



# Welcome to

# Meet the Teacher.....



## Year One

# Welcome to Key Stage One



Our department now consists of four classes:

Year One Blue – Mrs Best (Assistant Head - KS1 lead)

Year One Yellow – Miss Yates

Year One Teaching Assistants - Mrs Flaherty, Mrs Heath and Mrs Eccles

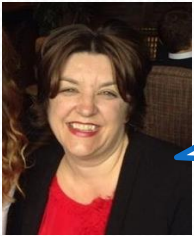
Year Two Blue – Mrs Weatherhead (Maths Lead)

Year Two Yellow – Miss Stirrup

Year Two Teaching Assistants – Miss O'Rourke, Mrs Eccles and Mrs Atkinson



# Year One Staff



Mrs Best



Miss Yates



Mrs Flaherty



Mrs Heath

Year One staff appreciate that the move from Reception to Year One can be big step for some children.

For this reason in the first half of the year we take a balanced approach to whole class lessons, for example, letters and sounds and maths. We do this alongside times when the children can access continuous provision with adult-led learning.





# What will my child be learning in Maths in Year One?

At Worthington we follow the White Rose Maths scheme. This breaks down the Year One National Curriculum for maths into blocks. Over the year, these blocks are repeated building up in difficulty.

*For example, Autumn One - Place Value to 10; Autumn Two - Place Value to 20; Spring - Place Value to 50; Summer - Place Value to 100.*

*Details of the blocks can be found here -*

<https://whiterosemaths.com/resources/primary-resources/primary-sols/>

Details of the expectations for the year in maths can be found on our website

<https://worthington-primary.trafford.sch.uk/wp-content/uploads/2010/12/Year-1-maths.pdf>

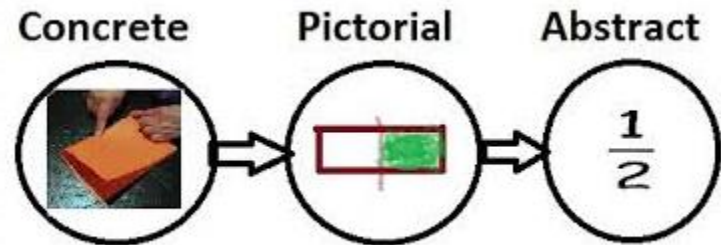


## How will my child learn in Maths in Year One?

During the lessons, the children will develop their fluency, problem-solving and reasoning. We encourage the children to talk about their work and model sentences using the correct mathematical vocabulary.

At Worthington we adopt a concrete, pictorial/visual and abstract approach to teaching maths.

The children are able to access resources to help them develop their understanding at any point in their maths lessons. Our calculation policy reflects this approach.





## Maths Long Term Plan Year One 2022/23

week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	<u><b>Number</b></u>  Place Value (within 10)  <b>1NPV-1</b> Count within 100, forwards and backwards, starting with any number. <b>1NPV-2</b> Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =					<u><b>Number</b></u>  Addition and Subtraction (within 10)  <b>1NF-1</b> Develop fluency in addition and subtraction facts within 10. <b>1AS-1</b> Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. <b>1AS-2</b> Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.					<u><b>Geometry</b></u>  Shape  <b>1G-1</b> Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	<u><b>Consolidation</b></u>  <b>1NPV-2</b> Reason about the location of numbers to 10 within the linear number system, including comparing using < > and =  <b>1NF-1</b> Develop fluency in addition and subtraction facts within 10.
Spring	<u><b>Number</b></u>  Place Value (within 20) <b>1NPV-1</b> Count within 100, forwards and backwards, starting with any number. <b>1NPV-2</b> Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =		<u><b>Number</b></u>  Addition and Subtraction (within 20)  <b>1AS-2</b> Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.		<u><b>Number</b></u>  Place Value (within 50)  <b>1NPV-1</b> Count within 100, forwards and backwards, starting with any number. <b>1NPV-2</b> Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = <b>1NF-2</b> Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers		<u><b>Measurement</b></u>  Length and Height  <b>1NPV-1</b> <b>1NPV-2</b> <b>1AS-2</b>		<u><b>Measurement</b></u>  Weight and Volume  <b>1NPV-1</b> <b>1NPV-2</b>			

