

Year 1 Parent Meeting



Care – Opportunity – Success

Our Timetable

8.40 – 9.00		9.00 – 9.45	9.45 – 10.45	Playtime 10.45– 11.00	Snack 11.00 – 11.20	11.20 - 12.15	Lunch - 12.15-1.15	1.25 - 1.35	1.30 - 2.40		2.40 – 3.00	3.00 – 3.15
Monday	Colouring	RWI	PE			Maths/ Spelling		RWI	Science		Assembly	Story
Tuesday	Drawing	RWI	English			Maths		RWI	Music/ ICT	PHSE	Singing Assembly	Story
Wednesday	Maths	RWI	English			Maths		RWI	History/ Geography		Mentions Assembly	Story
Thursday	Phonics	RWI	English			Maths		RWI	RE	PE	Behaviour Curriculum	Story
Friday	Reading	RWI	English			Maths		RWI	Art/ DT		Assembly	Story

At this point in the year, most of our teaching is done in groups. When the children are not working with the teacher, they are able to access the provision in classrooms. After Christmas, we begin to build up the amount of time that the children sit for ready for year 2.

Behaviour Curriculum

How is the programme taught to children?



Four areas of the curriculum

- Fences – setting boundaries
- Functions – teaching executive functioning and self-regulation
- Framework – building vocabulary
- Features – creating the right environment



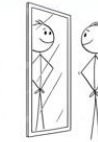
Written with a focus on

- executive functioning
- school culture
- positive relationships
- parental engagement



Eight functions

Function Three – Self Monitoring



Function Six – Task Initiation



Function One – Emotional Control



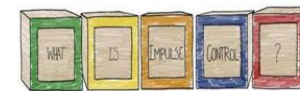
Function Four – Working Memory



Function Seven – Planning and Prioritisation



Function Two – Impulse Control



Function Five – Flexible Thinking



Function Eight – Organisation



	Theme	EYFS	KS1	LKS2	UKS2	Assemblies	Parents
Week 1	Classroom rules	Simple class rules starting with 'we...'	Class rules including taking care of resources	Class rules including taking care of resources and attitude to learning	Class rules all based around attitude to learning. Others are a prerequisite.	EYFS/KS1 – why we need class rules L/UKS2 – How rules show us expectations with real life link	Why we need class rules. Your part in supporting school rules.
Week 2	Attention and Listening	Follow simple instructions during an activity	Follow instruction during an activity and a transition	How to actively listen	How to disagree effectively after listening carefully	EYFS/KS1 – listening to adults L/UKS2 – listening to others	Listening as a life skill. Tips for listening to and being listened to by your child.
Week 3	Emotional control 1	Discuss simple emotions. Teach a simple calm down technique.	Expand range of emotions discussed. Expand range of calm down techniques.	Use synonyms to deepen understanding of emotions. Include mindfulness in calm techniques.	Identify specific triggers for emotions and how to calm before they take hold.	EYFS/KS1 – How do emotions feel? L/UKS2 – Everyday mindfulness practices.	How to be a role model for emotional regulation
Week 4	Respect for themselves, nature and the environment	Discuss how to wash their hands and brush their teeth	Discuss how physical activity can help us look after ourselves.	Complete the small step targets for self-care.	Complete the self-respect journey and set self-respect targets.	EYFS/KS1 – Looking after yourself. L/UKS2 – What is self-care?	Encouraging self-care.
Week 5	Respecting peers and teacher's authority	Discuss kindness and how to show it.	Decide who is in authority in different places and what that means.	How to show respect.	Know why we should respect those in authority.	EYFS/KS1 – How does kindness feel for everyone involved? L/UKS2 – What does disrespect do to a community?	Kindness activities.
Week 6	Emotional control 2	Noticing people's emotions through their facial expression.	Discuss other people's emotions and how we know they are feeling them.	Think about other people's feelings and understand how they must be feeling.	Predict how certain situations will make people feel and develop empathy to that.	EYFS/KS1 – Stories about characters dealing with anger. L/UKS2 – Stories about characters dealing with sadness.	Books to read that help with emotional regulation and understanding others' feelings.

