

Year 1 Forum

Summer 2022

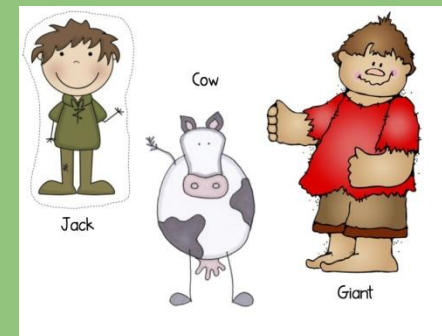
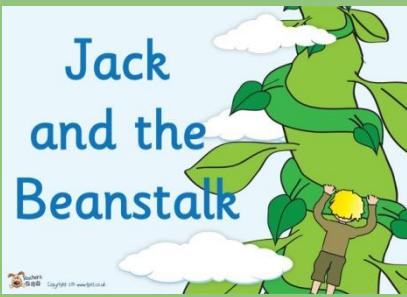
Mrs Anderson Class Teacher

Mrs Newton HLTA

Mrs Mole and Mrs Shields TAs

Our Year 1 Timetable

	8.45	9.00	9.30-9.50	9.50-10.30		10.45-11.00		11.00-11.40	11.30-11.55	11.55	12.00	12.30-1.00			1.10	2.15		2.30	3.15
Mon	H A N D W A S H I N G	R E G I S T E R D A I L Y M I L E	P H O N I C S S E T 3	writing	H A N D W A S H I N G W o r d l e	B R E A K	S A N I T I S E h a n d s	M A T H S	S T O R Y	H A N D W A S H I N G	L U N C H I N h a l l	O U T D O O R P L A Y	s a n i t i s e h a n d s	R E G I S T E R a s s e m b l y	Science - Growing things	b r e a k h a n d w a s h i n g	Science		H O M E
Tue				spelling											Swimming	Outdoor Learning/Commando Jo			
Wed				writing											Music - learn to play the recorder	PE Mr Hodgson Run, Jump, Throw			
Thu				writing											Geography oceans and continents	RSHE Only One You			
Fri				writing											Computing-Technology all around us	Golden Time			



Jack and the Beanstalk

Science

- Finding out what plants are
 - Growing beans
- Identifying and describing garden plants
 - Identifying and describing wild plants
- Identifying and describing a range of trees
 - Identifying the different parts of a plant
 - Make observations of growing plants

Jack and the Beanstalk

Literacy

Focusing on emotions and feelings:

- Discussing how Jack was feeling in each part of the story.

Identifying the nice and positive parts of the story:

- What they liked about the story. The best bits of the story.

The risks or problems in the story:

- Jack's problems and how he solved them

Creative use of the story:

- Talk 4 Writing – letters/diaries/instructions
- Up-level – adjectives (expanded noun phrases)
 - Recite the story with actions
 - Story maps
 - Create new versions of the story
 - Bean diaries





Phonics

The Year 1 Phonics Screening Check

The Year 1 phonics screening check is a way for teachers to ensure that children are making sufficient progress in the phonics skills to read words and are on track to become fluent readers who can enjoy reading for pleasure and for learning.





What is the phonics test?

- The phonics screening check will be taken individually by all children in Year 1 in England, the week beginning the 6th June.
- It is designed to give teachers and parents information on how children are progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.





What is in the Phonics Test?

- There will be two sections in this 40-word check and it will assess phonics skills and knowledge learned through Reception and Year 1. Your child will read up to four words per page and they will probably do the check in one sitting of about 5–10 minutes.

What type of words will be in the check?



- There will be a mix of real and pseudo words 'non-words'.
- Children are familiar with pseudo words, we call them nonsense words.
- Non-words are important to include because words such as 'vap' or '-jound' are new to all children.
- Children can't read the non-words by using their memory or vocabulary; they have to use their decoding skills.
- It's a fair way to assess ability to decode.

Below, are examples of how the words are presented to the children:

ux



vap



jigh



zear



example of Phases 2
and 3 pseudo words

play

fried

annoying

steamy

example of Phase 5
real words

Is there a pass mark?



