

Year One Curriculum Evening





This term...

Learning through play mixed with more formal learning.

A decorative border of stylized green and grey leaves surrounds the text.

Phonics

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



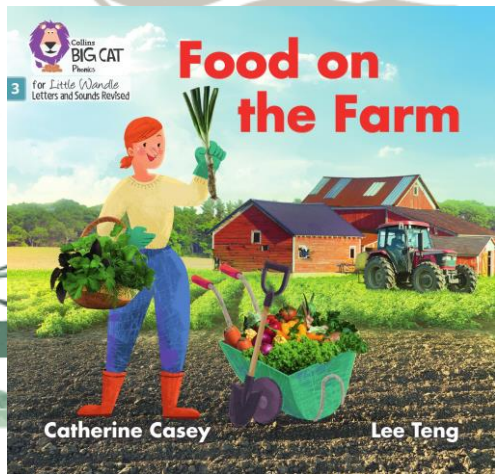
Spelling

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



Homework

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



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

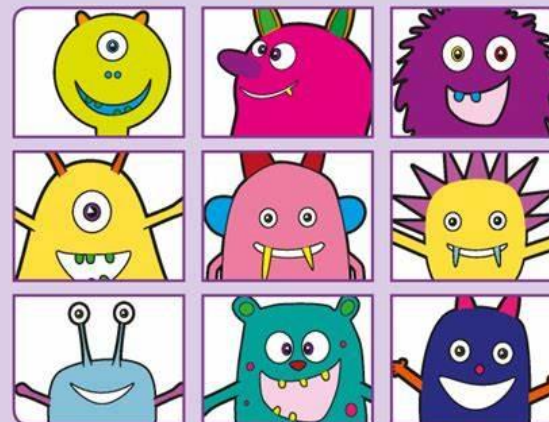
blossom

2017 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



Handwriting












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

Capital Letters	Around first	Down first	Diagonal
	C G O Q S	B D E F H I J K L M N P R T U	A V W X Y Z

Lower joiners	a b c d e h i k l m n p s t u z
---------------	---------------------------------

Middle Joiners	f o r v w x
----------------	-------------

Descender Joiners	g j q y
-------------------	---------

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.		



Talk 4 Writing

Children internalise language structures through 'talking the text'

Encourages children to use adverbs of time.

Helps children recall vocabulary

Removes barriers to learning



1. Imitate

2. Innovate – changing characters and concepts, etc..

3. Invent – creating an original text independently

Year 1 Writing Checklist

Working at the Expected Standard:

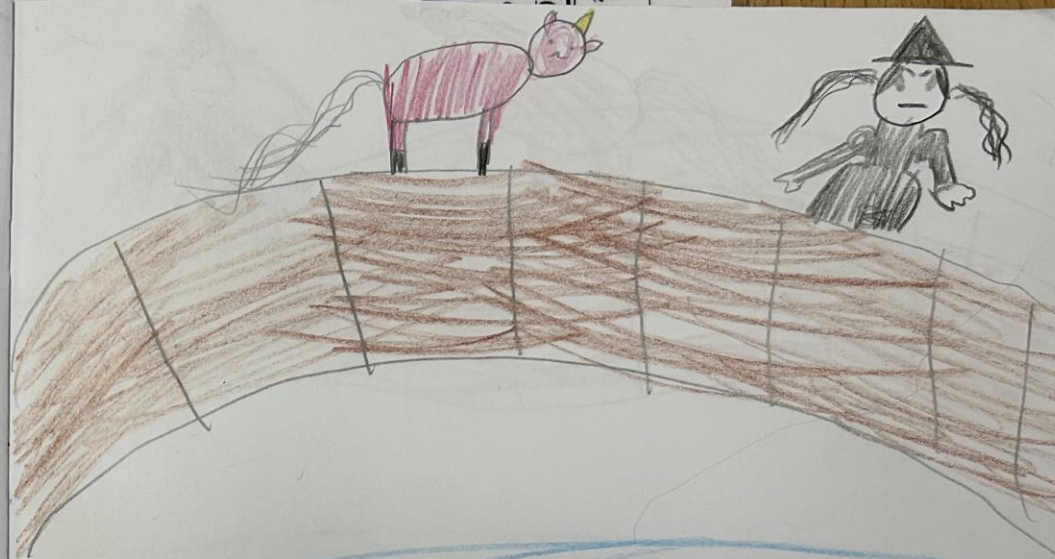
Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		
To use adjectives to describe.		
To use simple sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
To spell most words containing previously taught phonemes and GPCs accurately.		
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		
To use -s and -es to form regular plurals correctly.		
To use the prefix 'un'.		
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		

Monday 4th December 2023 0
L.O. To write a story
I can use capital letters and full stops
I can write a beginning, middle and end
I can use the words 'and'



