

Year 1

Spring Term Forum

Friday 10th January 2020

Mrs Anderson

Miss McLeod

Mrs Newton

Mrs Crowe

Class Teacher

TA

HLTA

Teacher



Timetable

		10.-10.30			11.00-11.45		C L I C M A T H S	L U N C H	D A I L Y M I L E	R E A D I N G	1.30-2.20			2.30-3.15	
Mon	Literacy		Asse mbly	B R E A K	Maths						Science		B R E A K	PSHE/ French	
Tues	Spelling		Asse mbly		Maths						History/music			PE	
Wed	Literacy				Maths						History			Computing	
Thur	Literacy				Maths						Swimming			Story	
Fri	Asse mbly	Free Writing			Maths						Design and Technology			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



Poetry

Out and About



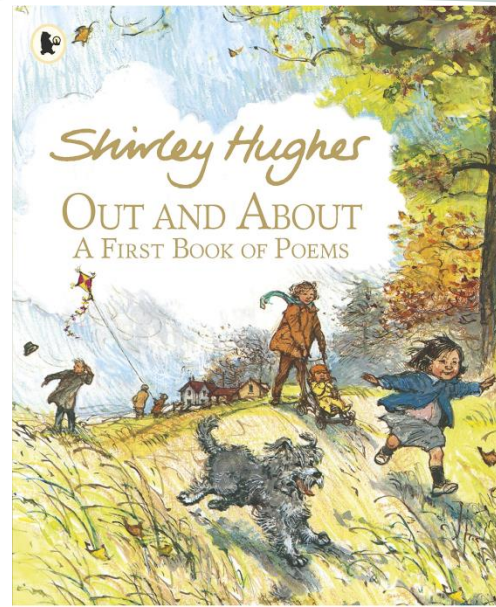
Wind

I like the wind.
The soft, summery, gentle kind,
The gusty, blustery, fierce kind.
Ballooning out the curtains,
Blowing things about,
Wild and wilful everywhere.
I *do* like the wind.



In this joyous collection of poems, Katie and her little brother, Olly, are ready for whatever each day offers--sunshine, wind, rain, mist, or snow. From the happy sights and sounds of the beach to the quiet beauty of leaves in a rain puddle, this exuberant volume captures to perfection the everyday wonder of being out and about.

Nouns Adjectives Plurals



- To make choices in selecting poems for anthologies
- To explore, interpret and respond to poetry
- To explore rhythm, rhyme and pattern in a range of poems
- To respond to and play with language in poetry
- To use poetry as a stimulus for art
- To perform in response to poetry
- To compose and perform own poetry





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 8th June 2020

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



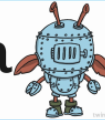
yop



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 7 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. Read with and to your child every day.



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

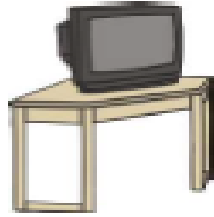
Lots of PRAISE!

Tell them often what they've done
well.

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



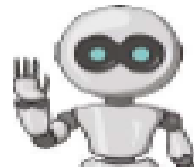
Top Tips To Help



Turn off the TV so that you can listen to and talk to your child. Model correct speech and pronunciation. Ask your child lots of questions.



Play 'I Spy' games. Can you find something beginning with...? How many... words can you see?



Pretend to be a robot. 'Can you bring me your s-o-ck-s?'



Encourage your child to segment (break up) words into their sound parts and blend them (push them back together) to read the whole word.



Flashcards

- Some everyday words in English have tricky spellings and can't be read by blending.
- Imagine trying to read the word *was* or *the* 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

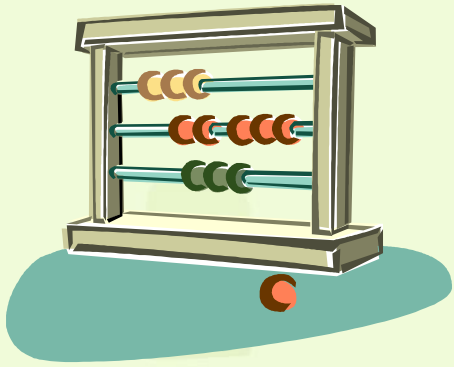


Spelling and Grammar

- 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.



