

Year 1

Spring Term Forum

Wednesday 23rd January 2019

Mrs Anderson Class Teacher

Mrs Newton HLTA



Timetable

		10.-10.45			11.00-11.45		CLIC MATHS	LUNCH		READING	1.30-2.20			2.30-3.15	
Mon	Phonics	News		BREAK	English						Maths		BREAK	Music	
Tues	Phonics	Spelling	Assembly		English						Science Art			Science Art	
Wed	Phonics	Maths	Assembly		English						History			PE	
Thur	Phonics	English			Maths						Swimming			Story - School 360	
Fri	Assembly	Phonics	Certificates Maths		English						Computing			Golden Time	



Florence Nightingale



Aim

- I can explain why Florence Nightingale improved nursing

Success Criteria

- I can tell you some of the key events in Florence Nightingale's life
- I can explain how Florence Nightingale helped soldiers
- I can tell you how Florence Nightingale improved nursing





Phonics Check

What is the Year 1 Phonics Screening Check?

The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help. The Department for Education defines the checks as "short, light-touch assessments" that take about four to nine minutes to complete.

When? Week commencing 10th June 2019

What is phonics?

Phonics is one way of teaching children to read. They are taught to:

Recognise the sounds 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.



Why phonics?

- Research shows that when phonics is taught in a structured way – starting with the easiest sounds, progressing through to the most complex – it's the most effective way of teaching young children to read.



Does my child have to take it?

Yes – all students in Year 1 in England must take the Screening Check.

How does the check work?

Your child will sit with myself and be asked to read 40 words aloud. Some of the words they may have read before and some words will be completely new to them. The check should take a few minutes to complete and there is no time limit. If your child is struggling, I will stop the check.



What type of words will be in the check?

Mix of real and 'non-words'.
Children are familiar with non-words.
(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.
Fair way to assess ability to decode.

pib



vus



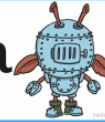
yop



elt



desh



chab



poil



queep



index

turnip

waiting

portrait



•What will my child's score mean?

- Your child will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard.
- Past 6 years, the "pass threshold" was 32, which means children had to read at least 32 words out of 40 correctly. The threshold mark is communicated to schools at the end of June, after the test has been taken, so that teachers can mark the Check.
- You will be told how your child did, but schools' results will not be published. If your child's score falls below the standard, they will be given extra phonics help and can re-take the Phonics screening check in Year 2.



- **How can I help my child prepare?**
- You can help your child prepare for their Phonics Screening Check by going over the phonics they've learned in Reception and Year 1. Read new books and stories with them where they will be introduced to new words that they'll have to sound out, and review the phonics sounds and rules.



Flashcards

- Some everyday words in English have tricky spellings and can't be read by blending.
- Imagine trying to read the word *was* or *so* by blending each letter!
- These are sometimes called high frequency tricky words, common exception words or Red words.
- These words just have to be learned by sight and flashcard-type games are a good way to practice these.
- Non-negotiable word wall/flashcards



Spelling and Grammar

- Weekly spelling list personal to the needs of your child.
- Children are asked to practice reading and writing the list of words at home.
- Encourage your child to copy each word carefully several times.
- Say each word in a sentence for your child to hear the word in context.
- Model how to write the sentence using capital letters, full stops, exclamation marks, question marks and spaces between words.
- Children copy the sentence into their book.
- Spelling test weekly (Tuesday). Feedback using **green for great** and **pink for think**
- LOTS OF PRAISE at home. Constantly point out what your child has done well.



Talk for Writing
Adventures Are
The Pits

<https://www.literacyshed.com/adventures-are-the-pits.html>

Story Maps
Writing Toolkit
Vocabulary wall
Spelling Wall



Children are learning to:-
Write -Beginning, Middle End of story
Spell - Suffix -ed (paste tense verbs)
Use - Conjunction 'and' to link clauses
Use - Exclamation Sentences



Reading

Guided Reading

Everyday after
lunch

Read at home every night.
Tell your child how well they
have done.
Initial the bookmark.

