



Year 1 Forum

September 2018

Class Teacher Mrs J Anderson

HLTA – Mrs J Newton

Housekeeping

- Mrs Newton welcomes children at the door in the morning.
- Mrs Anderson in classroom to meet and greet.
- Coat trolley in the classroom encourages independence from an early age.
- Children self register by putting an apple on the tree.
- Lunch – band for option 2
- Money to go in the blue basket.
- Reading folders in baskets in corridor.
- Packed Lunch boxes on a trolley in corridor.
- Wake and Shake
- Free snack – fruit or veg daily
- Milk (morning break)
- Access to water all day





Child centred approach – 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.

Green for Great, Pink for Think,
Blue for Better

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

- ERIC –(Everyone Reading In Class)
- Daily phonics
- Home reading book
- Home library book

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!**





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



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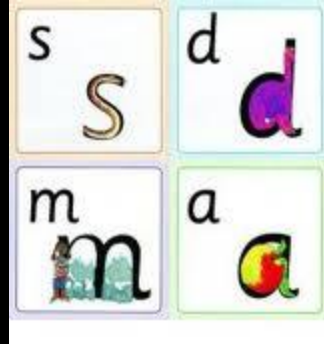
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Phonics



- 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.

Tricky Words – non-negotiable words

- Flashcards – need to be learned by sight
- I spy these words in library books
- Make extra sets of these cards and play snap/pairs
- When reading a sentence with a tricky word in it, try to encourage your child to miss the word out and read on, sometimes they can then work out what the word is by the grammar. E.g. The boy **saw** a dog.

Writing



- Monday – Diary Writing
- Tuesday – Spelling (show book)
- Wednesday – Grammar (see poster)
- Thursday – Talk for writing –model texts, boxing up, planning
- Friday – Talk for writing

Talk 4 Writing

- VCOP
- Vocabulary
- Conjunctions and, so, but
- Openers On, The, He, First, Next
- Punctuation .,!?

Goal Scorer of the week, the child who has written the best piece of Writing each week.

Examples of Writing Tasks in Year 1

Dear Zoo – Re-tell

Letter writing

Recounts – news

Non-Fiction – labelling – science
writing instructions

Poetry – Nursery rhymes – inventing own

Maths – counting, counting, counting!



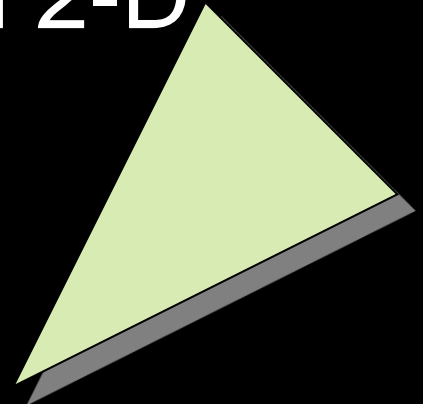
- *Count to 10, forwards and backwards, beginning with 0 or 1, or from any number.*
- *Count, read and write to 10 in numerals and words.*
- *Given a number, identify one more, one less.*
- *Identify and represent numbers using objects and pictorial representations including the number line, and use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

Maths + and -

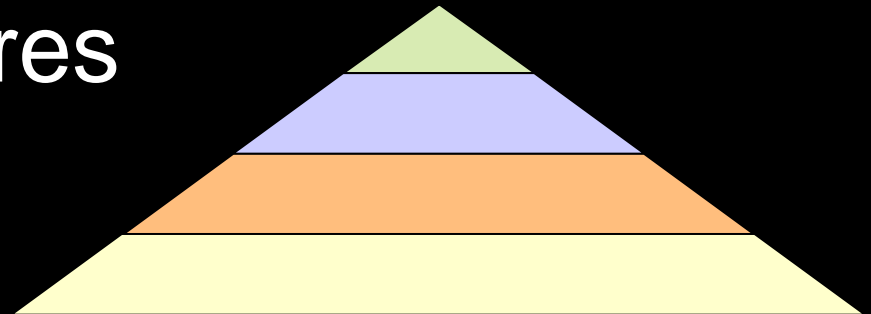
- Represent and use number bonds and related subtraction facts within 10 (numicon)
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Add and subtract one digit numbers to 10 including 0.
- Solve one step problems that involve + and -,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