- The check is not about passing or failing but checking appropriate progress is being made. If children do not reach the required standard, then we will be in touch to discuss plans and offer additional, tailored support to ensure that your child can catch up.
- Children progress at different speeds so not reaching the threshold score does not necessarily mean there is a serious problem. Your child will re-sit the check the following summer term.



What can you do to help?

- Use pure letter sounds when sound blending with your child
e.g. c -a-t not cuh- auh- tuh for cat.
- Say each sound in the word from left to right.
- Blend the sounds by pointing to each letter, i.e. /b/ in bat, or letter group, i.e. /igh/ in sigh, as you say the sound, then run your finger under the whole word as you say it.
- Talk about the meaning if your child does not understand the word they have read.
- Work at your child's pace.
- Always be positive and give lots of praise and encouragement.
- Visit the following sites with your child
Phonics play <https://www.phonicsplay.co.uk/resources/phase/5>
Phonics bloom <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-5>

What happens to the results?



- The school will report your child's results to you by the end of the summer term as well as to the local authority, but the results won't be published in a league table as with SATs.

Reading...

- The most important thing you can do, to help support your child with their reading, is to read with them. Listening to your child read is important but reading to them is just as important. If they hear you read, they are hearing how to pronounce unfamiliar words and are developing new vocabulary.
- When you listen to your child read, allow them time to attempt to decode unfamiliar words themselves, before stepping in to help them. If you find your child is struggling to decode a word, you can help by pointing out the sounds (not the letters) in a word. For example, the word 'keep' would be 'k-ee-p' and 'light' would be 'l-igh-t'.
- When you listen to your child read, pick out a word from the book and ask them to say which graphemes (letters) are making a certain phoneme (sound). For example, the 'ee' sound (phoneme) in 'reaching' is represented by the letters (grapheme) 'ea'.
- When you are out and about, ask your child to read what traffic or shop signs say. Allow your child time to decode the words before stepping in to help.
- Practise speed reading (reading as quickly as possible) the graphemes your child is learning in school. Your child's teacher can help by giving you a list.
- If you have access to the Internet, there are many free phonics games the children can play.
- Keep reading activities short. It is much better to read little and often, than to read a lot infrequently!
- Stop before your child becomes bored and restless.

Action Words

As I've mentioned on Seesaw, we talk a lot about Action Words to Year 1.

This is a Look, Do, Say approach to reading and spelling that Year 1 really enjoy.

Action Words teaches children to read, spell and understand common exception words through ACTIONS, PICTURES and SPEECH.

I introduce 5 new words each week.

For each new word

We LOOK at the picture

DO the action

SAY the word

Action words help to create the brain's word bank providing words in their whole shape form for direct recall during reading and spelling.

I realise that some of the words I will be sending weekly, you have met before but I need to revise these words in order for the words to be secure in your child's memory. What I find is that children can spell the words well in their weekly spelling test but do not always transfer the correct spelling into their daily writing. This is very common, please don't worry - lots of repetition and recall is necessary and I'm hopeful that the introduction of action words will be effective as it incorporates a visual, auditory and kinaesthetic strategy.

I'm sure your child will have fun teaching you the action for each word as we learn it in school.

Spelling

- New list of Action Words each Tuesday – posted on seesaw
- Encourage your child to practice writing out the words and learn them at home. Look, say, cover, write and check.
- Help your child to understand the meaning of the word by helping them to put the word into a sentence.
- Weekly test
- Give your child lots of praise.
- Focus on the positives.



Handwriting

We focus on neat handwriting every day in our writing lesson.

We are concentrating on basic letter formation.

We will be introducing your child to joined up handwriting next half term - see the link below for how we teach joins in Year 1.

<https://www.teachhandwriting.co.uk/cursive-joins-choice-1.html>



The screenshot shows the 'Teach Handwriting' website. The header includes the site name and a cartoon mole logo. A navigation bar contains links for Home, Teachers, Schemes, Training, Blog, and Contact Us. Below this is a dark blue banner with the text 'Cursive Letter Joins - Animations and Worksheets'. The main content area is titled 'Letter version 1' and features a section for 'Cursive Letter - bottom joins'. This section displays two rows of cursive letter pairs, each in a box with a play button icon. The first row contains 'ai', 'ar', 'au', 'aw', 'ay', and 'ch'. The second row contains 'ck', 'er', 'ew', 'ff', 'ir', and 'kn'.