Keep anxiety levels down

Reading can be a complicated skill,
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

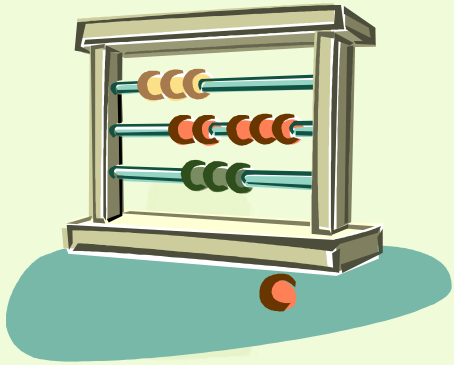
Lots of PRAISE!

Tell them often what they've done
well.

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



Maths



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation

Assessment
and Catch Up



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number: Addition and Subtraction</u> Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. 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 $7 = \square - 9$				<u>Place Value</u> Count to <u>50</u> forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to <u>50</u> in numerals. Given a number, identify one more or 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. <u>Count in multiples of twos, fives</u> and tens.			<u>Measurement: Length and Height</u> Measure and begin to record lengths and heights. <u>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</u>		<u>Measurement: Weight and Volume</u> Measure and begin to record mass/weight, capacity and volume. <u>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</u>		Consolidation

- http://www.ictgames.com/sharkNumbers/sharkNumbers_v5.html



The eggs are put into the baskets.

All the eggs are used.

How many solutions can you find?



greatest



least

My solutions

_____, _____ and
_____, _____ and

Order the crayons from smallest to greatest.



Draw counters in each box to make it correct.



