



# YEAR 1 FORUM

September 2020

Class Teacher - Mrs J Anderson

HLTA – Mrs J Newton, Mrs J Pick

TA – Miss McLeod

# HOUSEKEEPING

- Mrs Anderson welcomes Year 1 bubble at the gate in the morning from 8.45am-9.00am.
- Mrs Pick in classroom to meet and greet.
- Staff to wear masks when in contact with parents at the gate – parents/carers encouraged to do so also.
- Coats on trolley in the classroom
- Book bags go in house colour baskets in classroom.
- Packed Lunch boxes on a trolley in corridor.
- Regular hand washing, increased cleaning of equipment and surfaces. Catch it, it approach.
- Regular energisers – Go Noodle
- Free snack – fruit or veg daily
- Milk (morning break)
- Access to water all day
- Lunch in the classroom (Lunchtime Supervisors - Mrs Dixon and Mrs Hastie)
- On-line learning – Seesaw
- Reading every day (home and school)
- Children leave school between 3.00 and 3.15pm from gate

























Child centred approach in Year 1 – very similar to Reception.

We all know children love to ‘play’ and still need to ‘play’.

Play remains a driving force for children discovering about themselves and the world around them.

Learning experiences in Year 1 build upon the practical approaches and structured play the children were familiar with in Reception.

Marking policy - Green for Great, Pink for Think, Blue for Better

Mon	Phonics/writing/ reading 	B R E A K	A S S E M B L Y  M O N W E D F R I	Maths 	S T O R Y  L U N C H	science 	Geography 
Tues	Phonics/writing/ reading 			Maths 		Commando Joe 	Field 
Wed	Phonics/writing/ reading 			Maths 		PE 	Singing 
Thur	Phonics/writing/ reading 			Maths 		Topic 	PSHE 
Fri	Phonics/writing/reading 			Maths 		D and T/Art 	Golden Time 

# READING

We all know that reading opens the door to learning.  
A child who reads a lot will become a good reader.  
A good reader will be able to read challenging material.  
A child who reads challenging material is a child who will learn.  
The more a child learns the more a child wants to find out.  
It is, therefore, vital that your child finds learning to read and write a rewarding and successful experience.

Ruth Miskin  
Read Write Inc



# READING IN YEAR 1

- Individual reading with an adult
- Daily phonics
- Home reading book
- Fred Talk
- Common exception words

## **Keep anxiety levels down**

Reading can be a complicated skill, it can go to pieces if a child gets worried.

Keep smiling, share funny books, don't drag out reading sessions, focus on sharing a book with your child rather than hearing them read.



Walk through the book

Take turns to read

Lots of PRAISE!

Tell them often what they've done well.

**READ TO YOUR CHILD FOR AS LONG  
AS THEY WILL LET YOU!**

# WHAT DO WE MEAN BY PHONICS?



- Phonics is one way of teaching children to read quickly and skilfully. They are taught to:
- Recognise the sound that each individual letter makes;
- Identify the sounds that different combinations of letters make – such as “sh” or “oo”;
- Blend these sounds together from left to right to make a word.
- Children can then use this knowledge to ‘de-code’ new words that they hear or see. This is the first important step when learning to read.

# FRED TALK



s a t

g oa t



# PHONICS



- Phonics Test in June
- National Test
- Mixture of real and nonsense words
- CVC real words e.g. pin, cat
- CVC nonsense words e.g. fip, vop
- CCVC real words e.g. frog, crab
- Long vowel sounds e.g. sheep, portrait

# PHONICS



- Children work in small groups with an adult for 15 minutes each day.
- Children grouped according to their ability.
- Children assessed every 5/6 weeks to monitor progress and check they are in the correct group.
- Close monitoring tracks children's phonic knowledge carefully and once they have a good phonological understanding they come off the programme and begin a structured daily spelling lesson.

# WRITING IN YEAR 1

- Sentences – capital letters, spacing between words, full st
- Vocabulary - ambitious
- Conjunctions - and, so, but
- Openers - On, The, He, First, Next
- Punctuation - .,!?

