We always say "I CAN"

Reinwood
Infant & Nursery School

# The Year 1 Curriculum And Practical Ideas

This booklet is designed to give you some useful ideas about how you can help your child to make a fantastic start on that long journey of learning.

# National Curriculum – Year 1 End of Year Expectations

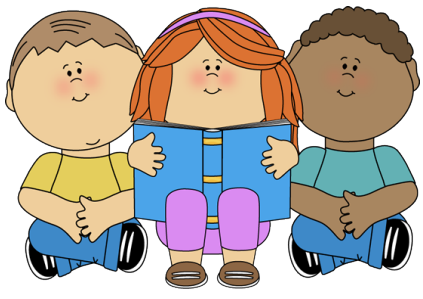
***Reading: Comprehension***

***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Discussing word meanings, linking new meanings to those already known

***Understand what they read, in books they can read independently, by:***

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Discussing the significance of the title and events
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.



***Writing: Transcription***

***Spell:***

- Words containing each of the 40+ phonemes already taught
- Common exception words
- The days of the week

***Name the letters of the alphabet:***

- Naming the letters of the alphabet in order
- Using letter names to distinguish between alternative spellings of the same sound

***Add prefixes and suffixes:***

- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Using the prefix un–
- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Apply simple spelling rules
- Write from memory simple sentences dictated by the teacher that include words using their phonics and common exception words taught so far.

***Writing: Handwriting***

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

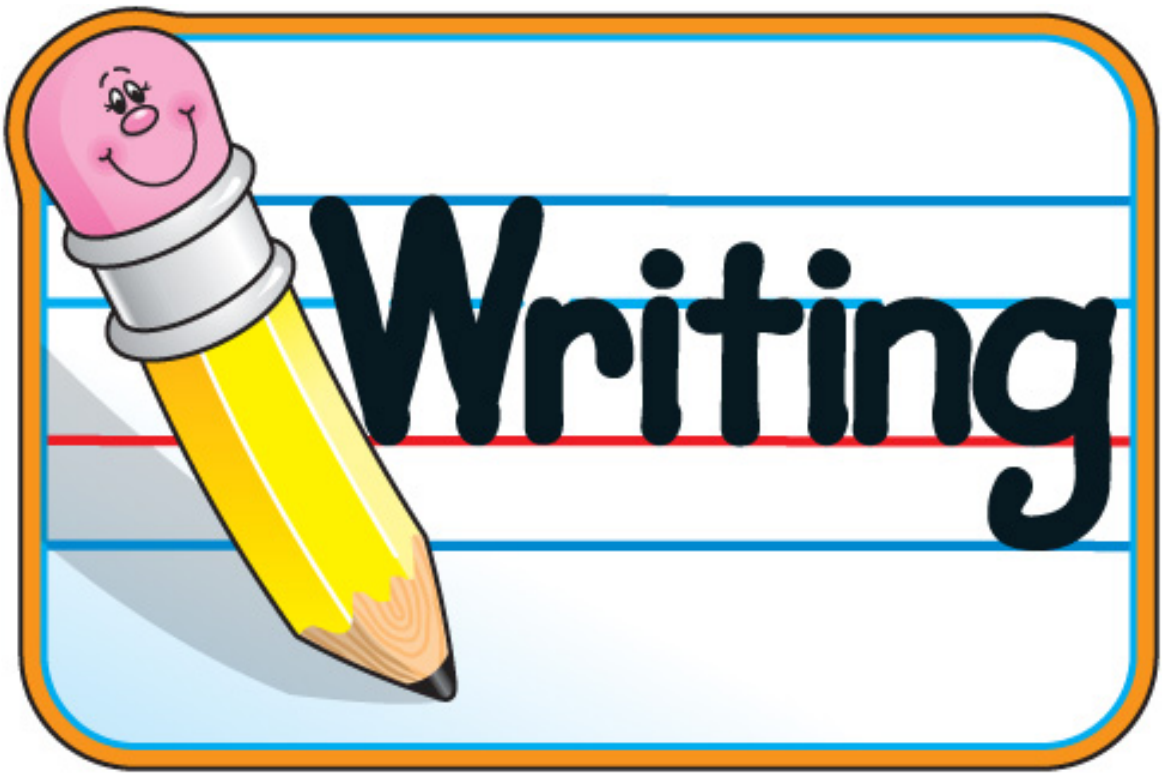
***Writing: Composition***

***Write sentences by:***

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

***Writing: Vocabulary, Grammar & Punctuation***

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1
- use grammatical terminology



## Maths

### *Number: Number & Place Value*

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Given a number, identify one more and 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
- Read and write numbers from 1 to 20 in numerals and words

### *Number: Addition & Subtraction*

- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- 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 = – 9.