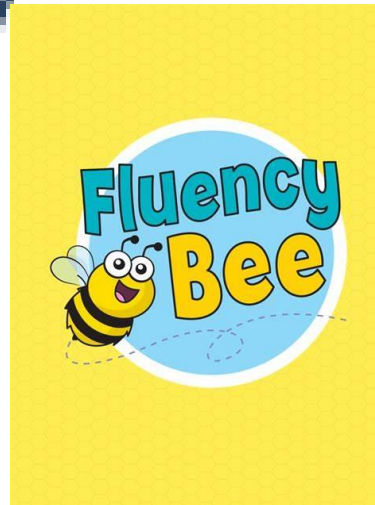
Once upon a time
lived three unicorns.

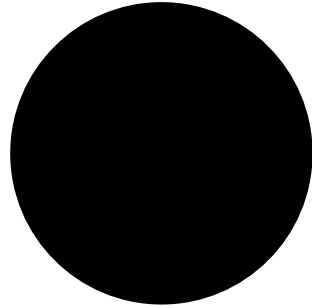
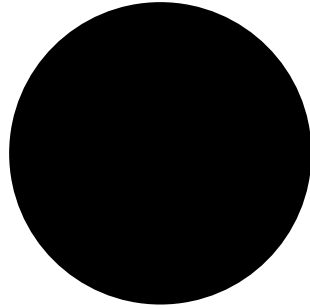
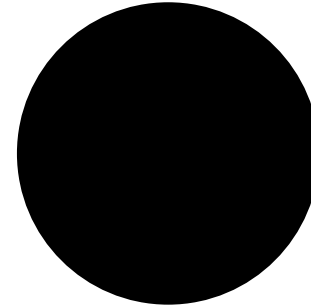
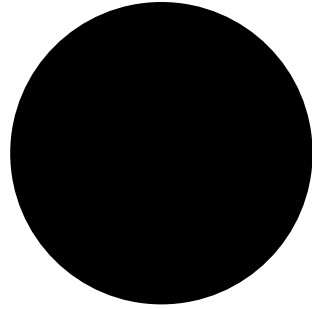
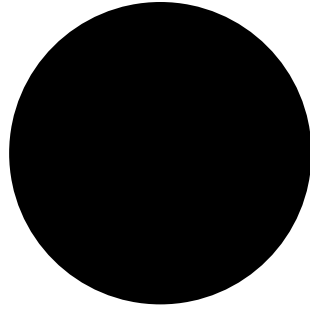
One day the smallest
unicorn tried to
cross the bridge. The
Which jumped on the



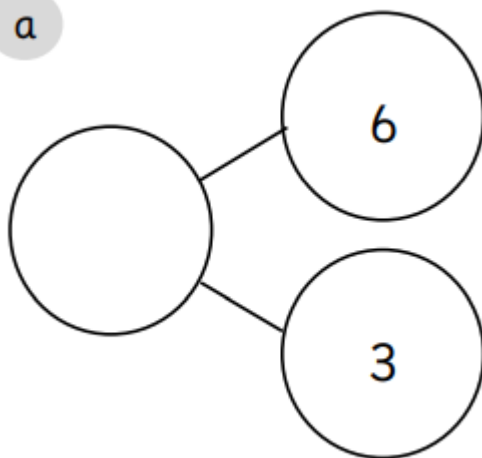
bridge and said:
Whos that skipping
over my bridge? said
the Which. no Wait
for my bigger sister
shes bigger than me

Maths





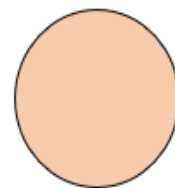
a



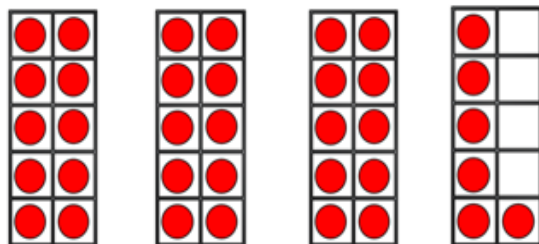
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	=	<input type="text"/>	+	<input type="text"/>
<input type="text"/>	=	<input type="text"/>	+	<input type="text"/>

CPA – Concrete, Pictorial, Abstract

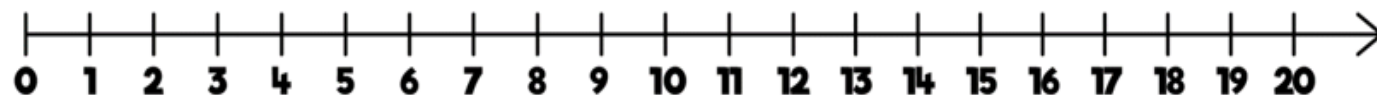




1) What number is shown on ten frames?