We have a Goal Scorer of the week, this is the child who has written the best piece of writing each week.

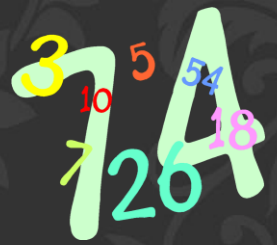
EXAMPLES OF WRITING TASKS  
IN  
YEAR 1

Poetry – What a Wonderful World –  
learning the song and substituting own  
ideas.

Story Writing – Beginning, Middle and End  
of a story

Non-Fiction – labelling – science

# MATHS – COUNTING, COUNTING, COUNTING!

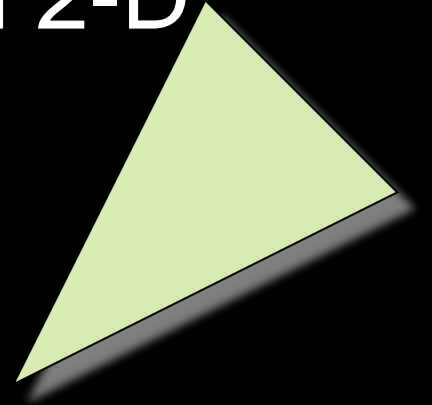


- *Count to 10, forwards and backwards, beginning with 0 or 1, or from any number.*
- *Count, read and write to 10 in numerals and words.*
- *Given a number, identify one more, one less.*
- *Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, (fewer), most, least.*

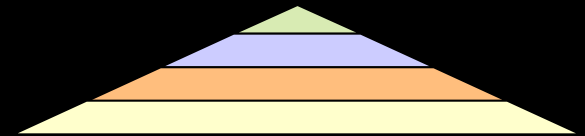
# MATHS + AND -

- Represent and use number bonds and related subtraction facts within 10 (numicon)
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Add and subtract one digit numbers to 10 including 0.
- Solve one step problems that involve + and -, using objects and pictures and missing number problems.

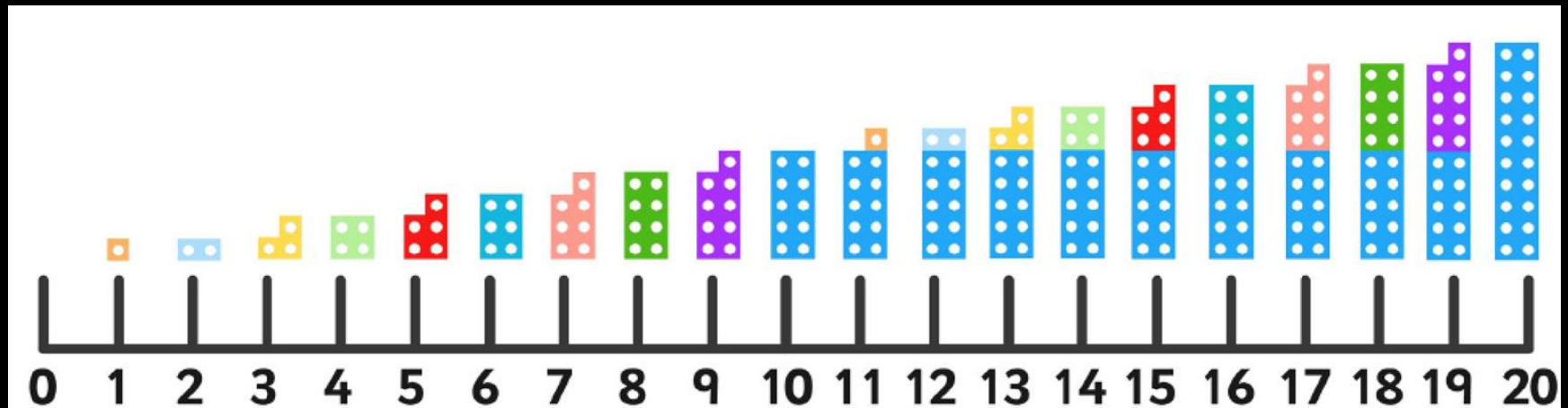
Recognise and name common 2-D shapes – rectangles (including squares), triangles, circles



