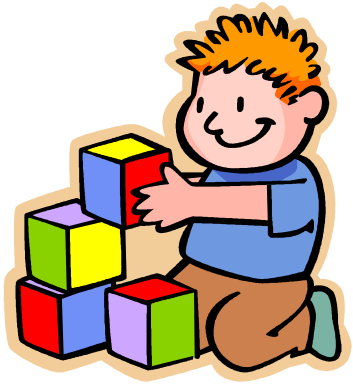
Parent Curriculum Information Booklet

Year 1



Welcome to Year 1

Thank you for taking the time to read this booklet. We aim to provide information that will help you to develop your child's education.

Parents are a child's first and enduring teachers. You play a crucial role in helping your children learn. Children achieve more when schools and parents work together in partnership.

Parents can help more effectively if they know what the school is trying to achieve and how they can help. We value your feedback, so please let us know what you find difficult and require support with. We would also like to know what you find to be useful to help us continue to develop the important relationship between school and home.

Reading

Initially, the best way to help your child to begin learning to read is to read to them and talk to them about a wide variety of books and the things that you do and see in every day life. This helps them to develop a love of books and a varied vocabulary, which will help them to understand the words in books later on.

Once your child begins learning to read at pre-school and school, it is vitally important that you read at home with your child every day. The more they read and enjoy reading, usually the quicker they learn how to read and develop strategies to work out words that they do not know.

During year 1, children are encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by sounding out.

Children also listen to and discuss a wide range of stories, poems, plays and information books.

Here are some ways to approach the 'difficult job' of learning how to read. We hope you will find them useful

* Most important of all, make reading with you as enjoyable as possible - not always easy after a hard day at work and school, but do try to persevere!
* Look at the book first, talking about what you can see happening in the pictures. Try to predict the story and possible unknown words.
* The pictures are a really important tool to help the children read. Please do not cover them up. If your child is becoming too reliant on the pictures, encourage them to point to the words to draw their attention back to the text.
* Many words can be sounded out, eg: c a t. However, words such as was are a little trickier as sounding them out does not work. The children just need to learn how they look.
* When children are confident readers, try not to get hung up on an unknown word. You could miss the word out, read on, then go back and work out the missing word. Read the whole sentence again to check that it makes sense.
* Look out for words they already know within longer words eg: c<u>at</u>s
* Remind children to think about how speech might be said to encourage them to read with expression. Punctuation helps your child to read with intonation and brings a book to life.
* **Question** your child about events in the book to check that they have understood what they are reading
* Retelling the story so far or predicting what might happen next will help you to gauge their understanding of what they have read.
* Encourage your child to read a variety of different types of storybooks, information books, magazines, newspapers, letters etc.

As a rough guide, children should be able to read at least 90% of the words on the page without any problem. They should also demonstrate good understanding of the text they read through comprehension questions. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.

Writing

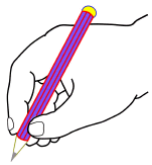
During Year 1, children are taught to write sentences by:

- saying out loud what they are going to write about
- re-reading what they have written to check that it makes sense
- discussing what they have written with the teacher or other pupils
- leaving spaces between words
- joining short sentences using and
- punctuating sentences using a capital letter and a full stop, question mark or exclamation mark

The best way to get better at writing is to practise it by writing in meaningful situations with real purpose.

Encourage your child to write:

- birthday cards
- shopping lists
- letters to relatives and friends
- reminders for things for school
- instructions for games they have made up or models they have made out of lego etc.
- book or film reviews
- scrap books
- e-mails
- a diary when they do interesting things
- Ensure handwriting is correctly formed and legible. Encourage correct pencil grip to help them write with ease.



- Encourage children to sound out simple words, look for patterns in more complicated sets of words and eventually learn and apply spelling rules that they have encountered.