Smallest



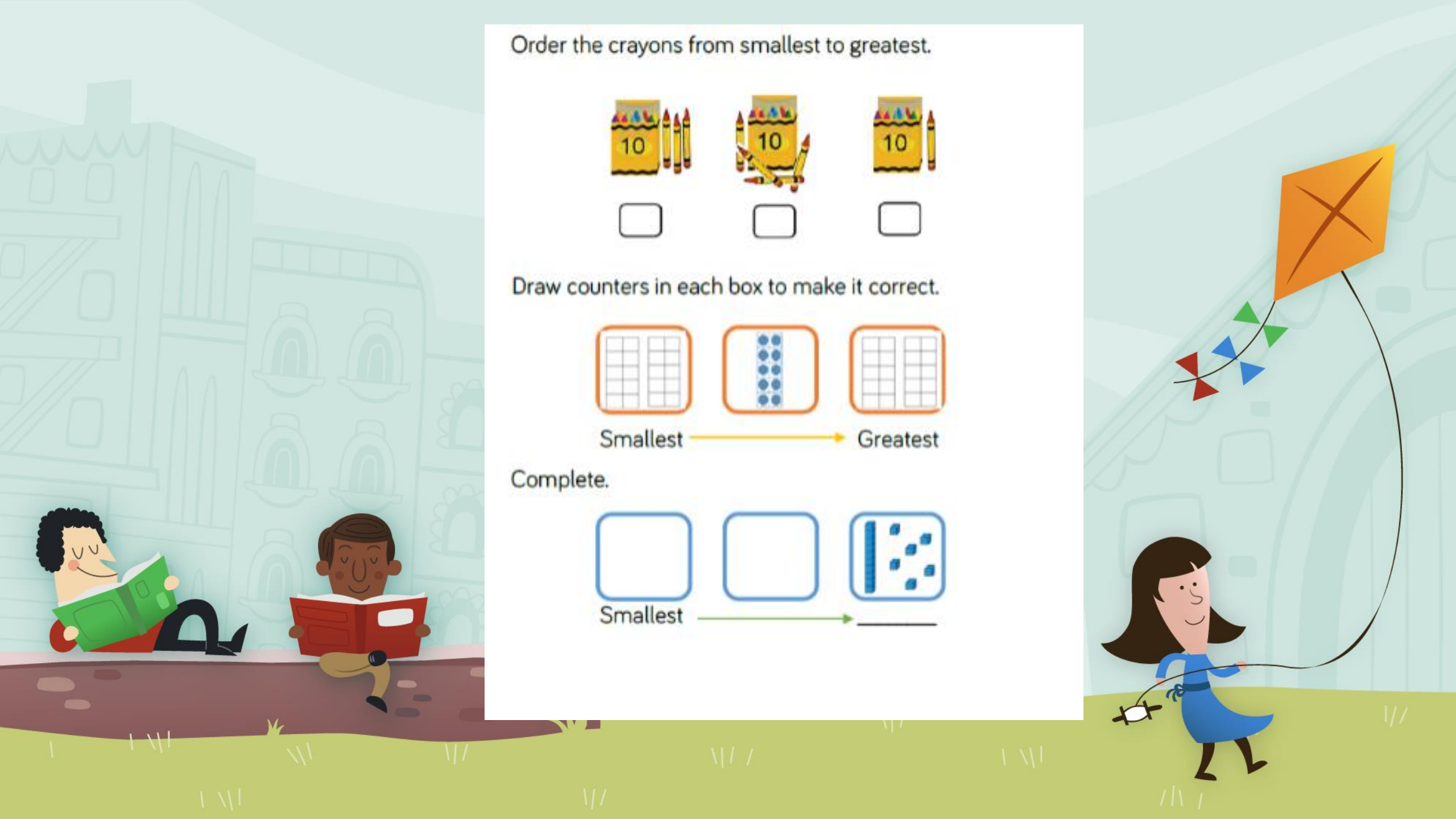
Greatest

Complete.



Smallest





Learning Preview Poster

Previewing the learning can double the rate of pupil progress (Hattie 2012)

Watch out for the preview in the window to let you know what we will be learning about in following weeks.



This week in maths in Year 1 we are.....

Learning about addition and subtraction

Rehearsing number facts to 10 by heart, e.g.
8.....8+0, 7+1, 6+2, 5+3, 4+4
7.....7+0, 6+1, 5+2, 4+3

Learning addition can be done in any order.
E.g. 4+3=7 3+4=7

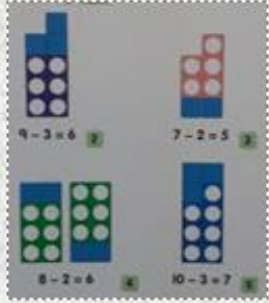


Learning about the inverse relationship when adding and subtracting.
Children will be encouraged to see the triadic (three-way) associations between numbers (e.g. 4+2=6, 6-2=4, 6-4=2)

Writing number bonds as number sentences.
E.g. 8+0=8, 7+1=8, 5+3=8, 4+4=8

Doubling to double 6
0+0, 1+1, 2+2, 3+3, 4+4, 5+5, 6+6

Adding 3 numbers, spotting pairs to 10
2, 4, 8
(8+2)+4=
10+4=14

JA 18.1.16



Words and terms to use in conversation
Add, plus, total, compare, subtract, take away, minus, difference, equals, facts, pattern, similar, different, combination, remember.

