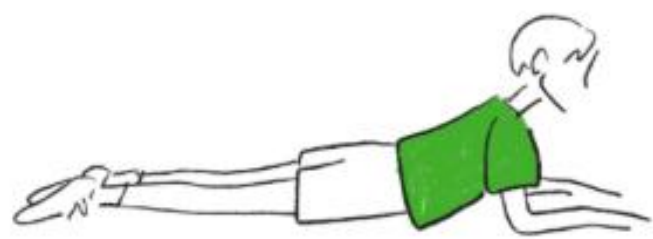


Not Strong

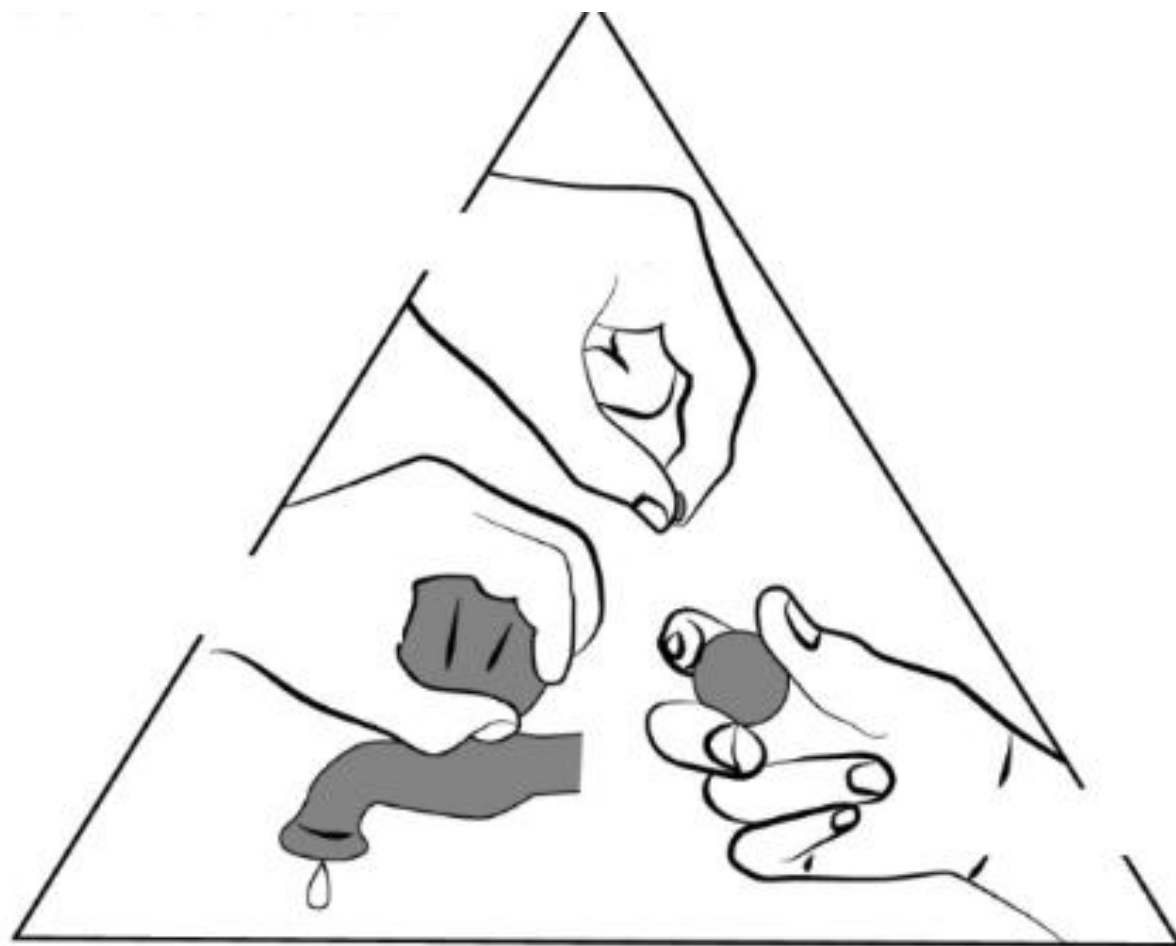
Lizard

Strong Lizard

- ✓ Legs straight & together
- ✓ Arms support upper body
- ✓ Elbows under shoulders