managing ME means

knowing how to manage yourself

knowing how to take responsibility for yourself and your actions

managing MY MIND means

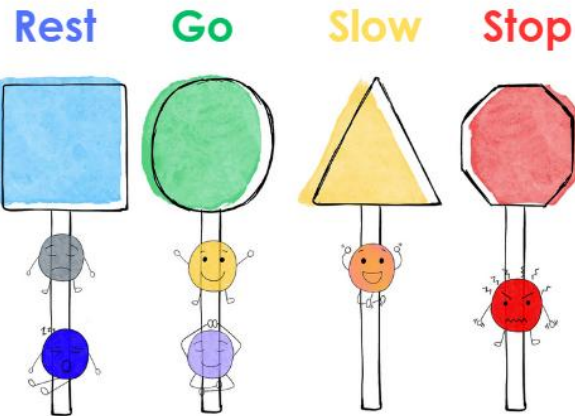
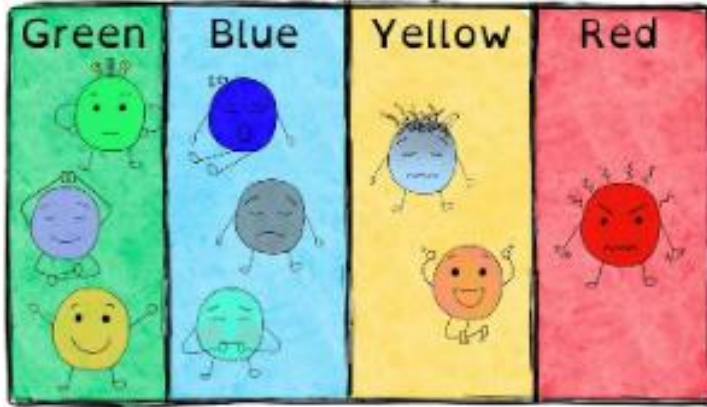
Understanding how your mind works and how to improve it

Executive functioning in child speak

We teach the Behaviour Curriculum each week for 15-20 minutes. The children then have a challenge that they must try to embed during the rest of the school week. Information about this will get sent home.

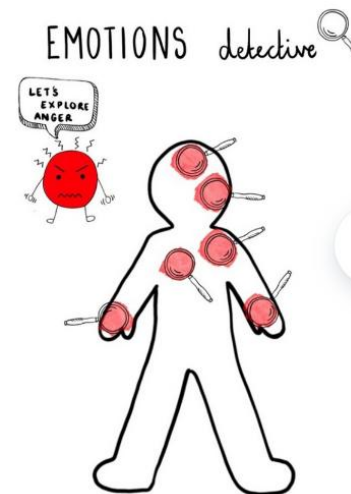
Zones of Regulation

Which zone are you in?



Calm Areas

We use Zones of Regulation to help children understand their emotions and feelings.



These are the sounds that the children will be taught to read and write this year. As the year progresses, you will start to see more of these sounds appear in their reading books. We will send these sounds home on flash cards for the children to practice, once we have taught them.

Year 1 Reading

Speed Sounds Set 2

ay may I play? 	ee what can you see? 	igh fly high 	ow blow the snow 	oo poo at the zoo 
oo look at a book 	ar start the car 	or shut the door 	air that's not fair 	ir whirl and twirl 

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
ā-e  make a cake	ī-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure



play

play

Glossary

Fred Talk – sounding out the word before reading (blending)

sound-blending – putting sounds together to make a word, e.g. c-a-t cat

special friends – sounds written with more than one letter, e.g. sh ng, qu ch

Speed Sounds – the individual sounds that make up words



Book Talk and Comprehension

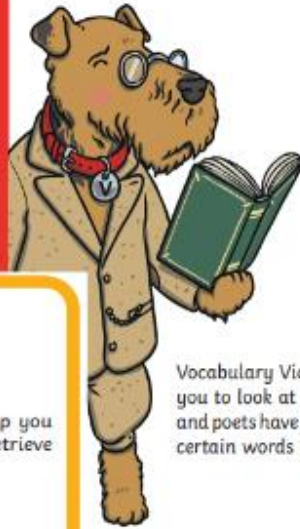
Predicting Pip tries to see the future and she will help you work out what might happen next.



Rex Retriever will help you to go into a text and retrieve the facts.



Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

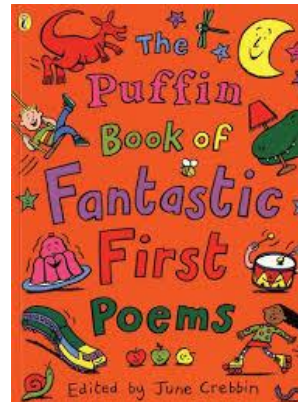
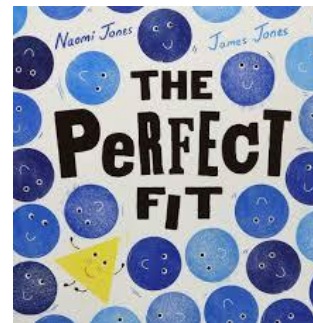
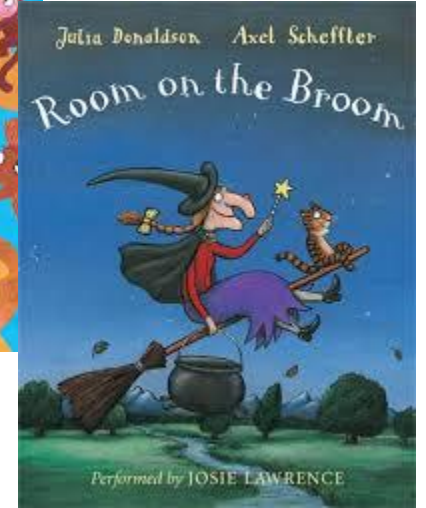
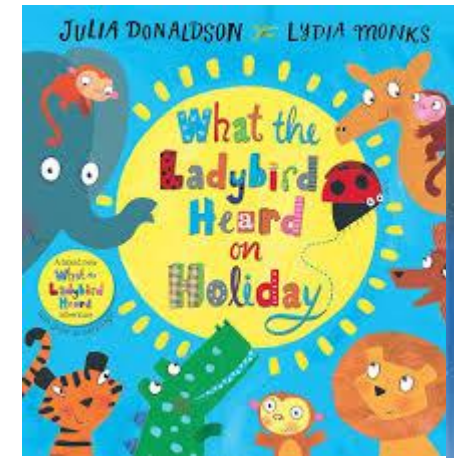


Sequencing Suki likes everything in order! She will help you sequence the events in a text.

Discussing stories is a large part of our reading curriculum. These are the skills that we teach in Key Stage 1. We do it through our 'Reading Dogs'. Later in the year we begin written responses to questions about a text.

Reading for Pleasure

- Top 10 Books for each half term
- Author focus, Traditional Tale, Theme - Respect
- Rhyme Friday
- Time in the library
- Use of the book area
- Friday Book Blanket
- Books that link to our topics



Enjoying and discussing stories is a large part of our reading curriculum. We share stories at least once a day. We use books in most areas of the curriculum including, English, PHSE, RE, Science, Art and History.

Reading at Home

Reading with your child for just ten minutes a day can have a huge impact on their success in school, work, and life in general. Research shows children who read for enjoyment everyday develop a broader vocabulary, increased general knowledge, increased concentration, imagination and creativity, and cultivate a lifelong love of reading.

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987



Come and borrow
books from our
Lending Library.



Phonics Screening Check



in	ot 
at	vap 
beg	osk 
sum	ect 

In June, all year 1 children sit the governments, Phonics Screening Check. They must read 20 real words and 20 made up words. This is to check that they have learnt all of the sounds required for this age. More information about this will be sent home after Christmas.

