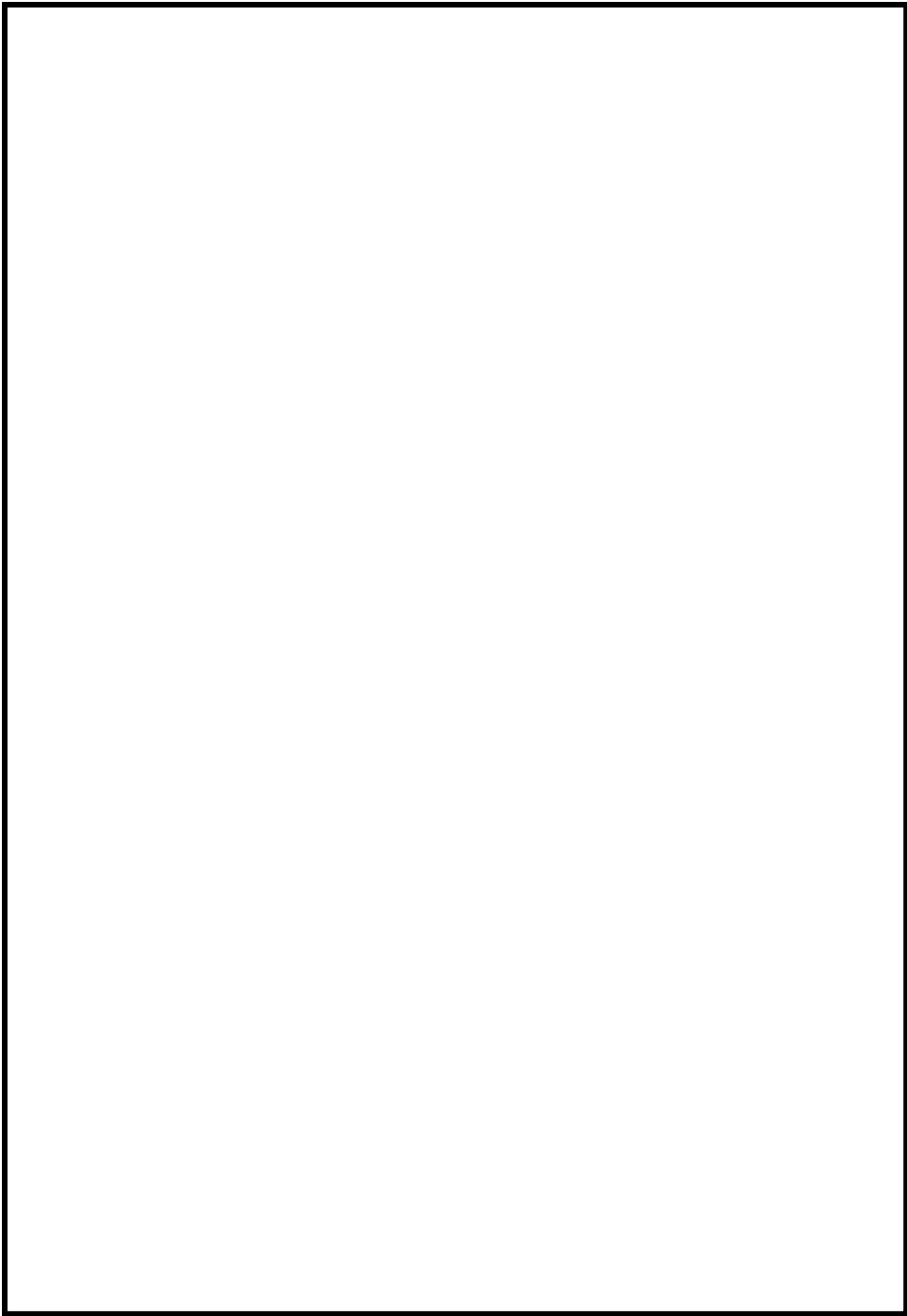


# Curriculum Coverage in Year 1 2016—2017





Year 1 Timetable

8.45 start	9.00	9.20	10.40 11.05	11.55	12.55	3pm
Mon	Whole school assembly	Maths	B Guided Reading (GR)	L English	Phonics	Learning Challenge
Tues	Values assembly	Maths	R GR	U English	Phonics	Learning Challenge
Wed	Spelling test	Maths	E GR	N English	Phonics	Handwriting Outdoor PE
Thurs	Singing assembly	Maths	A GR	C English	Phonics	RE and Values Library
Fri	KS1 Achievement assembly	Computing	K GR	H P.E	Phonics	Big Maths Show and Tell Golden time

## Learning Challenge

We find out about the world around us through our Learning Challenge work.