### *Number: Multiplication & Division*

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### *Number: Fractions*

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

***Measurement***

***Compare, describe and solve practical problems for:***

- Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- 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]
- Time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

***Geometry: Properties of Shapes***

***Recognise and name common 2-D and 3-D shapes, including:***

- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

***Geometry: Position & Direction***

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

## Science

***Working Scientifically (Key Stage 1)***

*During Year 1, pupils should be taught to use the following practical scientific methods, processes and skills:*

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

***Plants***

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

***Animals (including humans)***

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

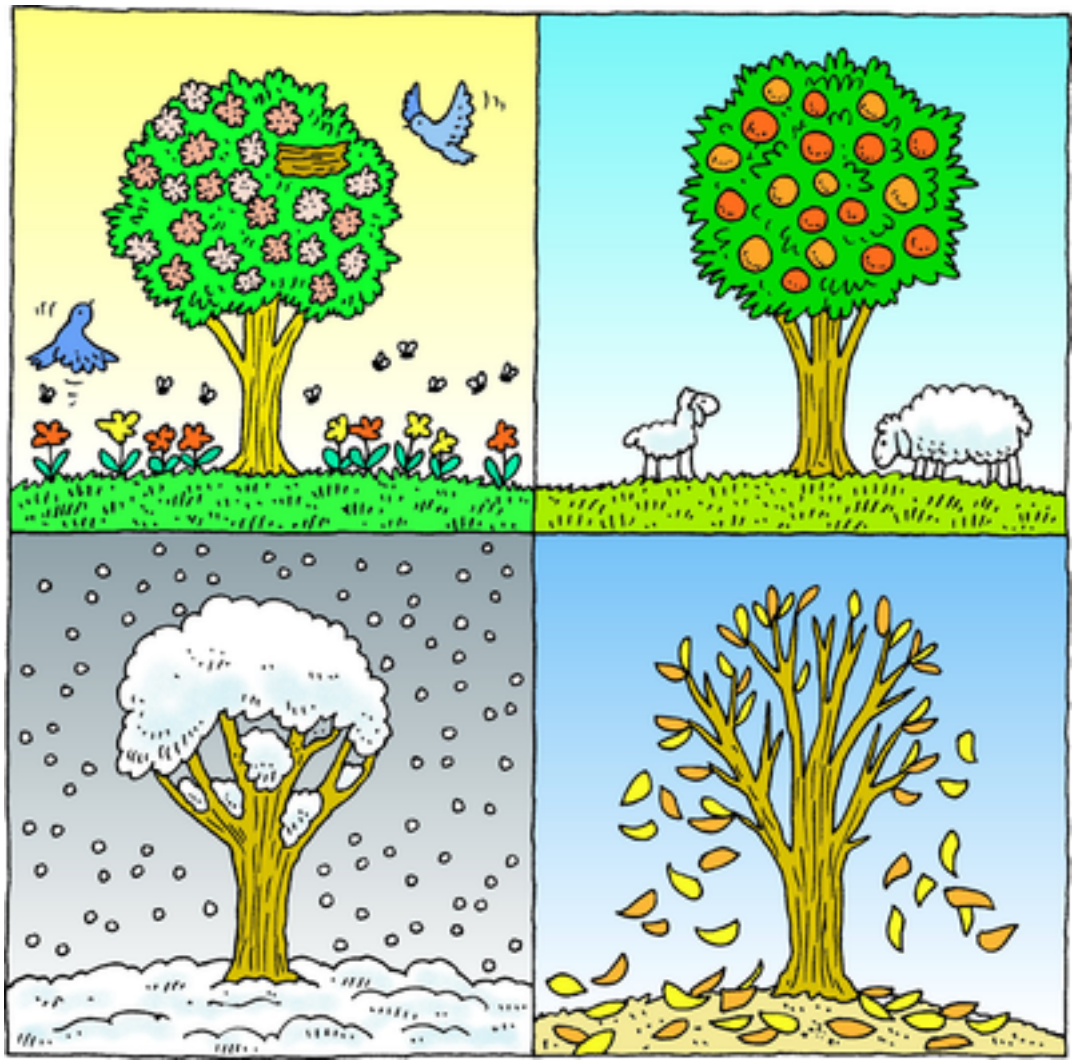
***Everyday Materials***

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

***Seasonal Changes***

- Observe changes across the four seasons and describe weather associated with the seasons and how day length varies.



