

Year 1  
Parent Information  
Leaflet

2021-2022



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LANGHAM VILLAGE SCHOOL

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Thank you for your support

We welcome your child to Amber Class and to Year 1. This leaflet is designed to help you get to know what your child will be experiencing during the Year.

As parents and other family members you play a vital role in supporting your child's learning and progress at school. Children will achieve more if home and school work together. This means that at home, school is seen as an important place and that learning is talked about, actively promoted and prepared for. We believe that it is important that we make our expectations explicit so that they are clear for everyone: children, parents and staff.

### **Staffing**

Year 1&2 Amber class teachers are:

Mrs Watchorn Monday to Thursday

Mrs Kossowicz Friday

Teaching Assistants are Miss Glossop, Mrs Holdsworth and Mrs Jackson.

### **Computing at home and school**

In this ever changing technical climate it is essential that our children are skilled at the use of various technologies. We teach them when and how to use these appropriately to support their learning in all subjects.

Children in Year 1 and 2 need to understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. They begin to create and debug simple programs, using logical reasoning to predict the behaviour of simple programs.

### **Internet safety**

Children need to use technology safely and respectfully, keeping personal information private. We will be teaching these skills, the Think You Know website is very good: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

There are suggestions of good educational sites on our website. Please ensure you know which sites your child is accessing when on the internet at home.

## Science at home and school

Our Science is taught through topics and within half termly discrete lessons. During years 1 and 2,, children will be taught to use practical scientific methods, processes and skills through:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment and 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.
- 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
- 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.
- 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
- observe changes across the 4 seasons and describe weather associated with the seasons and how day length varies

### Year Overview 2021—2022

#### Term 1– Autumn

**On the Farm**—We will be about the countryside and exploring a working farm We will find out about arable, livestock and dairy farms and the difference between them. We will learn about the features of a farm and use a map to navigate around a farm, as well as thinking about the differences between life in the country and life in a busy town.

**Night time**— We will be learning about Guy Fawkes and Bonfire Night. We will learn why Bonfire Night is celebrated, why lots of the people living in England didn't like King James I and who Guy Fawkes was.

#### Term 2– Spring

**Our Homes**—We will find out more about the town, country and continent we live in We will find out where the United Kingdom is located on a world map and explore the features of the countries and capital cities of the UK, before finding out more about our local area

**Great Fire of London**—We will be learning about 1666 and the era of the Stuarts as we find about the Great Fire of London and the effect it had on the people of the time. We will find out when, where, how and why the Great Fire happened, and explore how we know about it through the diary of Samuel Pepys and other sources.

#### Term 3– Summer

**Out in the Garden**— We will learn all about maps and the geography of our surrounding area. We will find out why we use maps and how to read them, as well as having the opportunity to draw our own maps and plan perspectives.

**Sun, Sea and Sand**—Seaside holidays in the past We will explore seaside holidays and investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since. We will compare seaside holidays now to seaside holidays in the past and develop a chronological understanding

## Reading at home and school

At school your child will read individually with volunteers and members of staff and in 'guided reading groups'. These groups support your child to decode and discuss text in a relaxed manner. We will let you know when they have done this each week through their reading records.

As a class, we read texts and discuss them in pairs and together focusing on decoding words and comprehension.



**D:** Decoding words (sounding out etc.)



**E:** Explaining new vocabulary



**R:** Retrieving information (specific facts to hunt out– names, dates, etc.)



**I:** Interpreting information (why has that happened? What might happen...?)



**C:** Choice (thinking about the choices made by the author/director/artist)

We use 'DERIC' to support our discussions about the texts.

At home your child will benefit from regular reading and re-reading of their text. Though decoding is an essential skill in reading, as you can see it makes up only part of their reading skill set. Please note any observations you make while sharing the books. Support them by looking at their books together and chatting about them in a relaxed, calm environment away from distractions where possible and remember we are never too old to be read to!

## Year 1 Mathematics Expectations

Children need to do what is written below competently to meet the end of Year 1 Standard.

- Count to and across 100, forwards & backwards from any number.
- Read and write numbers to 20 in numerals & words.
- Read and write numbers to 100 in numerals.
- Say 1 more/1 less to 100.
- Count in multiples of 2, 5 & 10.
- Use bonds and subtraction facts to 20.
- Add & subtract: 1 digit & 2 digit numbers to 20, including zero.
- Solve one-step multiplication and division using objects, pictorial representation and arrays.
- Recognise half and quarter of an object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour & half past.
- Measure and begin to record, length, height, weight, capacity and volume.
- Recognise and know the value of coins and notes.
- Recognise and name common 2-D shapes and 3-D shapes. For example, rectangles, squares, circles, triangles, cuboids, pyramids and spheres.
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

## Maths at home and school

### Number Facts

In Year 1, the children need to be fluent in these numbers facts. Fluency means being able to recall the answers automatically and without hesitation. Lots of practice will help children to be fluent. Here are the facts that will be taught each