Not Strong



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English

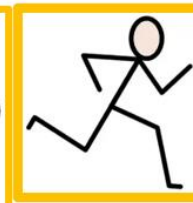
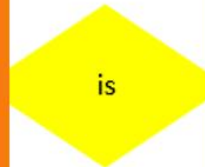
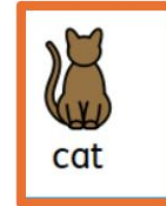
Colourful semantics

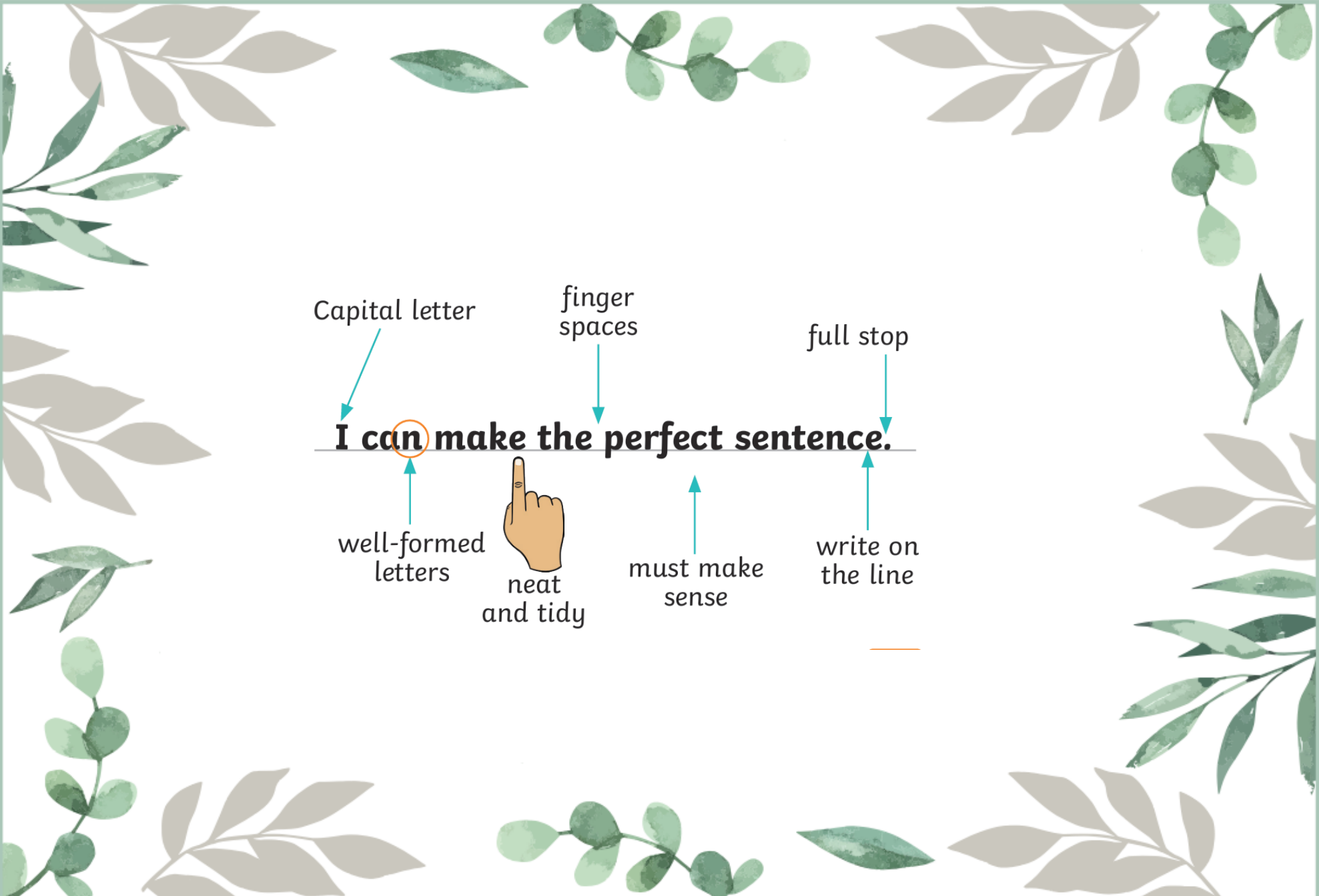




is







Capital letter

finger spaces

full stop

I can make the perfect sentence.

well-formed letters

neat and tidy

must make sense

write on the line



What is wrong with these sentences?



The boy is running

she is on The slide

The boy reading.

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Composition
Show some control over word/events through composing sentences orally before writing
Children can write a simple sentence
Children can write sentences in sequence to form short narratives
Attempt simple, familiar forms (e.g. recounts, simple stories)
Spelling
Spell some of the Year 1 common exception words
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used
Spell days of the week
Add –s or –es to words e.g. girls, matches, dogs, , jumps, catches
Use the prefix un- e.g. unhappy, ungrateful,