Recognise and name common 3-D shapes- cuboids (including cubes), pyramids and spheres



# ORDERING NUMBERS TO 20





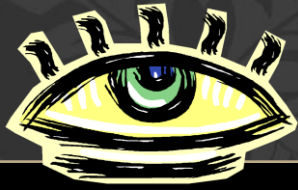
# KEEPING YOU INFORMED!



- Previewing the learning can double the rate of pupil progress (Hattie 2012)
- Watch out for activities on Seesaw. All children should have log in details for Seesaw from last academic year. Please let Mrs Anderson know if you need help with this.

# GEOGRAPHY

- Enquiry -
- What do we find where the land meets the sea?
- Understand geographical similarities and differences through comparing Berwick and Bournemouth.
- Use basic geographical vocabulary to refer to: physical features, including: beach, cliff, coast, sea, ocean, weather
- Key human features, including: city, town, village, port, harbour, dock



# SCIENCE



Children will learn about human and animal bodies and consider similarities and differences between them. Children engage in a variety of activities including drawing and labelling the body, using their senses to conduct an investigation, describing animal bodies and sorting them into groups.





- Funny Faces
- Linked to science – look at faces.  
Children make their own fabric face.
- Combining materials, joining –  
sewing, stapling etc.



# OTHER CURRICULUM AREAS

- **Field** — Mr Graham - Tuesday (afternoon)

Problem solving - teamwork

- **PE** (Physical Education) – Mr Croser- Wednesday (afternoon)

Throwing and catching skills



- **French** — counting to 10, meeting and greeting

- **PSHE** (Personal, Social and Health Education) – Recognising feelings and emotions. Class and school rules

# BEHAVIOUR



- Children rewarded with stickers, housepoints and Golden Time.

Class teacher responsible in the first instance for disciplining children but in more serious circumstances e,g fighting/bullying/verbal abuse, the Head Teacher will be involved.

We use a traffic light system throughout the school. All children's names begin on the green light at the start of each session. Some may move up to gold for outstanding behaviour. Any child who misbehaves has their name moved onto the amber light which serves as a warning for mild disruption or being off task and is removed if no further misbehaviour occurs during the session. If the misbehaviour occurs again within the session the child's name moves to the red light and a sanction is imposed.

# SANCTIONS

- Sanctions are instant for physical violence or bullying or for more severe misdemeanours. Children may be kept in at lunchtime and will discuss with an adult what they should have done and what they will do the next time. They may lose all or some of their Golden time. **3 or more misdemeanours** within close proximity, usually a week, **are the trigger for notifying parents**. Parents will not normally be informed for a single misdemeanour. Children are discouraged from telling on each other to parents of children who have been reprimanded.
- Other sanctions include:
  - Loss of privilege;
  - Loss of break or Golden Time.

# HOW CAN YOU HELP AT HOME?

- Read, read, read! Read as many stories to your child as you can. Traditional tales, stories from other cultures, poetry, their favourite story – talk about the stories with them.
- Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories.
- Play board games. Look out for examples for numerals in order – clocks, calendars, pages of a book.
- Count, Count, count! Forwards and BACKWARDS
- Numicon – order 1-10 and beyond.
- Problem solving with numbers – patterns, odd one out, word problems





## USEFUL WEBSITES

- Cbeebies website e.g. alphablocks
- <https://www.oxfordowl.co.uk/for-home/>
- <http://www.oup.com/oxed/primary/rwi/forparents/>
- <http://www.oxfordowl.co.uk/welcome-back/for-home/maths-owl/maths>
- <https://www.oxfordowl.co.uk/for-home/find-a-book/numicon-guide-for-parents/>

Make it fun!!!!  
Thank you