



Welcome to Year 1



The Sharples family ensures our children are resilient learners, healthy and aspirational citizens. We will create a love of lifelong learning that extends beyond the classroom as a result of an enriching curriculum. The school community will make a difference by fostering respect and tolerance of each other as unique individuals.

A message from Mrs Tomany

Hello and welcome to Year 1 with Mrs Tomany and Mrs Owens and Mrs Adam.



Year 1 is an exciting journey transitioning from Reception and preparing children for Year 2. Children have the opportunity to become independent learners, completing challenges in different learning zones, such as: the writing area, creative corner, role play and the maths and science exploration zones.

Throughout the year children complete their work in small group and whole class lessons. They have the opportunity to learn in both the indoor and outdoor classrooms.

We aim to inspire children and develop a love for learning using exciting stories, topics and current news and celebrations as a stimulus.

Children have the opportunity to take part in a variety of extra-curricular activities.

Myself, Mrs Owens and Mrs Adam look forward to welcoming your children and supporting them during this important year.

Expectations & Standard

Our Class Charter

- We want our class to be happy and work together as a team.



So we promise to...

- Be kind to our friends.
- Have kind hands and feet.
- Always listen to adults in the classroom.
- Remember to stop, look and listen.
- Keep the classroom tidy.

The School Day

The children will be greeted by the teacher at the classroom door to start school at 8.35 – 8.45am.

At 3.15pm the children will be dismissed from the classroom door. A safe collection form with passwords goes out to parents annually so staff are aware of who is collecting your child. Please ensure the school office are made aware of any changes to this as the safeguarding of our children is paramount.

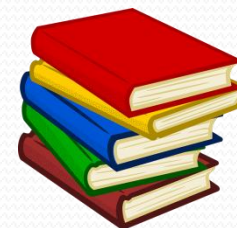
Year Group Maths Goals

| |
|---|
| Compare the lengths of two pieces of string. |
| Guess the length or weight of an everyday object. |
| Talk to you about everyday 2D and 3D shapes. |
| Count to 100. |
| Read and write the numbers to 100. |
| Order the numbers 1-20. |
| Count forwards and backwards from any given number. |
| Pick numbers between 0-30. Can they say which numbers are more or less? |
| Know all the different ways you can add up to 10. |
| Tell you about adding and subtracting with numbers up to 20. |
| Tell you how they worked out a sum they've done in their head. |
| Understand what you mean by double or halve. |
| Measure lengths, mass, capacity and time |
| Tell the time to the hour and half past. |
| Know days of the week and months of the year |



Year Group Reading Goals

| |
|---|
| Word Reading |
| Match all 40+ graphemes to their phonemes. |
| Blend sounds in unfamiliar words. |
| Divide words into syllables. |
| Read compound words. |
| Read words with contractions and understand that the apostrophe represents the missing letters. |
| Read phonetically decodable words. |
| Read words that end with 's, -ing, -ed, -est |
| Read common (tricky) words that are not phonetically plausible. |
| Add -ing, -ed and -er to verbs. (<i>Where no change is needed to the root word</i>) |
| Read words of more than one syllable that contain taught GPCs. |
| Comprehension |
| Say what I like and do not like about a text. |
| Link what I have heard or read to my own experiences. |
| Retell key stories orally using narrative language. |
| Talk about the main characters within a <u>well known</u> story. |
| Learn some poems and rhymes by heart. |
| Use what I already know to understand texts. |
| Check that my reading makes sense and go back to correct myself when it doesn't. |
| Draw inferences from the text and/or the illustrations. (<i>Beginning</i>) |
| Make predictions about the events in the text. |
| Explain what I think a text is about. |
| Discuss word meanings. |



Year Group Writing Goals

| |
|--|
| Include basic information and ideas in my writing. |
| Use some descriptive words (size, colour, feelings) in my writing. |
| Writing can generally be read and understood. |
| Begin to use imperative verbs (bossy) in their correct place. |
| Write simple texts such as lists, stories and instructions. |
| Link together a few events but not always in the correct order. |
| Start a story with 'One day', 'Once upon a time'. |
| Link my ideas together to create a short narrative with a beginning, middle and end. |
| Start to use pronouns. (Sam went to the shop. He got a toy.) |
| Write most of my work in simple sentences. |
| Join words and clauses using 'and'. |
| Leave finger spaces between words. |
| Write sentences that begin with a capital letter. |
| Capital letters are used correctly when writing proper nouns and 'I'. |
| Use full stops. |
| Use question marks correctly. |
| Use exclamation marks correctly. |
| Choose the correct words to show what I mean. |
| Try to make my writing the same size with my letters correctly formed. |
| Use my phonics to try to spell words that I do not know. |
| Spell some high frequency words correctly. (the, and, for, me) |
| Spell common tricky words (my, so, all, when) |
| Make some improvements to my writing. |
| Make comments about my own and others' writing. (can be orally). |



Home Learning

The most important home learning activity is reading. Reading a little every day can really help your child. Children should read a few pages of their reading book, library book, online books or book from home every night. Reading books and Reading Records need to be in school every day. Please sign your child's Reading Record so we know they have read to an adult and reply to any questions from the teacher.

Children will be expected to learn their number bonds to 10 and 20 each week. The children will also be given discussion questions on the class page on the school website once per week related to our current topics so you can have a learning conversation. This will usually be given on a Friday.



Assessment

Assessment in Year 1 takes place on a daily basis using quality assessment for learning principles so that teachers can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis through:

Self and Peer assessment

Next step marking

Learning conversations

Rich, probing questioning

Cooperative learning opportunities

To support these assessments the children also complete a summative standardised test at the end of each term.

Trips and Visits

Our wow trip this year will be to Bring Yer Wellies, which is a fun and engaging outdoor learning experience for school trips in a unique outdoor countryside environment.

Children will be introduced to nature in a safe, comfortable environment whilst keeping them actively involved, letting their interest, curiosity and excitement provide them with great memories. We hope the children will come back with lots of questions answered and leave them wanting to find out more.