Spell some common regular noun and verb suffixes: -ing, -er, -ed, -est when there is no change to spelling of root word
Spell some simple compound words e.g. bedroom, football
Handwriting
Capital letters should be correct size and orientation and clearly distinguishable from lower case letters.
Use consistent spacing between words
Lower case letters generally formed and orientated correctly.
Accurately form digits 0-9

Punctuation and Grammar
Children can use “and” to create extended sentences (e.g. She was very slim and very tall) – and to join clauses (e.g. She was very tall and she liked eating sweets)
Demarcate most sentences with capital letters and full stops mostly accurately
Use extended simple sentences (e.g. including adverbs and adjectives e.g. ran quickly, bad wolf, big dog) to add interest
Begin to punctuate a sentence with question mark and exclamation marks
Use capital letters for some proper nouns (e.g. people, places, days of they week, personal pronoun ‘I’)

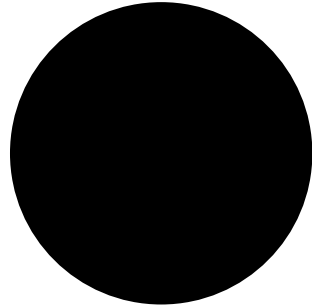
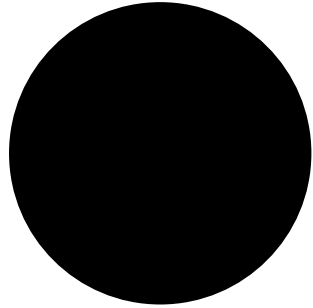
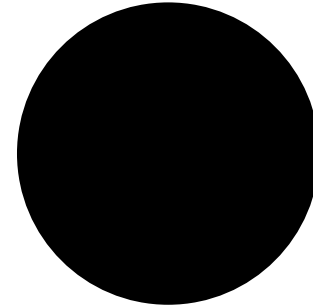
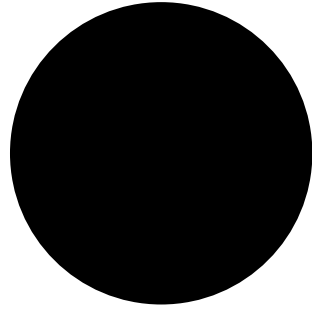
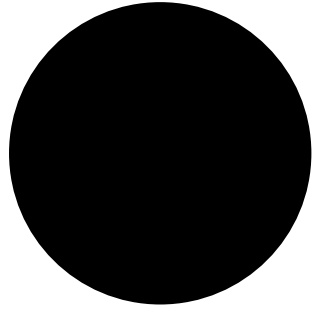
Maths