This learning is primarily Geography, History and Science lead, but also includes Art and DT. This gives the children opportunities to develop specific skills.

Our challenges for the year are:-

Why can't a meerkat live in Wrose?

Why didn't the Big Bad Wolf like bricks?

What was it like when Grandad was little?

What has Wrose grown?

At the beginning of each half term you will receive an information leaflet detailing each challenge in greater depth.

## Why is Year 1 such an important year?

Your child is now beginning their first year in Key Stage One. This year your child will build on the knowledge and skills gained in Reception and develop them at a greater depth with more independence. Lessons in Year 1 will be as creative as possible, using a range of resources that will encourage your child to explore, ask questions and explain their thinking. It is important that your child works with as much independence as possible as this will give them the opportunity to build up resilience and review and edit their own work. The progress your child is making in Year 1 will be constantly monitored. Your child will be involved in identifying their own next steps in learning. Your child will also be assessed through quality marking and feedback, weekly maths and spelling tests, daily guided reading sessions, half termly assessments and teacher assessments. The results of the assessments will enable us to determine whether your child is working at Age Related Expectations (ARE). Throughout the year you will be given the opportunity to talk to your child's class teacher about their progress. Your support and encouragement is very important to us and will have a big impact on your child's education. Therefore, please talk to any member of the Key Stage One team if you have any queries or questions.

### What your child needs to include and achieve in their writing by the end of the year:

- For anyone to be able to read their writing
- To write simple sentences that make sense
- Use capital letters to start sentences
- Use full stops to end sentences including question and exclamation marks when appropriate
- To use 'and' to link ideas together
- To begin to write simple stories in the correct sequence
- To re-read what s/he has written to check it makes sense
- Spell Y1 words correctly (see sheet)
- To form letters correctly



### How you can support your child in Maths:

- Count forwards and backwards from any number
- Play board games such as snakes and ladders
- Encourage them to count in 2s/5s/10s.
- Ask them to name and describe the shape of common household objects e.g. a tin of beans is a cylinder with 3 faces, 2 of which are circles and one is a rectangle
- Challenge your child to divide a pizza or an apple into equal pieces when preparing a meal
- Estimate how many biscuits there are in a tin
- Pour water into containers at bath time and talk about full/empty/half full
- Share out (divide) sweets between family members
- Enjoy baking together, this involves many mathematical elements such as measuring, adding, dividing, telling the time, understanding temperature, fractions, money (buying the ingredients)



**What your child needs to be able to do in Maths by the end of the Year:**

- Count to and across 100, forwards and backwards
- Count in multiples of twos, fives and tens
- Find one more and one less than a number
- Number bonds to 10 and then 20
- Know that a half is one of 2 equal parts
- Measuring lengths and heights of objects
- Measuring the weight of objects
- Measuring time
- Tell the time to the hour and half past the hour and draw the hands on a clock to show these times
- Recognise and name 2d shapes
- Recognise and name 3d shapes

**How to encourage your child to write at home:**

- Provide them with exciting pens, pencils and paper
- Ask your child to verbally tell a story or retell a family trip e.g. to the park
- Give them a purpose for writing e.g. writing a shopping list
- Ask to read their writing
- Challenge them to write a sentence, which you then read back to them at bed time
- Model and show your child examples of your own writing
- Encourage your child to write greetings cards to family members
- Make up silly sentences that make you and your child laugh
- Draw a funny monster and label it
- Always support your child with their homework, helping them research and present their ideas in a written form

**When reading at age related expectations your child must be able to:**

- Recognise letters and groups of letters by sound
- Read accurately by blending sounds in unfamiliar words
- Read common tricky words (e.g. said)
- Check that what they read makes sense
- Read age related books aloud and discuss them
- Read a range of fiction, poetry and non-fiction
- Become familiar with stories including fairy stories and traditional tales
- Talk about the title, characters, setting and key events in a story
- Predict what might happen next in a story

**Encourage your child to read:**

- ♦ Texts from other cultures
- ♦ Texts by the same author
- ♦ Texts with a repetitive structure
- ♦ Texts that link to our Learning Challenge and children's interests

**Questions that you can ask your child when hearing them read or sharing a book:**

- What clues does the title and front cover of the book give us?
- What do you think is going to happen next?
- Can you describe the setting?
- Can you sequence the key events?
- How will the story end?
- Can you retell the story in your own words?