## Maths Long Term Plan Year One 2022/23

week	1	2	3	4	5	6	7	8	9	10	11	12
Summer	<b><u>Number</u></b> Multiplication and Division  <b>1NF-2</b> Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers			<b><u>Number</u></b> Fractions		<b><u>Geometry</u></b> Position and Direction  <b>1G-2</b> Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	<b><u>Number</u></b> Place Value (within 100)  <b>1NPV-1</b> Count within 100, forwards and backwards, starting with any number. <b>1NPV-2</b> Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$		<b><u>Measurement</u></b> Money  <b>1NF-2</b> Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers	Assessment	<b><u>Measurement</u></b> Time	

Maths Knowledge Organisers  
Flashback Four

# Flashback 4

Year 1 | Week 1 | Day 1

1) How many pears?



2) How many fingers?



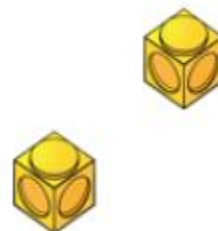
3) Who is taller?



Mo

Eva

4) 1, 2, 3, 4,





# What will my child be learning in English in Year One?

The National Curriculum for English is divided into spoken language, reading (comprehension and word recognition) and writing (transcription, handwriting, vocabulary, grammar, punctuation and composition)

Details for the Year One expectations can be found on our school website.

[https://worthington-primary.trafford.sch.uk/wp-content/uploads/2010/12/Year\\_1\\_English\\_Overview.pdf](https://worthington-primary.trafford.sch.uk/wp-content/uploads/2010/12/Year_1_English_Overview.pdf)



How will my child learn to read in Year One?

## SSP (Systematic, Synthetic Phonics programme)


Phonics has been taught in schools for many years now. This year the government announced that all schools must use a DFE-approved scheme. In order to be validated the scheme has to fulfil several criteria including:

- providing training for all staff
- ensuring that the reading scheme consists of decodable books which are fully matched to pupil's phonic knowledge

Our school has chosen

*Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.





How will my child learn to read in Year One?

## SSP (systematic, synthetic phonics programme)

You can find out more about how we will be teaching phonics development (reading and writing) at an information evening which will be held on :

Wednesday 12<sup>th</sup> October



# How will my child learn to read in Year One?



## **Practice Reading Sessions**

In addition, to teaching phonics the scheme allows us to teach early reading through fully decodable books which are carefully matched to the children's phonic development. We will continue to read in class within a group however this will be taught over three sessions rather than two. Over these three sessions the children will read the same book allowing the time to practise and develop fluency in their reading. 'Practise makes permanent' – a mantra developed throughout early reading. Each reading session will have a specific focus.

**Session One** – time to decode and read the books

**Session Two** – re-read and develop the children's prosody (ability to read fluently and with expression)

**Session Three** – re-read and develop comprehension of the text read

Breaking the sessions down like this ensures children's working memory isn't overloaded. In addition, it allows children repetitive practise to apply their letters and sounds learnt in the direct phonic sessions.



# How will my child learn to read in Year One?



## **Reading Books home**

Individual books will continue being sent home as stated in the reading letter.

**Online E-Book** – this book will be the book your child has read in their reading session in school that week. Over the coming weeks we will be sending out details of how you can access these e-books. The books are fully decodable and matched to your child's phonic development, and will enable you to support them throughout their phonic journey.

**Independent Book** – this book will be fully decodable and is for you to use to practise your child's fluency. You may feel at times it seems 'easy' for your child but please rest assured that your child needs this time to reinforce and practise their reading with the security of a book they can read fluently.

**Sharing Book** - these books are made up from our other reading scheme books that are not fully decodable. As part of a validated scheme the books children read need to be fully decodable. This has left many books 'redundant'. However, we will be sending these books home as an additional book you can enjoy with your children; please be aware there will be some words they will need support with. We have placed a sticker on these books so you know which book isn't fully decodable.

Reading happens all the time in a classroom – we ask the children to do shared reading; read labels around the classroom; use reading worksheets or word banks which help when the children are doing their work as well as all the games we play in letters and sounds.







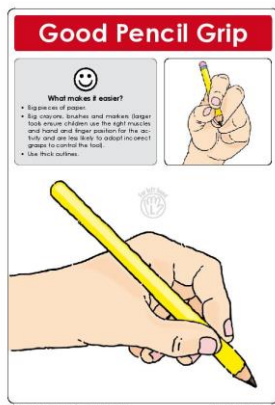
## How will my child learn to write in Year One?