2) What is $14 - 5$?

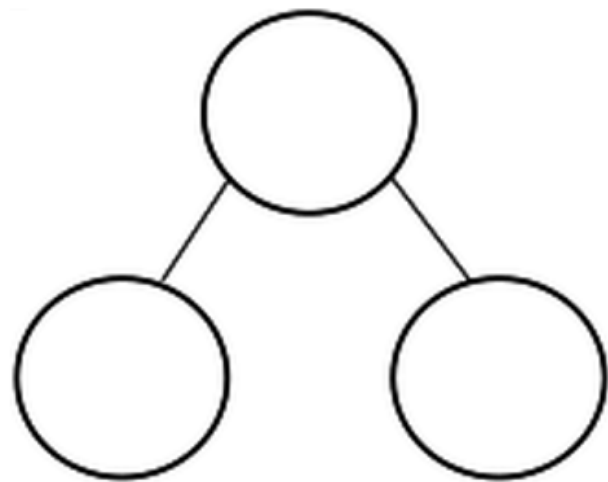




3) Write fourteen in numerals.



4) What is one more than 7?



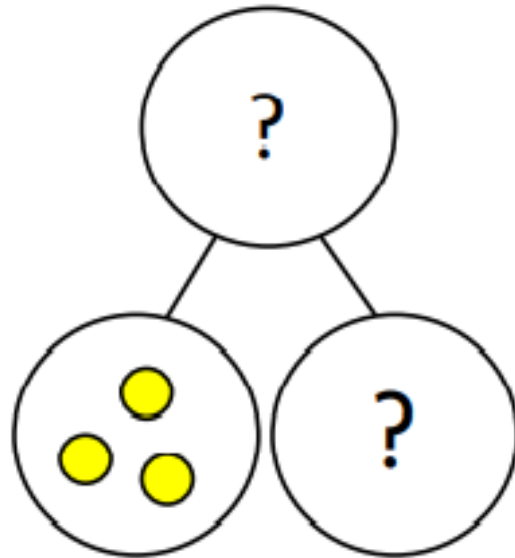


Tens 	Ones 

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 $7 = \square - 9$.	
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

KEY VOCABULARY

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

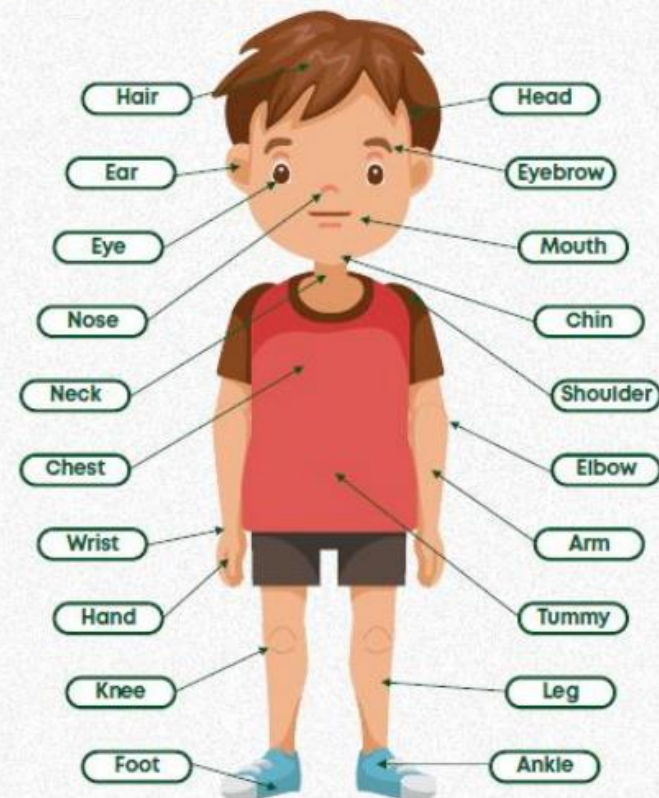
With our nose, we **smell**

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


Online Safety

School

- High levels of monitoring and filtering.
- Apple Classroom – allows secure access and teacher visibility.
- Children alert a staff member immediately if they feel uncomfortable.


Home

- We recommend 'Guided Access' on Apple devices.
- Particular caution when using YouTube Kids.
- Children alert parent immediately if they feel uncomfortable.



Valley End Website

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

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

Home School Agreement

Parent Profession, Faith and Skills Survey



A decorative border of green and grey leaves surrounds the central text. The leaves are arranged in a circular pattern, with some branches extending from the corners towards the center. The colors are muted greens and greys, giving it a soft, natural feel.

Questions

?