diving

blossom

charming

twice

label

strike

Maths

Year 1 - Yearly Overview

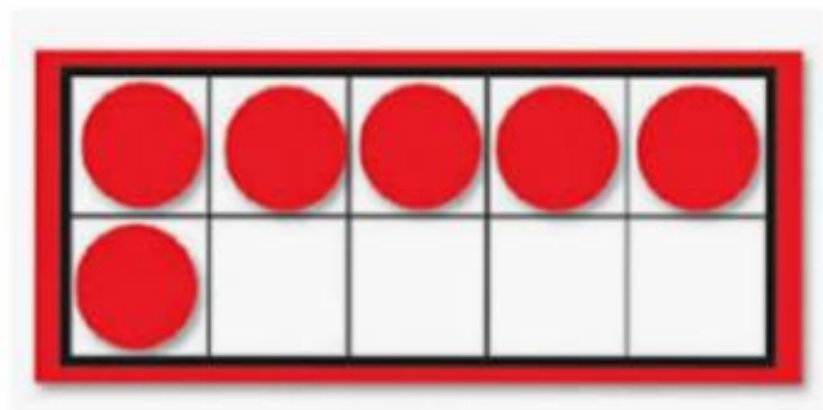
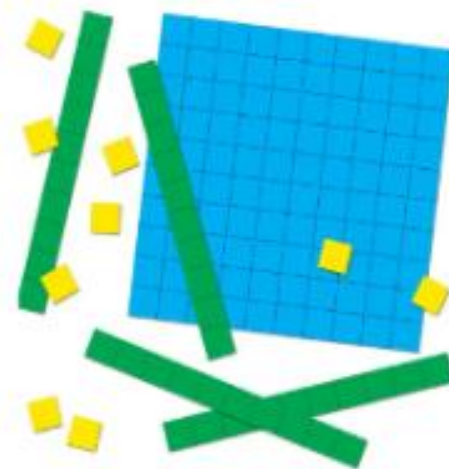
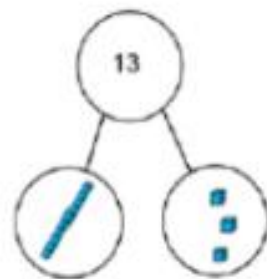
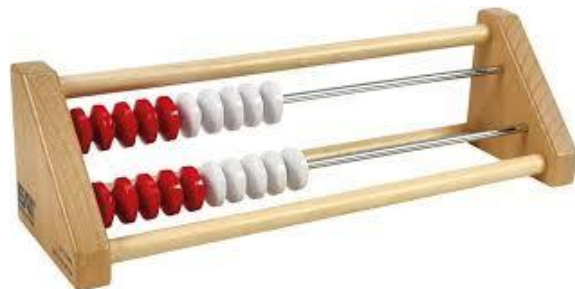
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)					Number: Addition and Subtraction (within 10)					Geometry: Shape	Consolidation
Spring	Number: Place value (within 20)			Number: Addition and Subtraction (within 20)			Number: Place value (within 50)		Measurement: Length and Height		Measurement: Weight and Volume	
Summer	Number: Multiplication and Division			Number: Fractions		Geometry: Position & Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation

Maths is very practical. Every lesson will use concrete resources, like these, to support the children's understanding.

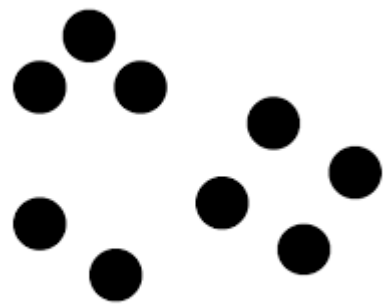
Place Value - Number Sense



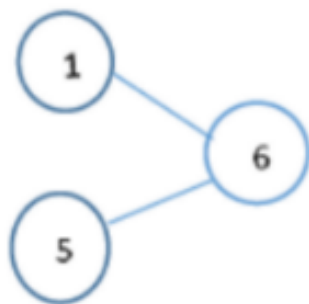
My number is ____
It has ____ tens and ____ ones.



Addition and Subtraction



Fill in the missing numbers.



$$1 + _ = 6$$

$$_ + 1 = _$$

$$_ = _ + 1$$

$$6 = _ + _$$

Complete the number sentences.



$$_ + _ = 7$$

$$_ + _ = 7$$

$$7 = _ + _$$

$$7 = _ + _$$



Writing

In year 1 children learn to:

- Spell using phonics
- Spelling common exception words (Tricky Words)
- Form all letters correctly
- Use capital letters and full stops
- Use question marks and exclamation marks
- Spell **ed** and **ing** suffixes
- Write simple sentences
- Join sentences together using 'and'



Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

twinkl visit [twinkl.com](https://www.twinkl.com)

We teach English through Drawing Club and Curious Quests

- Links to books
- Teaches Vocabulary
- Comprehension
- Promotes imagination and creativity
- Includes discrete writing skills
- Promotes independence
- Promotes fine motor skills through drawing
- **All** children can access it.

Half Termly Newsletter

- Important Dates
- What we are learning in English, Maths, Science, History/ Geography, Art/DT.
- Books we are reading
- Our focus school value



Homework

Reading

Please aim to read 3 times a week

Record this in their diary

Their reading book and diary needs to be in school every day

Books are usually changed once a week, however this will depend on their phonics group.

Stickers for those who have read 3 times in assembly.

Maths

Numbots

3 times a week (15-20 minutes in total)

Mention in Assembly

Start after half term.

