

# Welcome to Year 1

Meet the teacher

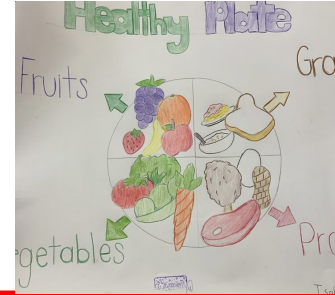
# The day to day running

- Discovery time - Play Plan
- Phonics - Review phase 4, then phase 5 and at the end of the year we have the phonics screening check,
- Maths - White Rose structure
- English - Continue with Drawing Club (looking at transcription) until December then introduce more skills
- Master of Number - Additional numeracy session (10 minutes daily)
- Handwriting sessions,
- Wider curriculum - Science, PE, PHSE, RE taught every week
  - Autumn - Computing and Art,
  - Spring - History
  - Summer - Geography and DT

Create - A poster with your favourite animal and their diet. Skill - Identify animals have different diets



Draw - A healthy plate of food and explain what makes it healthy - Skill still life drawing and Describes healthy choices clearly

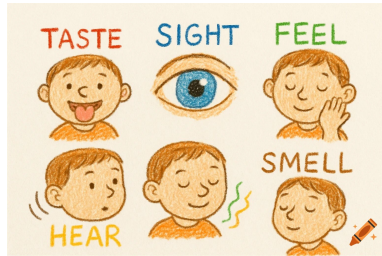


Construct - A town that can hold 50 people  
Skill - Number and place value upto 50

Writing - A description for your beast - Skill - Use noun phrases within their writing

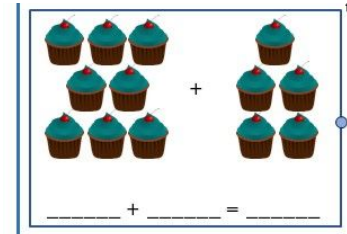
## Create - Create a poster for the 5 senses

- Skill - Identify which part of the body is associated with each sense.



## Draw - 4 Number sentences using pictures for numbers -

Skill using addition within 20 and representing in different ways.



## Construct - Using the wooden dowels construct your own car.

Skill - design, make and evaluate.



## Writing - Turn your Beast Feast into a book.

# How does the curriculum change?

National curriculum more knowledge and skills based

Year 1 Still very closely linked with EYFS

Play based

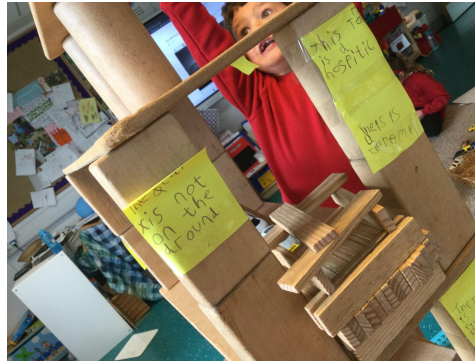
Hands on experiences

Early Learning Goals	National Curriculum Objectives (Year 1)
<p><b>Literacy: Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>• Re-read these books to build up fluency and confidence in word reading.</li> </ul>
<p><b>Literacy: Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul> <p><b>Expressive Arts and Design: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<p><b>Comprehension</b></p> <p><b>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• being encouraged to link what they read or hear to their own experiences;</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;</li> <li>• recognising and joining in with predictable phrases;</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart;</li> <li>• discussing word meanings, linking new meanings to those already known.</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher;</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading;</li> <li>• discussing the significance of the title and events;</li> <li>• making inferences on the basis of what is being said and done;</li> <li>• predicting what might happen on the basis of what has been read so far;</li> <li>• participating in discussions about what is read to them, taking turns and listening to what others say;</li> <li>• explaining clearly their understanding of what is read to them.</li> </ul>

# Development and Progression



Yesterday was a nice day  
I felt so happy & I was first  
and the 100th spring roller & I  
was my first spring roller & I was  
Proud of my job because I  
came first second & third. My friends  
were cheering me on. Next it was  
lunch time & we had our roll & then  
I played on the slides & I had so  
many friends on the bar. At the  
the green ups came to work.  
My name is ~~the~~ Mummy  
we did 8 activities & a relay  
last thing the tug of war  
then we went home & had an ice  
cream.



They told him to go to  
the amazing city  
because the people were  
wonderful too.  
The girl asked the  
snake if he wanted  
to go to the city  
but he was a bit  
scared & too go  
to the amazing city!  
He traveled on a boat  
but the boat was metal  
So he swam home  
in the forest. It took him  
two hours. He was  
tired so was his  
friends.

# Extra

## Trips

- Autumn - Theatre,
- Spring - Aviation Museum,
- Summer - Beach Trip,

## Snack