



Meet the Teacher

Year 1



Mrs Spires
Executive
Headteacher

The Year 1 Team

Mrs Larsen
Deputy Headteacher



Bumblebee



Mrs Swindells (Mon - Thurs)
Mrs Larsen (Friday)
Class Teachers



Mrs Mason
Teaching
Assistant



Mrs Parker
Teaching
Assistant

Dragonfly



Mrs McLean
Class Teacher



Mrs Morrison
Teaching
Assistant

Entry into Year 1:

► Timings as Reception:

- Register is 8.55am, after this and before 9am is Late, after 9am is unauthorized absence.
- Please let us know any absences to the office, asap in the day.

► School & PE uniform:

- No Oaktree branded uniform any more please.
- PE uniform is navy sweatshirt, tracksuit bottoms or shorts, white t-shirts and Velcro trainers. **No zip-throughs or hoodies for safety.**
No watches or earrings on PE days.
- No need to bring wellies until asked.
- Please ensure your child has a school bookbag, no rucksacks please as they don't fit in the drawers.
- Please remember to bring at least a raincoat throughout the year as we try to get out for play even if raining!

Year 1 Homework:

▶ Reading:

- ▶ At least 5 times a week, please record in the diary as we will check the diaries.
- ▶ They will be heard read at least once a fortnight in school.
- ▶ Phonics video links sent in the spring.
- ▶ Spelling houses are high frequency words please play games to practice reading without decoding.

▶ Spelling:

- ▶ Quizzed biweekly
- ▶ Reworked spelling houses with a common theme.
- ▶ We will practice in handwriting, please practice spelling words at home.

▶ Optional:

- ▶ If you're child does additional learning at home, please send a message/photo on seesaw so we can share and praise.



Reading and Spelling

Common exception words

Spelling Focus

1	2	3	4	5	6
I a the and <u>my</u> by	to do into go no so	he she we be me	is as has his was	off all will pull push put	<u>said</u> you saw for your
7	8	9	10	11	12
ask here are with of	they that there them then this	have some come today little	<u>our</u> one once old oh	<u>where</u> when what why were	could house love school very

Topics:

Autumn	Marvellous Me and Terrific Toys This project teaches children about themselves and others and compares everyday life and families today. Including comparisons with childhood in the 1950s, using artefacts and a range of different sources.
Spring	Splendid City: Lovely Landmarks and London's Burning This project includes a detailed exploration of the characteristics and features of the capital city, London and the historical event of the Great fire and its impact on present day.
Summer	Our wonderful World: Plants and Animals This project teaches children about their own school and locality and comparing the flora and fauna around us. Whilst learning about Mary Anning as our historical figure and her impact on the science world.

Please look on Seesaw and school website for Topic webs and vocabulary.

Trips:

Autumn	Chertsey Museum (in school) 	Approximate cost: £3
Spring	Trip to London to see Landmarks 	Approximate cost: £22
Summer	Painshill Park 	Approximate cost: £25

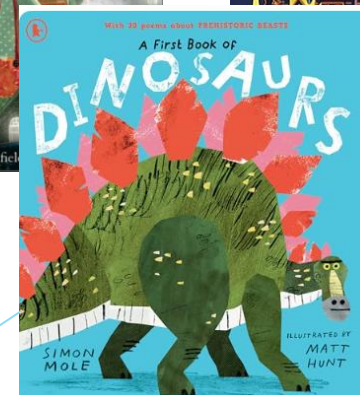
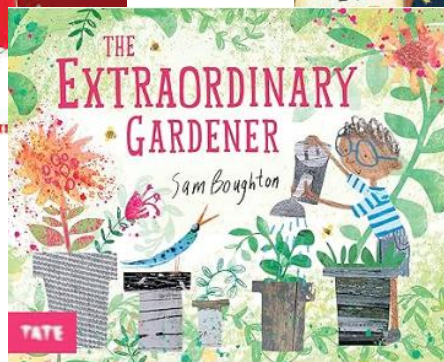
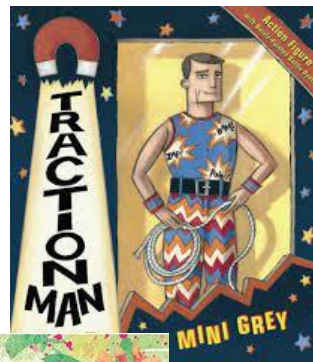
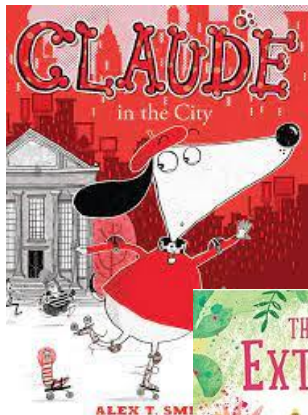


