

A Guide to Year One at Neroche Community Primary School



2021-2022

General Information

Year 1 (Elm Class) is taught by Miss Jessica Millard, the Deputy Head. Mrs Laura Millard covers Miss Millard's leadership time with the class for 1 and a half days. Mrs Scribbins is the class HLTA.

The classroom is situated just off the hall. Year 1 has its own outdoor learning space, providing key transitional support from the EYFS. The classroom has its own cloakroom and toilets and its outside door leads onto the EYFS and KS1 playground (via the Year 1 outdoor learning space).

When the children arrive in the morning, they carry out reading, writing or maths related independent activities until the register. This helps to build their independence and provide an opportunity to check in with the children and settle into the day. Independence is encouraged in Year 1 in many different ways, from writing independently, selecting a reading book, to filing away work and getting belongings (jumpers, bags etc.) for home without assistance.

Break time is at 10am with the Year 2 class. The children are provided with free fruit, or they can bring their own healthy snack. Named water bottles are taken out to play and are kept in boxes in the classroom for access to drinks throughout the day.

Lunch is just after 12pm. Home packed lunches eat in the Year One classroom with other Reception and Year Two children who have packed lunches. If children have a hot dinner, they eat this in the hall. On warm days, children with packed lunches have the option to eat outdoors.

In the Autumn Term, whilst transitioning from the EYFS curriculum there are elements of continuous provision within the school day (where children have time to choose an activity).

All children should bring a named water bottle in order to have access to a drink throughout the school day.

In the second half of the Autumn Term, Year 1 take part in a performance with Year 2. This is either a winter play or a nativity (alternated on a yearly basis). Tickets are given to parents and family members and a community performance is held.

We will continue using Tapestry in Year 1 as an observation and assessment tool, based on the Year 1 National Curriculum. In addition to this, we will be using it to celebrate 'Wow Moments'. These will replace Celebration Bags. A Wow Moment could be a special piece of work that your child has produced at school or even something they have done at home that they want to share. As well as 'Wow Moments' on Tapestry, each week, two Shining Stars, a 'Bee' the Best You Can be award, a Show That You Care award and a Polished Presentation award will be given.

Spellings

Year 1 spelling rules are taught each week as well as Year 1 Common Exception Words that derive from the National Curriculum word list for Year 1. Each week the children will be set a spelling activity on the online spelling programme ReadIWriter. This activity will relate to the new rule they have learnt and they will come home with a list of example words on their Home Learning sheet. During the following week, the teacher will assess the children's confidence with that spelling rule by completing a spelling rule check with them.

Phonics

Children in Year 1 continue to consolidate their understanding of Set 1 and 2 sounds from the Read Write Inc. Phonics programme that they followed in Reception. They will also be introduced to Set 3 phonemes (sounds). With each new sound that is learnt, each child will bring home a sound sheet to support and continue their learning at home. By the end of Year 1, the children will be familiar, and able to apply, all 3 Sets of RWI sounds in their reading and writing.

At the end of Year 1 (in June) the children take part in a statutory assessment called the Year One Phonic Screening Check. This is where the teacher sits down with each child individually, to check that they can segment and blend 40 different words (20 made up words and 20 real words). The children practice this style of 'quiz' reading throughout the year. At this age we do not use the word 'test' with the children and have a positive approach to completing the activity, keeping it fun with stickers and other rewards.

Reading

Children in Year 1 continue to read books relating to book band colours and are encouraged to read each book 3 times before changing it. Reading the book 3 times is recommended in order to support fluency in reading and word recognition skills. Some children may meet a certain criteria of reading assessment to begin the reading programme Accelerated Reader (usually in the summer term of Year 1). This programme is aimed for children from Year 2 upwards so it is not a guarantee that children will begin this programme in Year 1. Accelerated Reader provides an online reading test, completed at school, which determines the child's reading age and book level (ZPD). Children can then read books within their given book level and quiz on these books to gain points. Children are set a target to work towards by their teacher, and when they have reached their target, they can earn star badges. Children not on Accelerated Reader can also achieve Star Reading Badges through individual reading challenges.

Children can continue to take part in voluntary reading challenges set each term in order to gain reading challenge badges. Children are supported with choosing their books to take home and a record is kept in school to keep track of which books your child has read.

In Year 1, children will become more fluent readers, beginning to rely less on segmenting and blending for known words, and instead reading these words by sight. Phonics will still be one of their main strategies for reading unknown words at this stage, alongside looking at the pictures, thinking about the context of the sentence/text, reading on etc. The class read at least five books together each day. These can include: a story from a focus author; a poem; a child-chosen book; a non-fiction text and reading in English lessons. As a class, each day we focus on a new word: our 'word of the day'. Both of these initiatives are to encourage a language-rich learning environment.

Writing

In Year 1, the children will continue to follow the RWI scheme Get Writing, where reading books and writing closely matches to support reading and writing development in line with their progress in phonics. The children will have between three and four sessions of English that focus on the RWI Get Writing books. Lessons involve reading, grammar, punctuation and writing activities. In order to further enhance the English programme at Neroche, the children also complete extended pieces of writing relating to their current curriculum topics or science work. This is to ensure that the children have a wide range of writing experiences, both fiction and non-fiction, spanning a range of genres such as information booklets, recounts, letters, retells and character descriptions. For more information, please see the English Overview in the English section on our Curriculum area of the school website.