Teach Handwriting

Home Teachers Schemes Training Blog Contact Us

Cursive Letter Joins - Animations and Worksheets

Letter version 1

Cursive Letter - bottom joins

ai	ar	au	aw	ay	ch
ck	er	ew	ff	ir	kn

Maths



This is our maths plan for the Summer

Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)	Number: Fractions	Geometry: position and direction	Number: Place Value (within 100)	Measurement : money	Time	Consolidation
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Please see the following slides of examples of Year 1 maths....

$$20 = \boxed{} + 4$$

$$\boxed{} + 4 = 12 + 2$$

$$17 - 3 = \boxed{} - 2$$

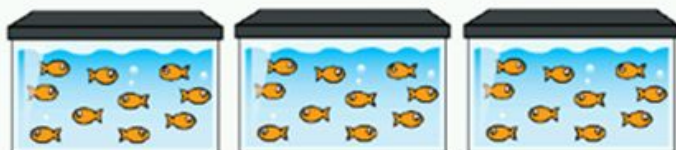
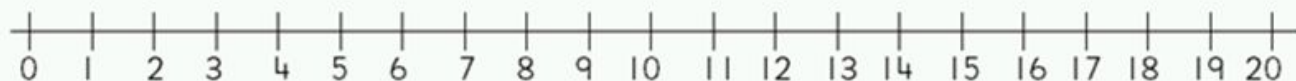
$$\boxed{} = 20 - 8$$



$$5 + 5 + 5 + 5 =$$

There are _____ apples.

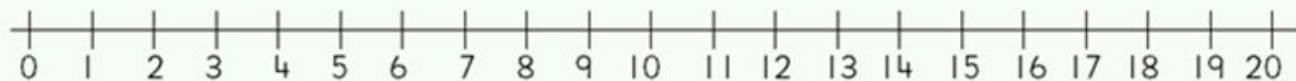
There are _____ groups of _____ apples.



$$____ + ____ + ____ = ____$$

There are _____ fish.

There are _____ groups of _____ fish.

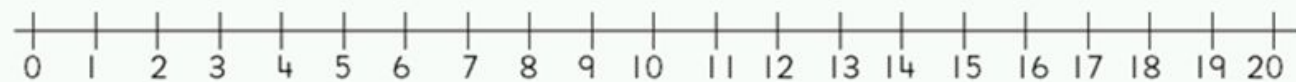


$$____ + ____ + ____ + ____ + ____ + ____ + ____ + ____ = ____$$

There are _____ shoes.

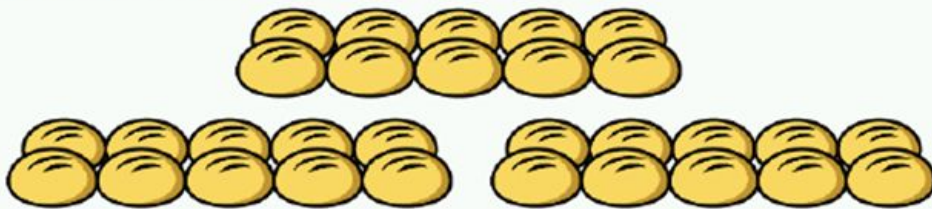


There are _____ pairs of _____ shoes.



Can I add equal groups?

Tania and Suzie are making equal groups of bread.



We need one more group to make 40

Tania

We need 10 more to make 40



Suzie

Who do you agree with? Explain why.

Check out these sights...

http://www.sheppardsoftware.com/mat_hgames/earlymath/multiplicationPicnic.htm

http://www.sheppardsoftware.com/mat_hgames/earlymath/fruit_shoot_GroupCount.htm

Gavin is counting bananas.



Can you spot his mistake?