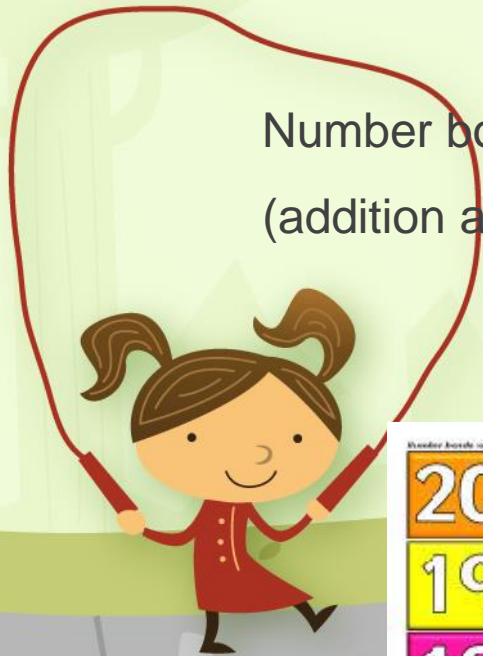
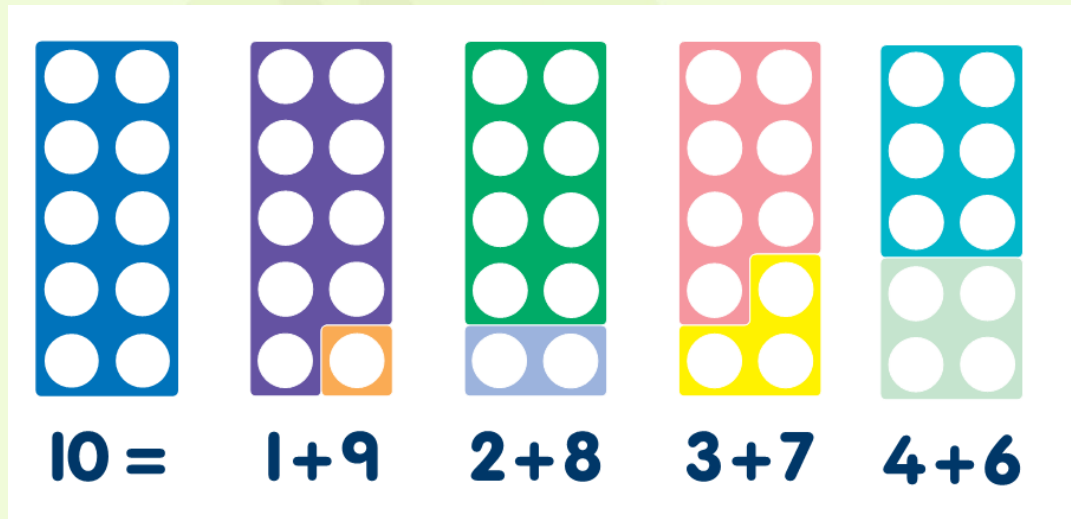


Maths Homework

Learn It – prepare for Friday's challenge...aim to beat Monday's score.

Number bonds to 10 off by heart
(addition and subtraction facts)

Number bonds to 20 off by heart
(addition and subtraction facts)



Number bonds to 10 (page one)	Number bonds to 10 (page one)	Number bonds to 10 (page one)	Number bonds to 10 (page one)	Number bonds to 10 (page one)
20 → 0	16 → 4	12 → 8	8 → 12	4 → 16
19 → 1	15 → 5	11 → 9	7 → 13	3 → 17
18 → 2	14 → 6	10 → 10	6 → 14	2 → 18
17 → 3	13 → 7	9 → 11	5 → 15	1 → 19



How can you help at home with maths?

Play games that involve number, such as bingo, dice and card games. Board games such as 'Snakes and Ladders' can help with counting forwards and backwards. Play 'Guess My Shape'. Think of a shape. Your child asks you questions to see if they can guess the shape but you can only answer 'yes' or 'no'.

Liven up a long car journey by singing a song! Songs can be a fun way of practising number skills, whatever your age. Try a backwards counting song, like '10 in a Bed'.

Talking about recipes you use is great for bringing out the maths in everyday life; not only for measuring quantities, but also for following instructions, understanding first, second, third etc. You can practise counting by putting a cherry on each cake. You could also share out banana slices equally between cakes and tomatoes equally between kebab sticks. You could also set the timer and talk about the amount of time needed to complete a recipe.

When you do the washing, separate items of clothing: all the socks in one pile, shirts in another, and trousers in another. Divide the socks by colour and count the number of each.

Ask children to separate their toys into groups and ask them to tell you how they sorted them.



Science - Materials

Explore commonly found materials & describe some of their properties, including whether they are natural or man-made.



Find out the meaning of 'material' used in scientific sense. Look at classroom objects & discuss what they are made of. Explain where some materials originate.

Understand that the words used to describe the materials that objects are made from are called 'properties'. Differentiate between scientific & non-scientific words, e.g. wooden, bendy, hard, etc. compared to small or expensive. Identify some properties.