Spelling

The children learn to spell during daily Letters and Sounds lessons. From time to time, we will send words home that the children will need to learn to spell. Help your child to **learn** their spellings by the

Look, Cover, Say, Write, Check

method, where your child looks at each word in turn, covers it up, says it to themselves, writes it down and then checks to see if it is correct. If it is incorrect they try again. This should be done often to ensure that they really do learn the look and arrangement of the word as well as how it sounds. **Do not expect your child to learn their spellings by testing them every night.** Test them once, before they are to be tested in school if you like, but testing does not help them to learn them, it only assesses whether or not they do know them.

Spoken Language

Young children love to talk and share their ideas. At times they need help listening to others and valuing their opinions. In Year 1, children are taught to: listen, ask relevant questions, build their vocabulary, give descriptions and explanations, participate in conversations, explore ideas and to speak audibly and fluently.

Drama and role-play can contribute to the quality of children's writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes.

Letters and Sounds

Synthetic phonics — refers to an approach to the teaching of reading in which phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together. For example, children are taught to take a single-syllable word such as *cat* apart into its three letters, pronounce a phoneme for each letter in turn c-a-t, and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, stretch it into its phonemes and say them in turn, for example d-o-g, and write a grapheme for each phoneme in turn to produce the written word, *dog*.

Glossary of terms

The following terms and their definitions have been taken from Jim Rose's (2005) *Independent Review of the Teaching of Early Reading - Interim Report.*

blend — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

digraph — two letters making one sound, e.g. sh, ch, th, ph.

vowel digraph —Vowel digraphs comprise two vowels which, together, make one sound, e.g. ai, ea, ie, oa, ue. Remember, when two vowels go out walking, the first one does the talking" eg b-ea-d.

split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site. We explain this as two letters holding hands to make one sound. We may also refer to 'magic' e if that helps the children remember the rule. The walking, talking phrase for vowel diagraphs still works.

grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

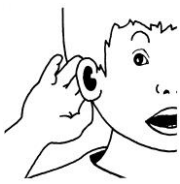
grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

phoneme — the smallest single identifiable **sound**, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (s and p)

segment — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: c-a-t

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.

mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S'. We also teach actions from the Jolly Phonics scheme eg ai as in r-**ai**-n.



s	Weave hand in an *s* shape, like a snake, and say *ssssss*
a	Wiggle fingers above elbow as if ants crawling on you and say *a, a, a*.
t	Turn head from side to side as if watching tennis and say *t, t, t.*
i	Pretend to be a mouse by wriggling fingers at end of nose and squeak *i, i, i.*
p	Pretend to puff out candles and say *p, p, p.*
n	Make a noise, as if you are a plane - hold arms out and say *nnnnnn.*
c k	Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.
e	Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh.*
h	Hold hand in front of mouth panting as if you are out of breath and say *h, h, h.*
r	Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *rrrrrr.*
m	Rub tummy as if seeing tasty food and say *mmmmmm.*
d	Beat hands up and down as if playing a drum and say *d, d, d.*
g	Spiral hand down, as if water going down the drain, and say *g, g, g*.
o	Pretend to turn light switch on and off and say *o, o; o, o*
u	Pretend to be putting up an umbrella and say *u, u, u.*
l	Pretend to lick a lollipop and say *l l l l l l.*
f	Let hands gently come together as if toy fish deflating, and say *f f f f f f.*
b	Pretend to hit a ball with a bat and say *b, b, b.*
ai	Cup hand over ear and say *ai, ai, ai.*
j	Pretend to wobble on a plate and say *j, j, j.*
oa	Bring hand over mouth as if you have done something wrong and say *oh!*
ie	Stand to attention and salute, saying *ie ie.*
ee or	Put hands on head as if ears on a donkey and say *eeyore, eeyore.*
z	Put arms out at sides and pretend to be a bee, saying *zzzzzz.*
w	Blow on to open hand, as if you are the wind, and say *wh, wh, wh.*
ng	Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying *ng...*
v	Pretend to be holding the steering wheel of a van and say *vvvvvv.*
oo oo	Move head back and forth as if it is the cuckoo in a cuckoo clock, saying *u, oo; u, oo.* (Little and long oo.)
y	Pretend to be eating a yogurt and say *y, y, y.*
x	Pretend to take an x-ray of someone with an x-ray gun and say *ks, ks, ks.*
ch	Move arms at sides as if you are a train and say *ch, ch, ch.*
sh	Place index finger over lips and say *shshsh.*
th th	Pretend to be naughty clowns and stick out tongue a little for the *th*, and further for the ***th*** sound (*th*is and ***th***umb).
qu	Make a duck's beak with your hands and say *qu, qu, qu.*
ou	Pretend your finger is a needle and prick thumb saying *ou, ou, ou.*
oi	Cup hands around mouth and shout to another boat saying *oi! ship ahoy!*
ue	Point to people around you and say *you, you, you.*
er	Roll hands over each other like a mixer and say *ererer.*
ar	Open mouth wide and say *ah*. (UK English) Flap hands as if a seal, and say *ar, ar, ar.* (US English)