## The computer

There are many commercially produced programs for the computer. However, if you have access to the internet **www.bbc.co.uk/schools** is an excellent site that has many useful phonics games in a range of subjects that are suitable for your child.

Other good ones are:

- Oxford owl - www.oxfordowl.co.uk
- www.ictgames.com (poop deck pirate, Help a Hedgehog).
- www.phonicsplay.co.uk

**Writing Box idea!**

Spelling is harder than reading words – children need so much praise!

Could put together a box of the following for them to play with!

- Whiteboards and pens are a good way for children to try out spellings and practise their handwriting.
- Make or buy an alphabet poster or sound mat.
- Magnet letters
- Pens/gel pens/pencils/crayons etc to write with.
- Different coloured paper/paper with lines etc.
- Notepads – could even start a diary!
- Old birthday cards.

**Ways to support your children at home: what to do if**

**your child is reluctant to read or write at home.**

**Reading**

- Make sure your child sees you reading.
- Read **to** your child. Show you like the book. Bring stories to life by using loud, soft, scary voices – let yourself go!
- Leave books around the house for your child to dip into.
- Let your child choose what **they** would like to read – books, comics, occasional reading on the ipad.
- Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, lunch, fresh milk, fish and chips, jam.
- Work on reading words together, for example, a street name such as Park Road, captions on buses and lorries, street signs such as bus stop.
- Games – Scrabble, Boggle, word search etc

**Writing**

- Make sure your child sees you writing.
- Compose an email together inviting a friend over to tea.
- Continue to make words together, using magnetic letters.
- Leave a message on the fridge door and encourage them to write a response.
- Write a shopping list together.

## Key Terminology used in English

- **Phoneme** – the sound made by a single letter or combination of letters.
- **Grapheme** – the letter.
- **Blending** – the process of putting sounds together to say a word when reading.
- **Segmenting** – the process of breaking a word up into sounds.
- **Digraph** – 2 letters representing 1 sound or phoneme. (e.g. ba<u>th</u>)
- **Trigraph** – 3 letters representing 1 sound or phoneme. (e.g. n<u>igh</u>t)
- **Split digraph** – The old magic e, e.g. mat/mate
- **Caption** – a title or short explanation that accompanies a picture.
- **High-frequency/Tricky words** – words that occur most commonly in books and can't be read phonetically.
- **Suffix** - A letter or group of letters added to the end of a word to make a new word, e.g. play/playing.
- Prefix – A group of letters added to the beginning of a word to make a new word, e.g. tidy/untidy.
- **Adjacent consonants** – consonant cluster blends, e.g. <u>br</u>ing, <u>spr</u>ing and thi<u>nk</u>.

**Phonics**

Phase 1 (Nursery)

- Showing an awareness of rhyme and alliteration
- Distinguishing between sounds in the environment and phonemes
- Exploring and experimenting with sounds and words
- Beginning to orally blend and segment phonemes.

Phase 2 (Reception)

- Using common consonants and vowels
- Blending for reading and segmenting for spelling simple c-v-c words
- Understanding that words are constructed from phonemes and that phonemes are represented by graphemes

Phase 3 (Reception & Revise first half term Y1)

- Knowing one grapheme for each of the 44 phonemes
- There are 44 phonemes in the English language!
- Reading and spelling a wide range of c-v-c words
- Using all letters and less frequent consonant digraphs and some long vowel phonemes in reading and writing.

Phase 4 (Reception/Year 1)

- This is a consolidation unit. There are no new graphemes to learn.
- Reading and spelling of tricky words continues.
- Segmenting adjacent consonants in words and applying this to spelling
- Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.

## Phase 5 (Year 1)

- Reading phonetically decidable two-syllable and three-syllable words
- Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes, e.g. see/sea
- Spelling complex words using phonetically plausible attempts

Spelling

In Year 1, every Friday, your child will take part in a spelling quiz. With the introduction of the New National Curriculum, there is a now a big focus on spelling 'common exception words' accurately, e.g. because, said, people etc. At Reinwood, we have always focussed on this area; however, we have decided to slightly adapt how we implement and monitor spelling in all areas of the Curriculum, as part of this year's School Development work.
One area where you will see the change will be in the spelling quiz on a Friday. This will be done as follows:

- There will be 6 words based on the sounds taught in phonics.
- There will be 2 common exception words taken from the New National Curriculum guidance.
- Finally, there will be 2 mystery words based on the sounds taught in phonics to see if they can apply the spelling pattern. You and your child will not know what these 2 words will be but could practise similar sounding words.
  This is what the format will look like:

| Name: | |
|---|---|
| Sounds to learn this week: | Revise: ai, ee, oo |
| Words to read and spell following the spelling pattern: | **pain, tail, feel, week, book, room** |
| Common exception words to also read and spell: | **was, to** |
| Please help your child to read and spell both sets of words for the spelling quiz on Friday. Remember as part of the quiz there will be 2 mystery words that will follow the spelling pattern to show that your child can apply the sound. Thank you. | |

The spelling quiz will be fun and the children have always enjoyed the challenge of becoming a 'Spelling Wizard'! We will let you know how your child has done each week by sending home your child's marked spelling quiz.