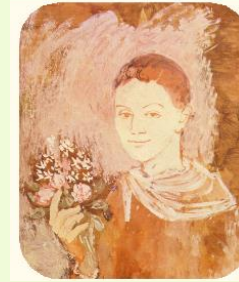
Identify objects that are made from materials that are man-made & others which are made from naturally occurring materials. Point out that many different objects can be made from the same material. Children research one material in particular.

Children will carry out simple tests to answer questions like: What is the best material for an umbrella, lining a dog basket, curtains, bookshelf, gymnast's leotard, etc.? They report on their findings & discuss how they could make their investigation better.





What differences do you notice between these two portraits?



Art-Self Portraits

Self Portraits will teach the class about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.

- I can draw a self portrait
- I can say what a portrait is
- I can explain that Picasso was a famous artist who painted portraits
- I can use colours to explore emotions in a portrait
- I can talk about Picasso's abstract portraits
- I can use collage materials to make an abstract portrait



Music

Read music

Learn to play
the musical
note B.

Learning to play the
Recorder

Left hand on top,
right hand below.

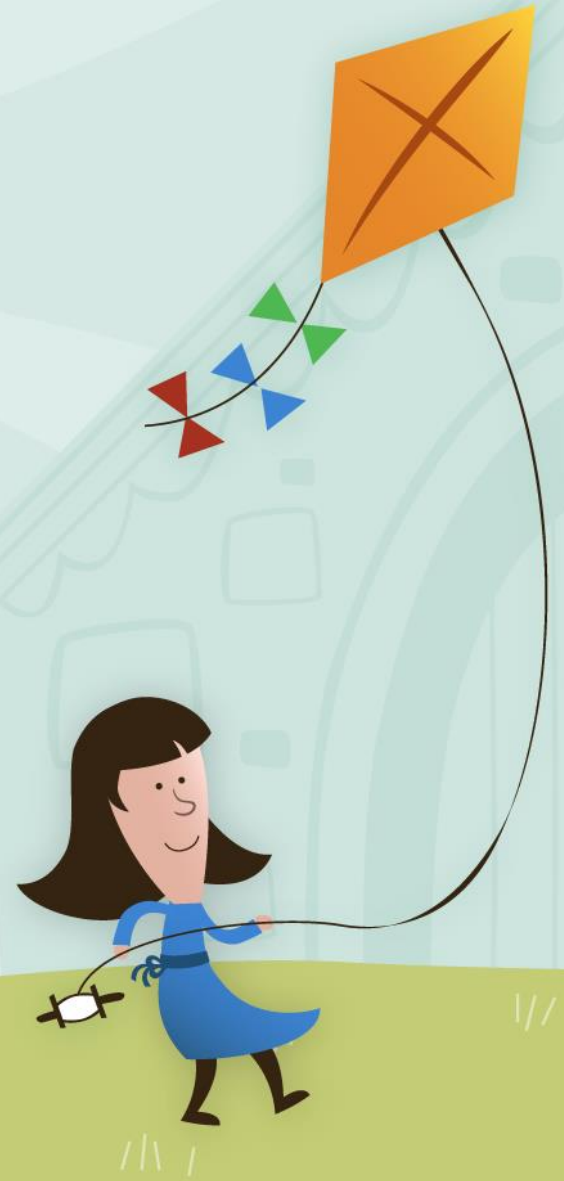
Children will demonstrate
their skills in the
Celebration of Learning
Assembly.



PE with Mr Hodgson – Wednesday afternoons

Gymnastics

- Travelling - direction
 - Balance
- Rolls – pencil/teddy bear/forward/backward/combat
 - Drama



School 360



Recommended websites

- School 360 Learning platform which has a wealth of great resources and applications.
<https://school360.co.uk/login1/index.php>
- Cbeebies website e.g. alphablocks
<http://www.bbc.co.uk/cbeebies/games/atoz/#/lb/alphablocks/alphablocks-games>
- <https://www.oxfordowl.co.uk/advice-for-parents/#>
- http://www.ictgames.com/sharkNumbers/sharkNumbers_v5.html



Thank you for listening.