Learning In Year 1 at The Hermitage Infant School



The Power of Reading

- Power of Reading scheme used for several of our texts in the year.
- This develops skills through a love of reading.
- Children understand how stories develop.
- Close look at character descriptions.
- Opportunities to write a range of genres; letters, newspapers, diaries, stories, character descriptions, leaflets and recounts.
- Please DON'T buy and read these books before teaching.





End of year expectations

Reading Framework

- Decoding
- Comprehension:
 - Range of reading
 - Familiarity
 - Understanding
 - Inference
 - Prediction
 - Discussing





End of year expectations

Reading- Decoding

- Children can identify and read words with Set 1, 2 and 3 sounds (see sound mats)
- Children can read most common exception words. (see word mats)
- Recognise the common suffixes: -s, -es, -ing, -ed, -er and -est.

Reading- Comprehension

Range of reading:

- Listen attentively to a wide range of poems, stories and non-fiction.

Familiarity with texts:

- Recall basic features of stories, retelling them in order and identify the characteristics of the story.
- Identify the predictable phrases.

Understanding:

- Check the text makes sense and self-correct.

Inference:

- Demonstrate simple inferences.
- Discuss the links between events and the text title.

Prediction:

- Predict what might happen to the characters, plot and language.

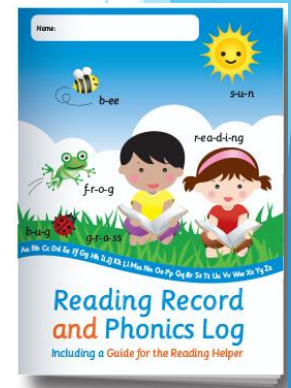
Discussing:

- Contribute thoughts and ideas, remembering key events and information.
- Can express views about the characters and events in a text.



How will I know how my child is doing with their reading?

- Your child will have targets on the back of their reading diary which they are working towards
- Your child's teacher will record in their reading diary, when they have been heard by an adult in class. They may identify any areas of development.
- Please record your reading in the diary too.





Phonics

Teaching across the year

Recap Set 1 sounds



Set 2



Along side
Common
Exception
words (Red
words/
spelling
houses)

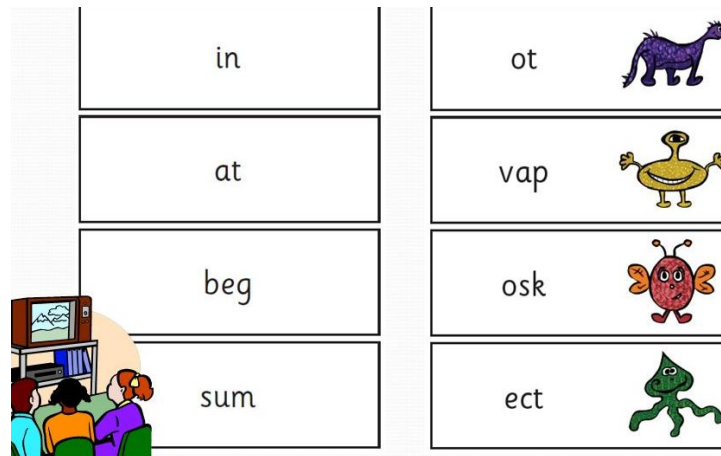


Set 3 (split vowel digraphs)



Year 1 Phonics Screener

- Children will be asked to read 40 'real or nonsense' words
- These are made up of the different set 1, 2 and 3 sounds.
- They are encouraged to 'spot the sound' before sounding the word out
- W/C 18





Handy Hints and resources

- Read, Read and READ some more.... every day if possible!
- Practise their sounds at home.
- Read the RWI books that come home Tuesday and return on Monday. Library TBC.
- Practise reading and writing the common exception words, new games to be sent home in year 1.
- RWI video links will be sent in spring with list of sounds your child needs to master.