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



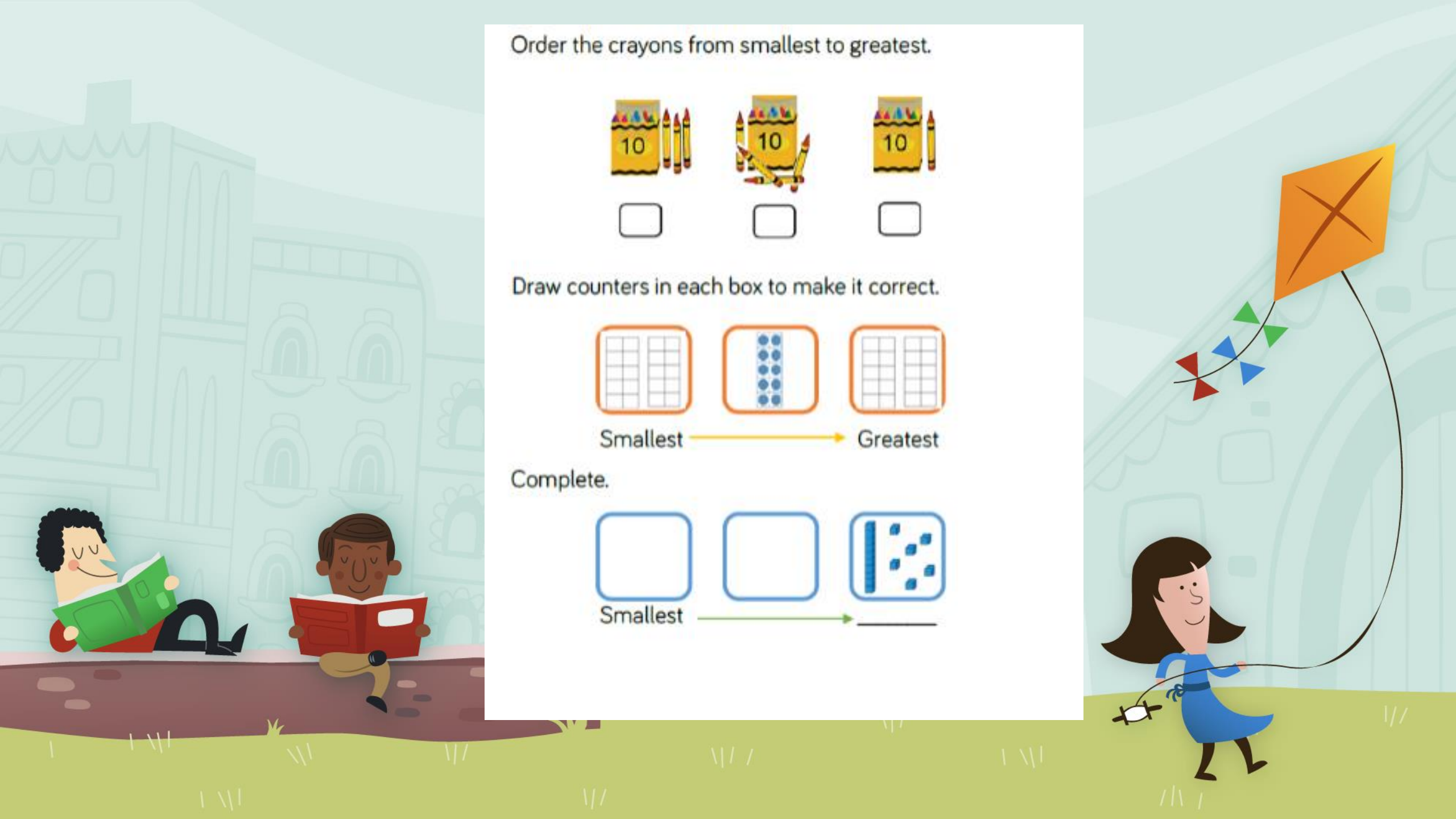
Greatest

Complete.