In Year One the aim is to develop every element of writing to ensure the children move into Year Two as independent writers. Writing is like a jigsaw where all the pieces come together over time.

Handwriting – It is essential that children develop the correct pencil grip and form their letters correctly, starting and finishing in the correct place. This will make joining much easier as they progress through school. We develop the children's understanding of the letter families:

<http://www.teachhandwriting.co.uk/>







## How will my child learn to write in Year One?



Transcription – letters and sounds is an essential aspect of learning to spell in Year One. The children will have access to word banks, spelling journals as well as being encouraged to ‘have a go’ at sounding out more difficult words. There are expectations alongside letters and sounds for Year one and these are taught within the English lessons.

Vocabulary, Grammar and Punctuation – this is taught continually within the English lessons creatively.

Composition - We look at different genres of text in both reading and writing – looking at their purposes and format. The overview of these genres can be found on our class overview.

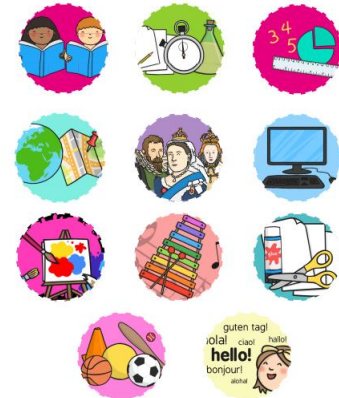


## What will my child be learning in other subjects in Year One?

Year One begin their journey into Key Stage One (KS1). During Key Stage One we teach the national curriculum which includes all the different subjects. This includes: Geography, History, Science, Computing, Spanish, Music, PE, Art and DT.

In KS1 we teach these subjects within a theme as this makes the children's learning more meaningful, however, we tell the children which subject it is.

We have created an overview of the year which includes the topics being covered. For some subjects these are titled with an enquiry question.





# What will my child be learning in other subjects in Year One?

Year One Overview						
YEAR ONE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Street Detectives</b>	<b>This is Me!</b>	<b>London's Burning</b>		<b>Glorious Gardens</b>	<b>Explorers</b>
<b>Trip</b>	Walk round Sale Moor			Visitor Samuel Pepys London's Burning performance	Walkden Gardens	
<b>Maths</b>	Place Value within 10 Addition and Subtraction within 10 Geometry – shape		Place Value within 20 Addition and Subtraction within 20 Measurement -length, height, volume and mass Place Value within 50		Multiplication and Division Fractions Place Value within 100 Measurement – time and money Geometry – position and direction	
<b>Writing Focus</b>	<b>Non-Fiction</b> <i>To inform</i> - Letter writing	<b>Narrative</b> – Augustus Smile - Lost story	<b>Story Recount</b> – Katie in London Real life setting <b>To recount</b> – Diary 'My Day in London'	<b>To inform</b> - Instructions <b>To entertain</b> - Counting poem	<b>To persuade</b> – poster Why Wild Gardens are important. -letter to Mr Searle asking for more flowers in the school grounds.	<b>Narrative</b> - The Great Explorer Unfortunately, / Fortunately, story  <b>To entertain</b> - Senses Poem
<b>Science</b>		How can we organise all the zoo animals?		Is there a pattern in the types of materials that are used to make objects in a school?	How do my cress seeds change over time?	
	Autumn	Winter		Spring	Summer Does the wind always blow the same way? In which season does it rain the most?	
<b>History</b>	Why is there a blue plaque in Sale Moor?			How did Samuel Pepys help us to find out about the GFoL?		How have aeroplanes evolved since The Wright Brothers?
<b>Geography</b>	How can we describe Sale Moor?		What did Katie see in London?			Why do we have different weather?
<b>Art</b>		How can I create portrait?		Can buildings speak?	How do artists portray flowers?	