End of year expectations for Year One

Writing

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words - a word spelt in an unusual or uncommon way
- Spell the days of the week
- Naming the letters of the alphabet in order
- Sequence sentences to form short narratives
- Add prefixes and suffixes: -s, -es, -un, -ing, -ed, -er, -est
- Write from memory simple sentences
- Re-read what they have written to check that it makes sense
- Leave finger spaces between words
- Join words and joining clauses using 'and'
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place





Writing Symbols

The Hermitage Infant School Writing Symbols are used cross-curricular throughout KS1. Each of these symbols represent a skill that your child will be taught in line with the National Curriculum. These symbols will appear on your child's Five Finger Check and on their Learning Strips.

This develops independence within the children as they can easily check over their learning and make any necessary edits.

Editing writing is an important part of the writing curriculum and is a skill needed through a school career.



Finger
space



Full stop



Writing on the
line



Capital
letter



Handy Hints and Resources

- **Purposeful writing at home**, this can include making shopping lists, writing letters to family members, writing recipes, diaries, holiday journals, writing to Father Christmas, post cards, role play (doctors notes, bus tickets etc). This is where you can really see the learning that your child has embedded.
- Teaching the spelling of the days of the week and spelling houses.
- **Reading and phonics** - these aid writing hugely as children can use their sounds in their writing.
- Spelling of high frequency and common exception words in order to aid writing (red words).
- Throughout the year, speak to your class teacher about your child's writing, any questions and what you can do to help.



End of year expectations

Number



Pupils should be taught to:

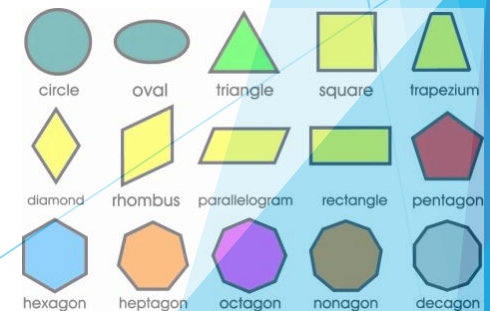
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Given a number, identify 1 more and 1 less
- Identify and represent numbers using objects and pictorial representations 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
- 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 0
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? + 5$
- 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



End of year expectations

Shape and Space

- Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity
- 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]
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns





End of year expectations

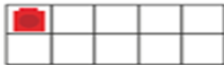
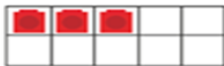
Measurement

- Compare, describe and solve practical problems for:
lengths and heights
mass/weight capacity and volume
time
 - Measure and begin to record the following:
lengths and heights
mass/weight
capacity and volume
time
 - Recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language
 - 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



What is teaching for depth and mastery maths?

Mastery maths is a concept which teaches children to apply their learning and knowledge to a range of scenarios and situations, therefore deepening knowledge and developing understanding. Mastery Maths follows the 'key three'.

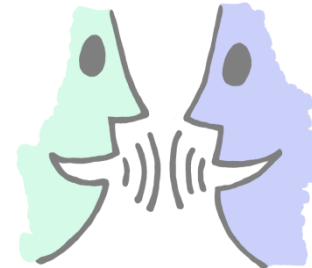
Concrete,	Pictorial,	Abstract
		1
		2
		3
		4





The Key Three

- Fluency - number facts and quick calculation.
- Reasoning - being able to explain working and show good conceptual understanding.
- Problem Solving - applying mathematical skills and knowledge to unfamiliar situations.





Handy Hints and Resources

- **Purposeful maths at home**, this can include counting out correct cutlery, crockery etc for dinners, sharing out sweets, cooking, reading numbers on scales, cookers etc. telling the time, knowing the days and months. Spy maths all around, draw attention to in in our environments.
- **Spellings** - numbers, days of the week and months of the year.
- **Counting** - both physically but also by rote, counting in 1s forwards and backwards especially bridging the 10s. Counting in 2s, 5s and 10s too!
- Using mathematical language: digits, numerals, subtraction, addition, equals total. Shape language
- Use shape language for 2d and 3d shapes: sides, corners, edges, faces, square, rectangle, circle, triangle, pentagon, hexagon, octagon, cube, cuboid, sphere, triangle-base pyramid, square-base pyramid, prism.