Autumn Term
$1 + 9 = 10$
$3 + 7 = 10$
$5 + 5 = 10$
$2 + 8 = 10$
$4 + 6 = 10$
5 times table
Say multiples 1 – 5
$1 \times 5 = 5$
$2 \times 5 = 10$
$3 \times 5 = 15$
$4 \times 5 = 20$
$5 \times 5 = 25$
Say multiples 6 – 10
$6 \times 5 = 30$
$7 \times 5 = 35$
$8 \times 5 = 40$
$9 \times 5 = 45$
$10 \times 5 = 50$

Spring Term
$6 + 2 = 8$
$9 + 2 = 11$
$5 + 2 = 7$
$7 + 2 = 9$
$4 + 2 = 6$
$4 + 3 = 7$
$5 + 3 = 8$
$6 + 3 = 9$
5 times table
$1 \times 5 = 5$
$2 \times 5 = 10$
$3 \times 5 = 15$
$4 \times 5 = 20$
$5 \times 5 = 25$
$6 \times 5 = 30$
$7 \times 5 = 35$
$8 \times 5 = 40$
$9 \times 5 = 45$
$10 \times 5 = 50$

Summer Term
$6 + 6 = 12$
$7 + 7 = 14$
$8 + 8 = 16$
$9 + 9 = 18$
2 times table
Say multiples 1 – 5
$1 \times 2 = 2$
$2 \times 2 = 4$
$3 \times 2 = 6$
$4 \times 2 = 8$
$5 \times 2 = 10$
Say multiples 6 – 10
$6 \times 2 = 12$
$7 \times 2 = 14$
$8 \times 2 = 16$
$9 \times 2 = 18$
$10 \times 2 = 20$

### Reading Expectations by the end of Year 1

**Able to read for pleasure and is motivated to find an understanding in fiction, non-fiction and poetry texts.**

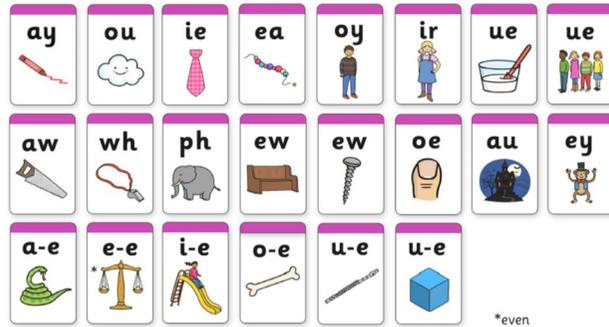
- Blend sounds in unfamiliar words.
- Read non-phonological words, recognising the 'tricky bit' within.
- Read contracted words, e.g. I'm, I'll, we'll
- Recognise and join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell stories and poems, and discuss similar characteristics.
- Discuss significance of title and events.
- Make predictions on the basis of what has been read so far.
- Make inferences on the basis of what is being said and done.
- Read aloud with pace and expression, e.g. pause at full stop; raised voice for questions.
- Recognise and know why the author has used the following punctuation: capital letters, full stops, question marks and exclamation marks.
- Know and explain the difference between fiction and non-fiction texts.

**Children need to do these competently to meet the end of Year 1 Standard.**

## Writing at home and school

### Phonics

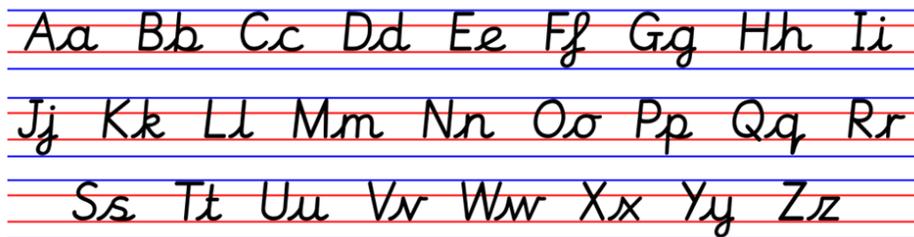
We will be continuing our Phonics programme to support the children with the next phoneme patterns. At the end of the Summer term they will be assessed to ensure they can read and write all 40 independently.



### Spelling

Our weekly spellings support using phoneme knowledge (sounding out) and the 'tricky' words they will regularly come across. We ensure they are progressing through these each week.

### Handwriting



We will practise our handwriting every week using the cursive style. Each lower case letter starts on the line.

## Year 1 Writing Expectations

Children need to achieve these competently to meet the end of Year 1 Standard.

- Able to write a narrative about their own and others' experiences (real or fictional).
- Sequence sentences to form short narratives, e.g. beginning, middle and an end.
- Use 'and' to join ideas, e.g. 'I went to the park and played on the swings'.
- Begin to use conjunctions to join sentences, e.g. because, but, so.
- Separate words using finger spaces
- Use standard forms of verbs, e.g. go/went.
- Use spelling rules for words ending in 's' or 'es'.
- Using ing/ed/er/est to root words e.g. harder.
- Use a capital letter to start and a full stop to end a sentence.
- Begin to use a question mark and/or exclamation mark.
- Spell words containing each of the phonemes taught: e.g. *playground, train, phone, stray*
- Use capital letters for names, days of the week and personal pronoun 'I'.
- Proof-read and edit for accuracy in grammar, spelling and making sense.
- Form digits, lower and upper case letters in the correct direction, starting and finishing in the right place.