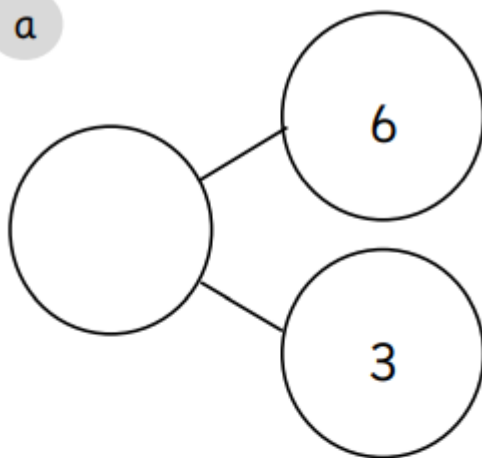
Mathematics
Mastery



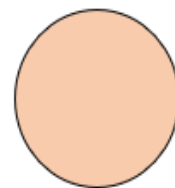
Autumn term	Number Place value (within 10) VIEW		Number Addition and subtraction (within 10) VIEW		Geometry Shape VIEW	Consolidation	
Spring term	Number Place value (within 20) VIEW	Number Addition and subtraction (within 20) VIEW		Number Place value (within 50) VIEW	Measurement Length and height VIEW	Measurement Mass and volume VIEW	
Summer term	Number Multiplication and division VIEW	Number Fractions VIEW	Geometry Position and direction VIEW	Number Place value (within 100) VIEW	Measurement Money VIEW	Measurement Time VIEW	Consolidation



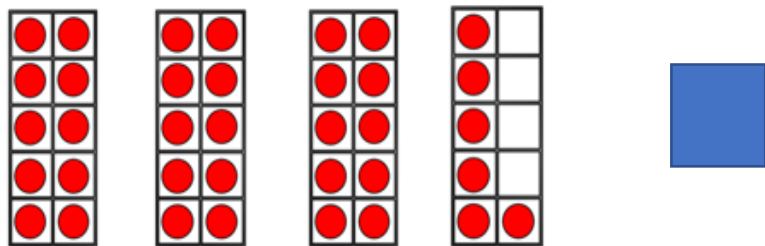
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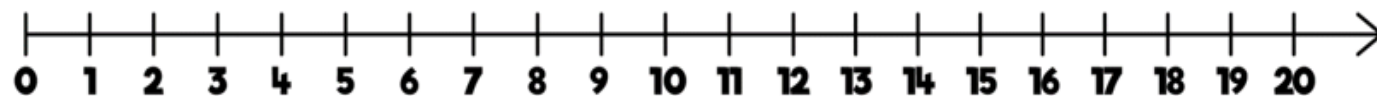
	+		=	
	+		=	
	=		+	
	=		+	



1) What number is shown on ten frames?



2) What is $14 - 5$?



3) Write fourteen in numerals.