Maths – Geometry: shape

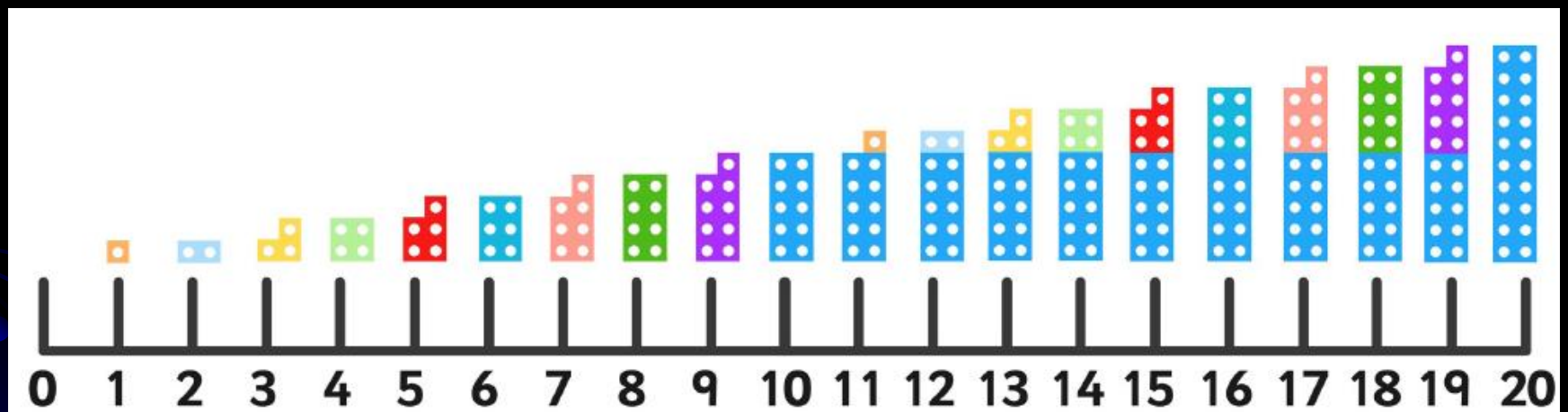
Recognise and name common 2-D shapes – rectangles (including squares), triangles, circles



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 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 + 2 = 10, 7 + 1, 6 + 2, 5 + 3, 4 + 4
7 + 3 = 10, 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 + 6, 1 + 6, 2 + 6, 3 + 6, 4 + 6, 5 + 6, 6 + 6

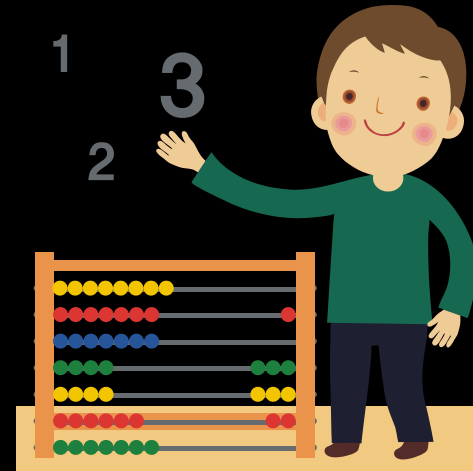
Adding 3 numbers, spotting pairs to 10
2 + 4 = 6
(6 + 2) + 4 = 12
10 + 4 = 14

Words and terms to use in conversation
add, plus, total, combine, subtract, take away, minus, difference, equals, facts, pattern, similar, different, combination, remainder.

JA 18.1.16

Big Maths

- The four elements of CLIC are:
- Counting
- Learn Its
- It's Nothing New
- Calculation



- CLIC is fundamental to mathematical development because this is the learning sequence through which we all develop Numeracy.

First: Learn to count (*Counting*)

Second: Learn to remember totals as facts (*Learn Its*)

Third: Learn to apply those facts in new situations through 'swapping' the 'thing' being counted (*It's Nothing New*)

Fourth: Learn to structure all the previous three into a formal calculation (*Calculations*)