Smallest



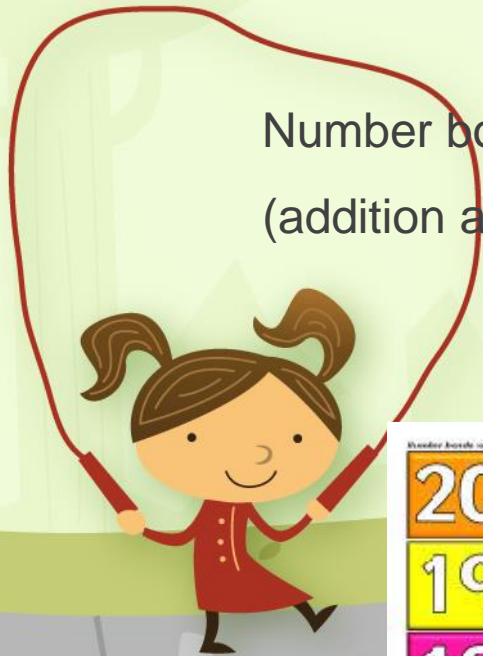
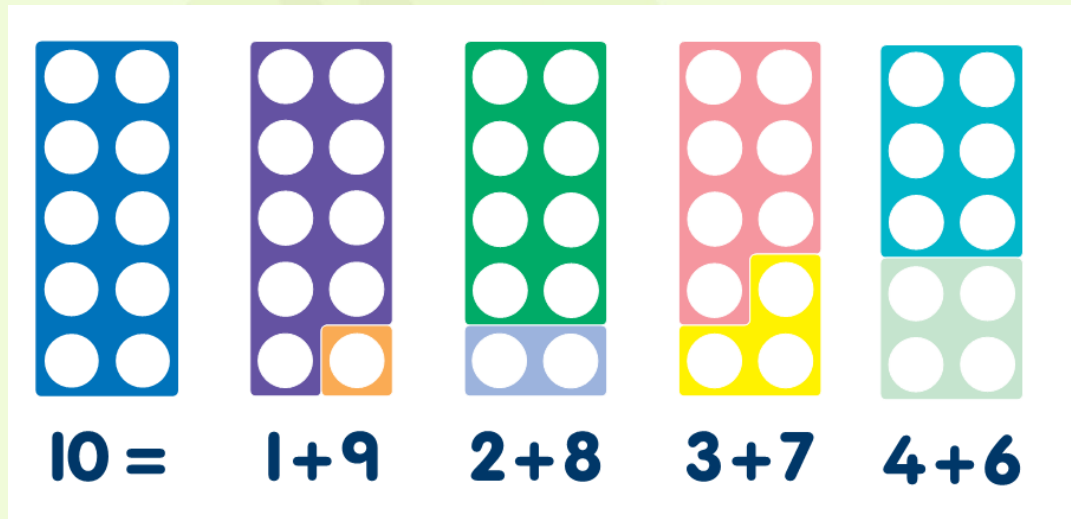


Maths Homework

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 two)	Number bonds to 10 (page one)	Number bonds to 10 (page two)	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.