Letters and Sounds - Phase 5

Letters and Sounds teaches children how the alphabet works for reading and spelling by teaching high quality phonics to equip children with the skills to become fluent readers by the age of seven. The aim is for most children to have completed Phase 5 by the end of Year 1 and be working within Phase 6 in Year 2. Your child is currently securing Phase 5 knowledge and skills.

During phase 2 and phase 3, your child will have been taught 42 sounds and how to recognise, read and write their letters. Some of the sounds are made from two or three letters (e.g. oa as in boat) We teach the children little tricks to help them learn these sounds e.g. “when two vowels go walking, the first one does the talking.”

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.
Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.
With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

		Letter progression								
Phase 2 / Phase 3	Phases 2 & 3 are revised during Phase 4.	s	a	t	p	i	n	m	d	
		g	o	c	k	ck	e	u	r	
		h	b	f, ff	l, ll	ss				
		j	v	w	x	y	z	zz	qu	
		ch	sh	th	ng	ai	ee	igh	oa	oo
		ar	or	ur	ow	oi	ear	air	ure	er
Phase 5	New Graphemes	ay (day)	ou (out)	ie (tie)	ea (eat)	oy (boy)	ir (girl)	ue (blue)	aw (saw)	wh (when)
		ph (photo)	ew (new)	oe (toe)	au (Paul)	a-e (make)	e-e (these)	i-e (like)	o-e (home)	u-e (rule)
	Alternative pronunciations	i fin / fine	o hot / cold	c cat / cent	g got / giant	u but / put	ow cow / blow	ie tie / field	ea eat / bread	er er / her
		a hat / what		y yes / by / very		ch chin / school / chef		ou out / shoulder / could / you		

Children also continue to practise blending and segmenting. It should always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

During Phase 5, the following tricky words (which can't yet be decoded) are introduced:

Phase 5	oh	their	people	Mr	Mrs
	looked	asked	called	looked	

‘Letters and Sounds’ sessions are usually taught daily in groups, then revised in class. We send a home learning sheet per week, revising sounds or words we have studied in class.

Games to support learning available on the internet
http://www.letters-and-sounds.com/ - Lots of games available for each Phase.
http://www.phonicsplay.co.uk/InteractiveResources.htm - There are some super free resources on this website.
If you have an IPad, there is also a Twinkl phonics app which has some lovely games and sounds you may find supportive.

Numeracy

Mathematics Learning

At St. Aidan's Primary School children develop mathematical understanding of number, calculation, shape and space, measure and data handling. Great emphasis is placed upon children being able to apply these mathematical skills to problems in contexts. Our aim is to help children to recognise the relevance of mathematics in the world around them and to develop a curiosity and excitement about making mathematical discoveries. Children learn to question, investigate and communicate their reasoning through the provision of real life inspired enrichment activities. In addition children develop their mental agility through daily 15 minute mental maths sessions which incorporate number bonds to 10 and 20. Word problems that encourage children to apply their mental maths skills are also an integral part of these sessions.