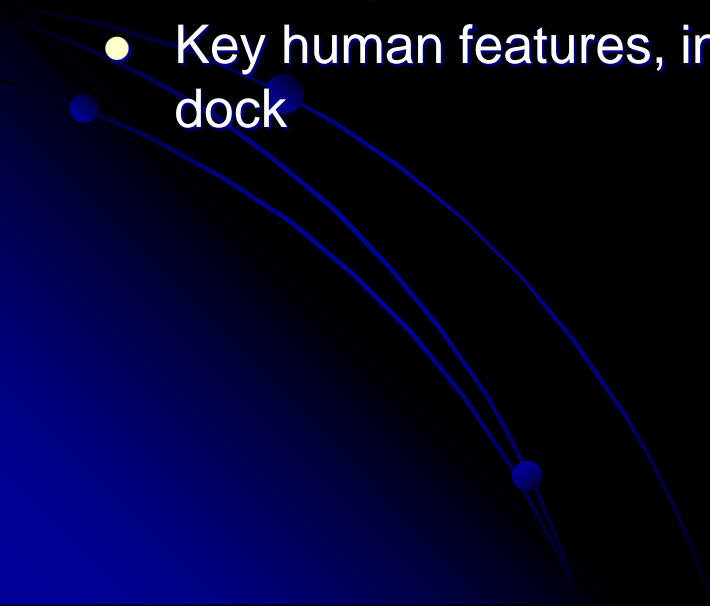
CLIC is a sequential programme of daily basic skills for Numeracy. It provides a constant, daily drive to up-level children's Numeracy.

How can I support my child?

- When your child is ready they will receive a 'Learn It' each Monday.
- Help your child to learn number facts at home.
- practise their 'Learn Its' the aim is that they know the number facts by heart.
- Learn Its are timed e.g. to be completed in 30 sec
- Ask your child to talk through the number facts and relate this to work they have been doing in class - encourage them to teach you!
- Praise! Celebrate the successes.



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 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.



Design and Technology

- Funny Faces

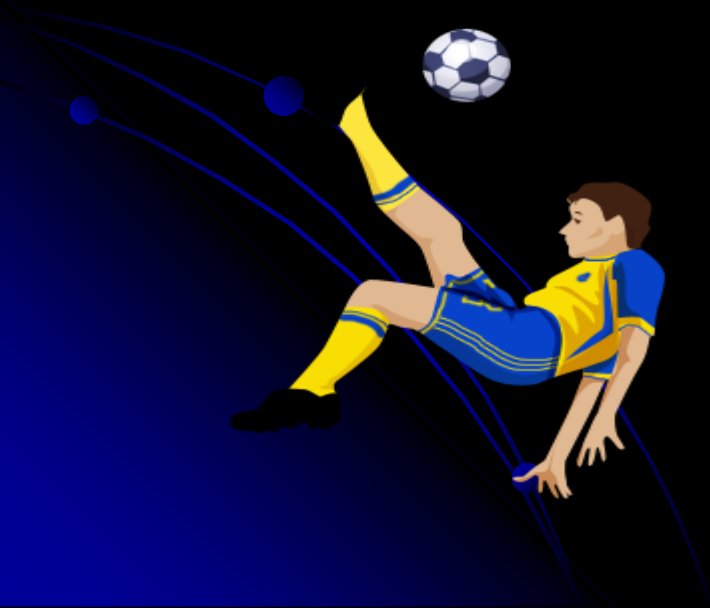


- Linked to science – look at faces. Make their own fabric face.
- Combining materials, joining – gluing, sewing, stapling etc.

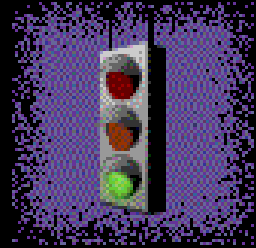


Other Curriculum Areas

- Field Day – Wednesday (afternoon)
- PE – Mr Croser Tuesday afternoon
- Computing – Mrs Newton Wednesday afternoon
- Swimming – Thursday Afternoon



Behaviour



- Children rewarded with stickers, housepoints, Captain's Table, certificates 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 HeadTeacher 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 may be required to fill in a form which asks 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.

Peer Massage

- Afternoon for ten minutes
- Given and received with child's permission
- Fully clothed
- On the back, head, arms and hands
- All children ask permission from their partner and say 'thank you' to their partner at the end
- Studies have shown that:
 - Children are calmer and have improved concentration
 - Children have more confidence and improved self-esteem
 - Teaches children to respect others and leads to social inclusion
 - Helps children to recognise 'good' and 'bad' touch.
 - Calm classroom environment!



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
<http://www.bbc.co.uk/cbeebies/games/atoz/#/lb/alphablocks/alphablocks-games>
- <http://www.oup.com/oxed/primary/rwi/forparents/>
- <http://www.oxfordowl.co.uk/>
- <http://www.oxfordowl.co.uk/welcome-back/for-home/maths-owl/maths>
- Make it fun!!!!

Thank you