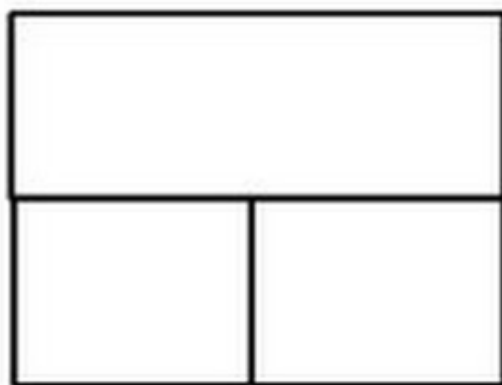
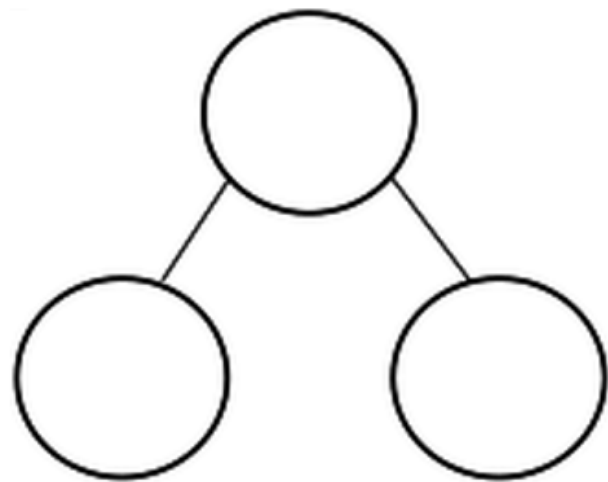
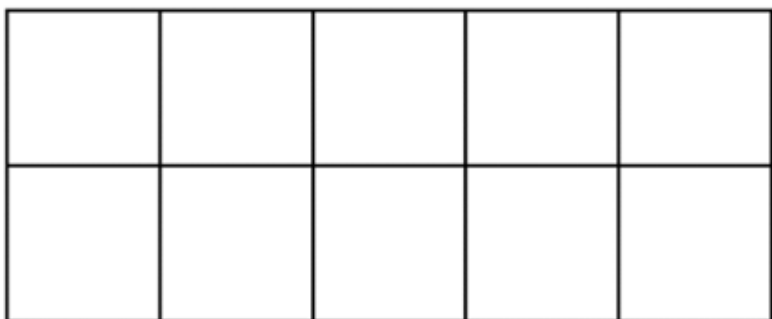
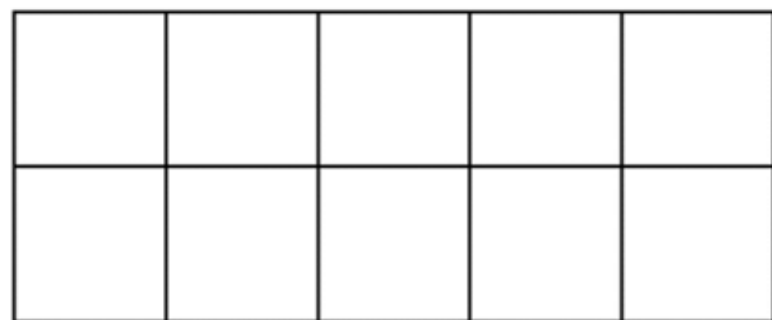


4) What is one more than 7?



CPA – Concrete, Pictorial, Abstract



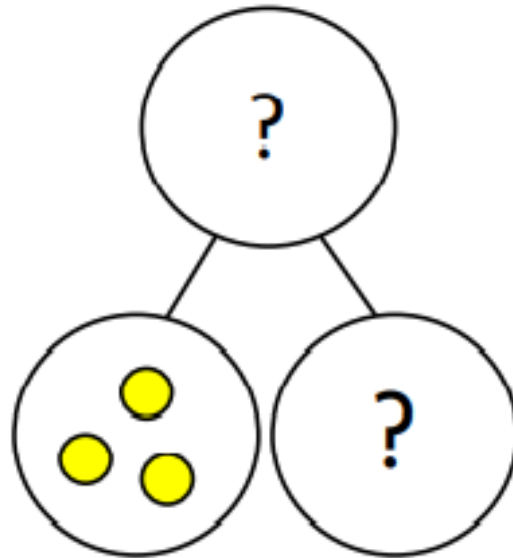


Tens 	Ones 

Mastery Approach



The total is less than 10, what could the missing part be?