Seasons



Science - Seasons

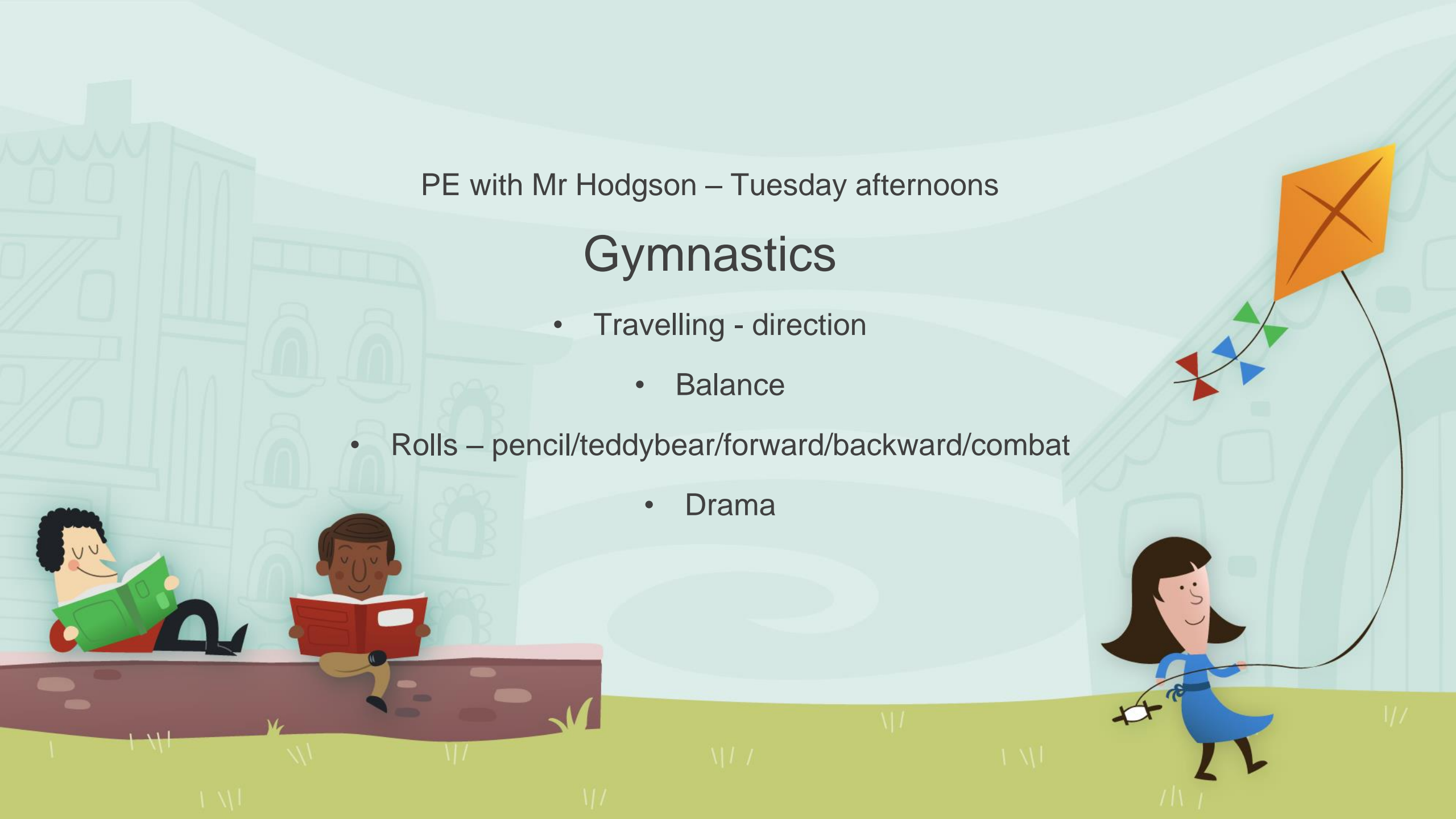
This 'Seasonal Changes (Autumn and Winter)' unit will teach your child about the four seasons, with a particular focus on autumn and winter. Children will learn what the word weather means and find out how different types of weather can be measured. Children will use a class weather station to observe, measure and record the weather across the seasons. They will also observe changes across the seasons by exploring the signs of autumn and winter through nature and wildlife. A range of learning activities are used in this unit including observation, discussion and learning outside. Children also work scientifically by collecting, recording and interpreting simple data.



PE with Mr Hodgson – Tuesday afternoons

Gymnastics

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



Design and Technology – Mrs Crowe - Friday

This 'Moving Traditional Tale Pictures' unit gives children opportunities to develop their understanding of mechanisms.

Children listen to and role play different Traditional Tales and then learn how sections of the stories can be made into a moving picture.

Following instructions on how to make different types of mechanisms, such as levers, wheels and sliders, gives children experience and information to draw on when developing their own ideas.

They sketch a design based on their ideas and then create their moving picture centred on the story of 'The Three Billy Goats Gruff.'

Children evaluate their finished product.

All children should.....

Explore an existing product.

- Draw a simple design.
- Make a picture which has at least one moving mechanism.
- Start to understand what design criteria is used for.
- Evaluate what they did well on their product.

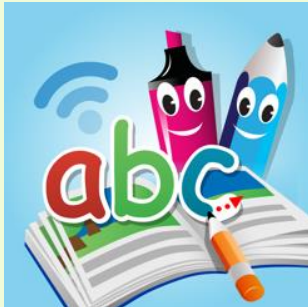


School 360



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
- <https://www.bbc.co.uk/cbeebies/shows/alphablocks>
- <https://www.ictgames.com/mobilePage/forestPhonics/index.html>
- <https://www.oxfordowl.co.uk/advice-for-parents/#>
- http://www.ictgames.com/sharkNumbers/sharkNumbers_v5.html
- https://www.youtube.com/watch?v=Zd_-ePFfens



PocketPhonics Stories ⁴⁺

UK phonics, reading & writing

[Apps in My Pocket Ltd](#)

- 4.5, 87 Ratings
- Free
- Offers In-App Purchases



Thank you for listening -
Any questions?