A typical mathematics lesson

The daily mathematics lesson lasts approximately sixty minutes. There is a great emphasis on children talking about mathematics and on using mathematical vocabulary. Mathematics resources such as counters are used to provide children with a range of images to help develop their mathematical understanding. Although children learn to record their mathematical learning, some lessons are practical and often take place outside**.** The lesson is usually divided into three parts.

1. Introduction of the Learning Objective

This is a 10 minute warm-up. It provides children with opportunities to rehearse mental calculation skills, recall key mathematical facts and develop mental speed and agility. The content of this may support the rest of the lesson, but is sometimes discreet.

Activities include:

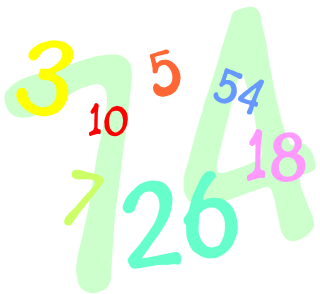
- Counting forward and backwards in 1s, 2s, 5s, 10s, etc.
- Recalling mathematical facts such the properties of shape and measure facts.
- Adding, subtracting, multiplying and dividing mentally.

2. Main learning activity

After the starter comes the main learning activity. This lasts for approximately 40 minutes. In this part of the lesson the teacher introduces an area of mathematics which builds on the children's prior learning. The teacher will use images and questioning to support the children's understanding. Children will also be challenged to demonstrate their understanding 'by having a go' on whiteboards or on number lines.

3. Plenary

The lesson ends with a plenary which lasts approximately 10 minutes. During the plenary the class and the teacher reflect on what has been learned. Children have an opportunity to share what they have learned and to communicate how easy or difficult they found the learning.



Expectation in Mathematics

There are clear national expectations about what every child should be achieving in mathematics.

Children in year 1 are taught to:

Number and 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
- identify one more and one less
- identify and represent numbers using objects and pictures 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.

Addition and 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.

Multiplication and 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.

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 and direction

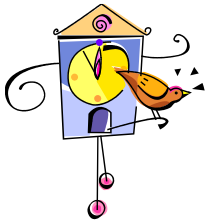
- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

At home you can:

1. Play a board game with your family.

2. Talk about any maths learning that they bring home from school. This will usually follow on from activities in class.

3. Ask them to help you when you are doing things with money, or measuring or weighing.



4. Tell the time.

5. Help them to manage their money by looking at the price of things and working out if they can afford them.

6. Help your child to learn their number bonds to 10, then 20

7. Use an educational game on the computer:
   www.ictgames.com
   www.bbc.co.uk/schools/bitesizeprimary

Science in Year 1

Science enables children to discover the world around them. It stimulates curiosity and leads to the development of investigative skills so they can discover how the world around them works. It also enables children to make meaningful links to both the natural and man-made environment they live in.

Science is essentially a practical subject and the children are given opportunities for careful observation and investigation. Children participate in a wide variety of problem solving activities. They are encouraged to devise their own experiments and communicate their findings in a variety of ways.

Throughout year 1, the science curriculum will be embedded within our Learning Journeys. Over the year, children will cover the following areas:

- Plants
- Animals including humans
- Uses of everyday materials
- Seasonal changes

At home

Children are naturally inquisitive and interested in the world that surrounds them. Whenever you are together, they are trying to make sense of things that they encounter and develop their understanding. You could:

* Encourage them to ask questions such as 'How?' 'Why?' and 'What will happen if…?' and decide how they might find answers to them. **Talk** is really important – don't undervalue your answers to the value of **"Why?".** You could use non-fiction books you might have at home, visit the library or use the Internet to help them discover ways of finding the answers they seek.
* Encourage them to predict what might happen.
* Help them to recognise when a test or comparison is unfair.
* Provide opportunities for them to explore, using the senses of sight, hearing, smell, touch and taste as appropriate.
* Encourage them to communicate what happened through speech, writing, drawing, or ICT.
* Help them to make simple comparisons e.g. hand spans or shoe sizes in your family and identify simple patterns.
* Compare what happened with what they expected and try to explain it, drawing on their knowledge and understanding.