List all possibilities:

Y1 Maths: I Can Checklist

Number – Number and Place Value I can:	✓
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; count in multiples of twos, fives and tens.	
given a number, identify one more and one less.	
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.	
read and write numbers from 1 to 20 in numerals and words.	
Number – Addition and Subtraction I can:	✓
read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.	
represent and use number bonds and related subtraction facts within 20.	
add and subtract one-digit and two-digit numbers to 20, including zero	
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.	
Number – Multiplication and Division I can:	✓
solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	
Number – Fractions I can:	✓
recognise, find and name a half as one of two equal parts of an object, shape or quantity.	
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	

Y1 Maths: I Can Checklist

Measurement I can:	✓
compare, describe and solve practical problems for:	
lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	
mass/weight [for example, heavy/light, heavier than, lighter than]	
given a number, identify one more and one less.	
capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
time [for example, quicker, slower, earlier, later]	
measure and begin to record the following:	✓
lengths and heights	
mass/weight	
capacity and volume	
time (hours, minutes, seconds)	
recognise and know the value of different denominations of coins and notes	
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	
recognise and use language relating to dates, including days of the week, weeks, months and years	
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	

- Science, History, Geography, Art and DT
- Spiral Curriculum
- Knowledge based
- Retrieval

Human

All people are humans, including men, women and children. We are animals that **walk on two legs and speak using words**

Senses

Our senses tell our bodies about things around us by **seeing, hearing, smelling, tasting or feeling**

Eyes

With our eyes, we **see**

Ears

With our ears, we **hear**

Mouth

With our mouth, we **taste**

Nose

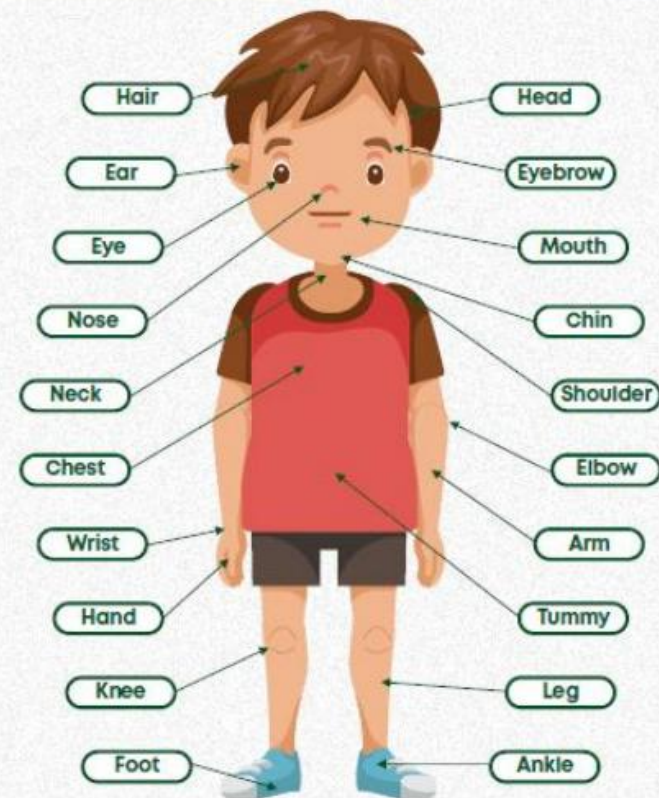
With our nose, we **smell**

Skin

With our skin, we **feel**

Sensory impairment

When one or more of your **senses does not work properly**



OUR SENSES:

Eye



Seeing

Ear



Hearing

Mouth



Tasting

Nose



Smelling

Skin



Feeling

Helen Keller

The first deaf and blind person to study at university and gain a degree





Main ways to help your child....

- Reading every day/phonics
- Spellings
- Handwriting on the lines
- Letter and number formation



Seesaw

Seesaw

- Online learning platform used to share practical learning in class.
- Individual/group photos and videos, if consented, of your child will be uploaded onto their learning journal.
- These will be uploaded as and when practical learning takes place in the classroom.
- Provides an insight into concepts taught at school allowing you to continue the support at home.
- A link will be sent to your email allow you to have access to your child's learning journal.
- All communication with teachers will continue via pick ups/phone calls home.



Valley End Website

<https://www.valleyend.surrey.sch.uk/?login=true>

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Questions?