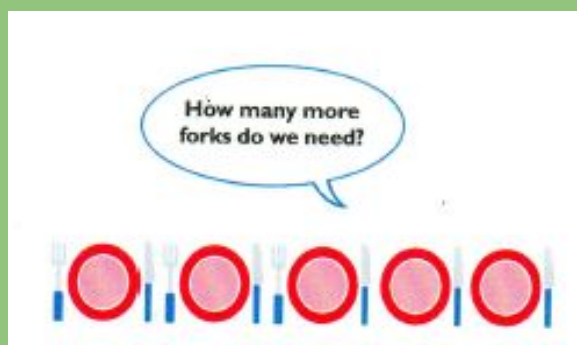
Noah saw 12 legs
walk by into the Ark.

How many creatures
could he have seen?

How many different
answers can you find?



How can you help?

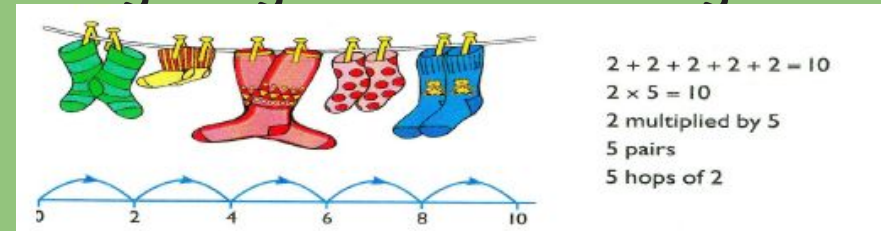


- Help your child to see that numbers are part of our real lives. Not something they always do with their teacher.
- Help count toys as you're playing, food as you're shopping, footsteps as you're walking.
- Games – skittles, snakes and ladders, dominoes, card games. Sing counting songs.
- In this way numbers become more meaningful.

Bring Maths to Life

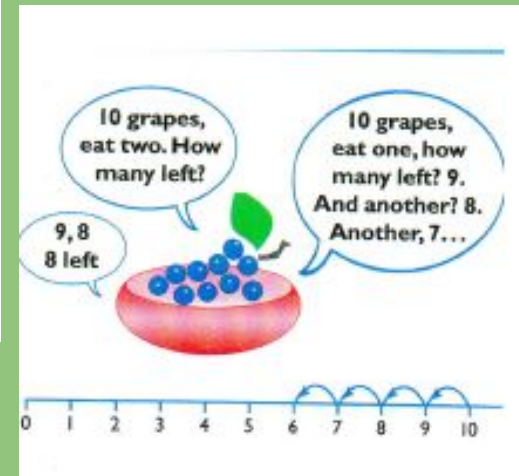
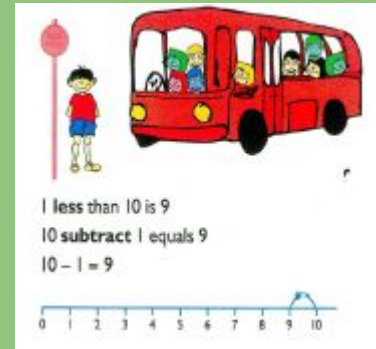


- As a parent you are in a perfect position to bring maths to life. See, touch, feel, taste, smell.
- You can help maths to makes sense – you can give it a purpose.
- In real life use lots of different words for addition e.g. add, plus, altogether, more than, plus, as well as.
- Use different words when measuring long, tall, short, longer, taller, shorter



- More practice you can give your child using this language the better.

Subtraction always needs Attention!!



- When Counting treats
 - How many left?
- Real life – see and touch
- Real life events, count down the days, weeks.
- Tackle subtraction in everyday lives, how many miles on a journey, count down as you see road signs.
- Games – board games. Subtraction bingo.

Shopping games

- Set up a mini supermarket in the kitchen and give the children some real money to go shopping with.
- Change can be the trickiest concept and needs to be taught in 'real' shopping activities which can be done really well at home.



Measuring

- Cooking- weighing and following instructions.
- Measure yourself! - make a height strip. Keep a graph to show your growth! How much have you grown?
- Measure stuff! - use a tape measure.
- Tell the time- how long until...? Analogue/ digital time, days of the week, months of the year, dates etc.