**Maths**

**Commercial games:**

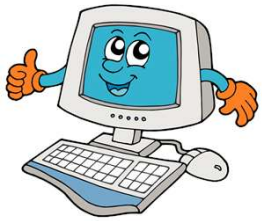
Snap, beetle drive, snakes and ladders (and the alternative version – start at 100, subtracting your way to 0 – so it's good to slide down snakes and hard work if you go back up a ladder), pairs, dominoes, Rummikub, Battleships – all of these are great for practising skills and sharpening mental maths abilities.

Junior Sudoku books with simple 3 x 3 or 4 x 4 grids are good for reasoning.

Junior Monopoly, card games, Rummikub etc

**ICT**

A useful website is www.ictgames.co.uk which has a great range of maths games to play online. Lots of these are designed for 2 or more players. They are used in school, so don't be surprised if you child has already played some of them.



**Good ideas!!**

- Count on and back in ones, twos, fives and tens from any given number – challenge to see how far you can count. Can you describe the patterns? You can also do timed counts.

- How many steps is it to ...? (Count your steps as you walk)
- How many numbers in a sequence can you write in 30 seconds?

- Find out when everyone in the family has their birthday – write them in order.
  Whose birthday is on an odd numbered date? Whose is on an even numbered date?

- Which day of the week am I thinking of? It is the day before..., after ... etc. Can you say the days of the week in order starting from ...?

- Play 'What's the time Mr Wolf?' Keep asking them the time. Buy an analogue watch as a present!

- Make up number or pattern sequences – challenge someone else to spot the pattern.

- **Multiple of 10s speed signs** on the road challenge – take it in turns to add up the value of two (or 3) speed limit signs - the person with the higher value gets a point. e.g. Person 1 spots 20 and 40 ( Total 60) Person 2 spots 30 and 40 (total 70) Person 2 scores 1 point. First to 10 points wins (good for car journeys!)

- Total all the numbers you see on road signs on the way to school.

- **Street number patterns** – count the numbers on doors – What is the sequence? What do you think the next number will be? Why do you think that?

- **Roaming robots** – give someone in the family instruct to get round the house – they have to do exactly wha

they are told! (NB. Do not try this in the kitchen in case there are hot appliances people could knock into)

- Play 'Simon Says' (using positional language – e.g. put your left hand on your right shoulder)

- **Mirrors** - stand opposite someone and copy exactly what they do to make a mirror image.

- I have 6 coins in my purse – what is the most money I could have? The least? If 3 coins are silver and 3 are copper – how would that change my answers?
  I have 5 coins totalling e.g. 23p - what coins could they be? (Make sure that the total you suggest can be made in at least 1 way!)

- **When out shopping** ask the children to find out the cost of different items in an aisle. Which are cheaper, Shreddies or Cornflakes etc – how do you know? What fruit could I buy for less than £1?

- If your child is becoming more confident with money, let children select coins to pay for small items at the corner shop or newsagent e.g. for newspaper, sweets or milk. Encourage them to start counting on from the larger coins first e.g. 50p 20p 10p 2p.

- Draw a line down the centre of squared paper (or crossed lines to make more difficult) – colour in a symmetrical pattern.

- **Symmetry spotter** – how many can you find? E.g. on a walk – ladybirds, butterflies, faces, etc.

- **Shapes around us** – what shapes can you see? (E.g. bricks - rectangles, chicken wire fence – hexagons, road sign – circle and for 3d shapes, tinned tomatoes – cylinder, ice cream - cone!)

- Cut a sandwich in half, eat half, then cut the half into quarters, eat a quarter and so on – how many times will you be able to cut the part that is left in half?

- **Measuring** – before you recycle bottles and containers – why not line them up in order of size – look at the labels. See how many containers of different shapes you can find that hold exactly 500ml or 1 litre.
  When baking etc. ask the children to weigh out the ingredients.
  How tall is everyone in the family? How will you measure them? Who is tallest, shortest etc?

Have fun!