# What will my child be learning in other subjects in Year One?

<b>D and T</b>		How can we make our photo frames stable?	How can we make a picture move?			Which fruit make the best fruit kebabs?
<b>RE</b>	Who is a Christian and what do they believe? Christianity		How and why do we celebrate special and sacred times? All Religions		What does it mean to belong to a faith community? Christian, Muslim and Jewish	
<b>Music</b>	Hey You	Christmas	In the Groove	London's Burning Performance	Your Imagination	Reflect, Rewind and Play
<b>PE</b>	Football/Tennis	Gymnastics/Hockey	Volleyball/Basketball	Dance/Golf	Cricket/Athletics	Rounders
<b>PSHCE</b>	Meet the Brain	Celebrate	Appreciate	Relate	Engage	
<b>MFL</b>	Can you count to 10 in Spanish? <i>¿Puedes contar hasta diez en español?</i>	Can you name the animals in Spanish? <i>¿Cuáles son los nombres de los animales en español?</i>		Can you say the days of the week in Spanish? <i>¿Cuáles son los días de la semana en español?</i>	What are the Spanish names for colours? <i>¿Cómo se dice los colores en español?</i>	
<b>Computing</b>	How can I log on and off on the computer?	How does Smartie the Penguin help us to stay safe on the computer?	What is an algorithm?		How can I use technology to combine text with photographs, graphics and drawings?	

This can be found under curriculum on the school website.

# How can I help my child at home in Year One?

## **Reading at Home**

**Maths** – after each block we will send home a PowerPoint called flashback four. It has a daily slide which has four questions related to the work covered in maths. Please use this to practice and embed your child's mathematical knowledge. White Rose App- details to follow shortly.

<https://whiterosemaths.com/homelearning/year-1/>

<https://whiterosemaths.com/for-parents/maths-with-michael/>

**Little Wandle-** Homework Sheet



## Year One Home Learning



Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Focus: Week 1- Phase 5

The phonemes/graphemes we covered this week are:

/ee/ y funny

/e/ ea head

/w/ wh wheel

/oa/ oe ou toe shoulder

The tricky words we covered this week are:

any

many

again

Some of the sentences we have read this week are:

Look at the happy children being silly on the beach.

I was sitting on a boulder with my toes in the water.

The e-book your child has read this week is:



## How will my child be assessed in Year One?

The children are continually assessed in a variety of ways throughout the school year to inform our planning and teaching.

We do begin to develop a more structured approach in Year One to assessment in the form of tasks or activities which are all completed in a very reassuring way.

- End of term checks
- Phonics screening
- <https://home.oxfordowl.co.uk/at-school/primary-school-assessment-tests/year-1-phonics-screening-check/>

## How will my child be rewarded in Year One?

We expect the children to follow the Worthington Way (see next slide) and continue to use positive praise and encouragement in our behaviour strategies. We have class rewards and use the same approach as Reception with our behaviour ladder.

All our children are able to collect house points as part of a whole school reward system, the winning house will receive a treat.

Each week, Mr Searle will announce a winner from each class for a 'Reach for the Highest' Award in assembly. This will be awarded to children who have stood out for effort and behaviour. The certificates have been designed by one of the children in your child's class!





# We Only Reach for The Highest

## Worthington Way

We are gentle-we don't hurt others

We are kind and helpful-we don't hurt anybody's feelings

We listen-we don't interrupt

We are honest-we don't cover up the truth

We work hard-we don't waste our time or others'

We look after property-we don't waste or damage things

# What do I need to remember for Year One?

PE – Monday and Tuesday

Daily Mile – Friday

Edmodo – Class Dojo

Water – bring a named water bottle

Uniform – Full school uniform on days that PE Kit is not worn.

Hair - Must be tied back.

Contacting us – Please email us directly – This is the quickest and most efficient way for us to communicate with you.

Mrs Best - [cbest@worthingtonprimary.co.uk](mailto:cbest@worthingtonprimary.co.uk)

Miss Yates – [eyates@worthingtonprimary.co.uk](mailto:eyates@worthingtonprimary.co.uk)





## My Happy Mind ~ <https://myhappymind.org/>



Last year, we introduced a program to all year groups at school called My Happy Mind which is designed to develop the mental wellbeing of children. It is all based around helping children to understand how their brain works and to support them in building resilient, balanced and happy minds and developing positive skills and habits .

To further embed this learning and ensure that you are able to engage in these topics with your child, my Happy Mind has developed a set of resources for parents. These resources can be accessed online on your computer, or through an app on your phone.