Make the most of situations that naturally develop when you are together. Each season brings its own learning opportunities. Enjoy them and celebrate them! Children are on the whole eager to learn. Also be aware of when they have "had enough" and it is time to stop!

Computing

Computing prepares children to participate in a rapidly changing world. Children use computing tools to find, explore, analyse, exchange and present information.

At school

During Key Stage 1 children explore IT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use IT to develop their ideas and record their creative work. They become familiar with hardware and software.

Children are taught to:

- understand that computer programs execute by following precise instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

At home

If you do have a computer at home you could:

* Gather information from CD-Roms or the Internet to support a topic being studied at school, or something that interest your child. We recommend that any use of the internet is supervised by an adult. You are obviously aware of the potiental dangers and inappropriate material you would not want your child to access.
* When gathering information, please be selective and read the information found with your child. Printing off reams of paper from a website aimed at adults may not make a lot of sense to your child.
* Encourage your child to save and load, work, print a finished piece and shut down the computer safely.
* Write letters, party invitations etc. and include clip art pictures.
* Use a paint package to create a masterpiece, experimenting with the use of colour and tools
* Play an adventure game together to try things out and explore what happens in real and imaginary situations.
* Use websites to support learning such as:

  www.letters-and-sounds.com
  www.phonicsplay.co.uk
  www.ictgames.com
  www.bbc.co.uk/schools/bitesizeprimary

Please do not feel pressure to buy a computer for use at home as all children at St. Aidan's have access to computers.

Assessment
How well is my child progressing?

How does the school assess children?
Throughout your child's learning, we make regular assessments of how well they are doing or how to support them further. This may be completed through marking or conversations with your child.
At several points throughout the year, we carry out more formal assessments. These are usually November, March and June.

The National Curriculum
The Curriculum is in place for children in year 1,2,3,4,5 and 6. It has greater challenges expected of each child than previous curriculums. Some children may appear not to make progress as fast as we catch them up with the new expectations. As we move from the old curriculum to the new curriculum there will need to be some changes.
Details of the New National Curriculum can be found here:
https://www.gov.uk/goverment/collections/national-curriculum

Keeping Children Safe

Children walking home from school
Children from foundation upwards should be collected by an adult from the class door. If another adult is collecting your child, please let the class teacher know – even if you have arranged for another parent to collect.

Internet Safety
Within school we have strict filters on our computers that help block inappropriate sites for the children. The children are frequently reminded of Internet Safety Rules.

We urge parents to keep a close eye on the internet usage that children access at home.
Children will not use Social Media sites in school, as primary school children are too young to be accessing them.

Information for Parents can be found :
CEOP: www.ceop.gov.uk
Think U Know: www.thinkuknow.co.uk
Childnet: www.childnet-int.org

Safeguarding:
Our Senior Designated Person is **Mr Skehan**
Our Deputy Designated Person is **Mrs Paull**

If you have any concerns about the welfare of any of the children within the school, please do speak with us.

When concerns are raised or noticed, we have to make sure that any information is recorded. Parents will be contacted to discuss any concerns as soon as possible. On a few occasions, where there may be serious concerns, the information has to be shared with our partners in the Police, Social Services and in Health first.
Let your child's class teacher know if something has happened that means your child is upset or unhappy; or if there is something you feel we ought to know. This will enable us to support your child.

If you suspect ANY child is being neglected, abused or facing harm, let the school know or alternatively you may contact the MASH team on 020 8726 6400