How can you do Maths at home?

Number games

- Board games
- Snakes and ladders
- Dominoes
- Playing card games eg snap, doubles,
- Dice games
- Sharing sweets, objects etc.



Shapes everywhere

- Shopping Shape Sort; let your child loose on the packages and sort them into cuboids, cylinders, cubes.
- 2-D shape pictures and patterns.
- Which shapes can you draw? You will need a ruler for some of them!










Picnic or Party maths

- Preparing food for a group of people is a real problem solving opportunity; how many cups can we fill with one jug, how many pieces of pizza can we cut from each one? A great opportunity to use terms such as 'half', 'quarter' and 'double'.



Feedback at Tweedmouth West

- Green for great!
- Pink for think!
- Blue for better!

sharp pencil		
title	The Gruffalo	
date	16.12.2013	
capital letters	A I G F H	
full stops	.	
finger spaces		
describe the character		
describe the place		
first, next, then, finally		
and, but, so, while, because		
wow words		

Geography



The Seven Continents

I will teach the children about the Seven Continents. The children should begin to understand that continents are very large areas of land. This may be a difficult concept for young children to grasp, but foundations can be laid for future understanding. I will use a globe, introduced at this stage as a map made into the shape of Earth. They will learn there are seven continents on Earth: Asia, Europe, Africa, North America, South America, Australia and Antarctica. We will also learn about the five oceans on Earth: The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean and the Arctic Ocean.

https://www.google.com/intl/en_uk/earth/

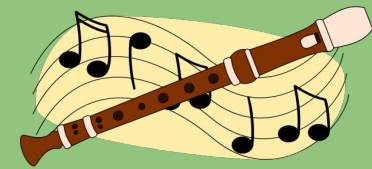
Computing

- Mrs Newton – Technology in our lives



Music

- Learn to play the recorder
- Learn to sing 'Three Little Birds'

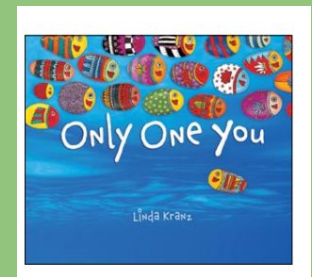


RSHE

'lifelong learning about physical, moral and emotional development

Using the text 'Only one You'

- We are a school of friends, Proud to be me



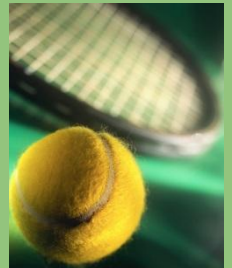
PE

- Tuesday
 - Swimming
 - Commando Joes
- Mr Graham



<https://commandojoes.co.uk/>

- Wednesday
 - PE (Run, Jump, Throw)
- Mr Hodgson



Preps for Year 2

- The children will be phased into more formal teaching methods....still lots of opportunities for outdoor learning and small group work.
- We will plan visits to the Year 2 classroom after half term, our Year 2 teacher will visit us in Year 1 so we can get to know them well.
- Year 2 is the Final Year of Key Stage One.
- In the Summer Term (May), children at the end of Key Stage 1 usually sit SATs (Standard Assessment Tests) papers.
- SATs have been overhauled in both Key Stage 1 (Year 2) and Key Stage 2 (Year 6) to reflect the changes to the new national curriculum, which was introduced in 2014.
- Children will take SATS in:
 - Reading
 - English grammar, punctuation and spelling
 - Maths (paper 1 – arithmetic paper 2– reasoning)
 -



Useful websites

- <http://ngfl.northumberland.gov.uk/>
- <http://www.ictgames.com/>
- <http://www.oup.com/oxed/primary/rwi/>
<https://www.phonicsbloom.com/>
<https://www.phonicsplay.co.uk/>
- <http://www.oxfordowl.co.uk/for-home>

Thank you for taking the time to look through my Summer Forum Slides.

Please keep an eye on Seesaw for my weekly newsletter, these can be found in the inbox section of your child's seesaw account.

As always – don't hesitate to get in touch if you need to discuss anything further.

Mrs Anderson