By the end of the school year, the children will be writing in sentences with capital letters, full stops and applying question marks and exclamation marks. They will use conjunctions such as and/because to extend sentences or join to sentences together. Spellings of longer, unknown words should be phonetically plausible. Correct letter formation will be modelled and repeatedly taught

Year 1 children will also have grammar lessons where they will learn about a range of grammatical aspects such as word classes, prefixes and suffixes and coordinating sentences.

Maths

In Year 1, Maths is taught 5 days a week which includes 1 Maths Fluency session to consolidate and recap number skills. Maths in Year 1 is focused on consolidating number knowledge through practical experiences and beginning to understand more formalised ways of recording maths work. We follow the White Rose maths scheme where small, supportive steps of progress are made by reinforcing number and building competency, and where depth is valued before breadth; allowing children to fully understand mathematical concepts before moving on to new learning.

Children will continue to have access to Numbots and will be introduced to Times Table Rock Stars in the second half of the Autumn Term. Home learning for Maths will be focused on using these platforms to help improve fluency in times table and number sense. By the end of Year 1, the aim is that children are secure in their 2, 5 and 10 times tables.

By the end of the year, children are expected to:

- learn their 2,5- and 10-times tables
- be able to add and subtract mentally for smaller numbers and known number bonds
- add and subtract larger numbers by recording workings using a number line and bridging through multiples of 10
- understand what a half, a quarter and whole means when discussing fractions
- compare 2D and 3D shapes by discussing their properties
- begin to understand the need for units of measurement when comparing weight, length, height and capacity.

Science

Science is taught on a weekly basis and is taught throughout the year in blocks, apart from 'Seasonal Changes', which is taught on an ongoing basis for tangible practical learning and observations to be made. Children will begin to understand what the subject Science is and how to work scientifically. This will be the first time they will have been introduced to the subject with its specific name, despite having been taught it in the EYFS through the area of Understanding the World.

Children in Year 1 will be exposed to the topics: Animals including humans; Materials and Plants. At the beginning of each topic, children will explore what they would like to learn. By the end of the topic, children will revisit these questions and evaluate their learning. In addition, they will also explore and evaluate the health and safety aspects of Science.

PE

In year 1, PE is taught twice a week. The children will master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination, and begin to apply these in a range of activities (yoga, gymnastic, cricket and rounders). The children will also have the opportunity to participate in team games, developing simple tactics for attacking and defending (multi skills, cricket, tennis and rounders). Dance is also featured in year 1, children will learn to perform dances using simple movement patterns.

RSHE

In year 1 the children complete a rotation of activities throughout the year and have a 40 minute to an hour lesson each week as a whole class. Activities include road safety, washing hands, building respectful and caring relationships, in

responsible, looking at the feeling of jealousy and looking at drink and toy hazards. This will be taught through online videos, whole class discussions and independent work.

History

In Year 1, History is taught in three of the six half terms across an academic year. In Year 1, children develop an awareness of the past, using common words and phrases relating to the passing of time. They begin to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They begin to use a wide vocabulary of everyday historical terms. They ask and answer questions and begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Geography

In year 1, Geography is taught in three of the six half terms across an academic year (the opposite half terms to when history is taught). In year 1, children develop knowledge about the world, the United Kingdom and their locality. They begin to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Design Technology

In Year 1, DT is taught in three of the six half terms across an academic year (the opposite half terms to when Art and Design is taught). During the year, the children will learn through a variety of creative and practical activities. They will be taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making. Food and nutrition is a part of the DT National Curriculum, and in Year 1 pupils will learn to use the basic principles of a healthy and varied diet to prepare dishes and begin to understand where food comes from.

Art and Design

In Year 1, Art is taught in three of the six half terms across an academic year (the opposite half terms to when DT is taught). The children will learn about, and compare, famous artists and designer. They will use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Through their artwork they will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Computing

Computing is taught across the school in five modules: Programming, Internet Safety, Handling Data, Technology in our Lives and Multimedia. In programming, Year 1 will be learning about programming for movement using Beebots; interactive direction programming and programming Beebots to follow a sequence of instructions. In Internet Safety, Year 1 will be taught safe image searching and communicating safely online in conjunction with SMART-including communicating by using email. Handling data will include counting technology, using technology to collect information, including photos, videos and sound. Technology in our lives will cover discovering technology at home and school, along with, investigating technology in our toys. Finally, multi-media will include using film to present information and describing toys using online software.

RE

RE is taught every other half term and follows Somerset's RE Syllabus AMV (Awareness, Mystery and Value). In the Autumn Term the children learn about what Christians believe about Jesus. In the Spring Term, the children learn what Christians believe about God. In the Summer Term, the children learn what Jewish people believe about God.

Music

In year 1 music is taught every other half term as a signal subject following a scheme of work called Music Express. Music builds on cross-curricular themes such as language development, sequencing, signing, and development of communication skills. A range of activities are used to structure the lesson and pupils are encouraged to participate at their own level. Pupils will have the opportunity to take part in playing tuned and untuned instruments, listening to compositions from different composers and singing activities every lesson. In year 1 children focus on exploring sounds, beat and pitch; this is taught through the topics ourselves, weather, machines, water, number and animals.

