



# Lake Farm Park Academy

## Year 1

### Information Meeting

4<sup>th</sup> July 2016

# Purpose of today's meeting

- To give you some information about what to expect as your child moves into Year 1.
- To discuss what will change and what won't
- To introduce the Year 1 curriculum.
- To share some practical information about starting in Year 1.

# The move to Year 1

- Children moving to Key Stage One (KS1)
- We will try to make sure the children feel as prepared as possible
  - meeting the staff; visits to classrooms; discussions in class.
- Sharing of information
  - new teachers spending time in Reception; assessment information passed on; opportunities for handover of key information; ongoing discussion next term.

# Staff



- Rabbit Class - Mrs Adams
- Frog Class - Miss Verity
- Squirrel Class - Mr Barradell (Year Team Leader)
- All classes will have a Learning Support Assistant
  - Rabbit - Miss Isaac-Simon
  - Frog - Mrs Ahmad
  - Squirrel - Miss Mines
- Additional adults if some children need extra support.
- Vice Principal for KS1 - Mrs Blair

# The School Day



- No change in times (start at 8.45am and finish at 3.15pm)
- Same uniform
- Same process for reporting absence
- Same expectations in terms of attendance
- A child is late if they arrive after 8.55am

# Lunch Times



- 12.00pm-1.15pm
- All classes will have their own lunchtime controller
- Universal free school meals
- Same catering company: Pabulum.

# The Curriculum



- Timetable will become more formal
  - a typical morning will include Guided Reading, Phonics, English and Maths lessons.
  - afternoons will be topic-based (a similar approach to Reception).
- Importance of transition – gradual change from learning through play to more formal learning.
- Homework will be given weekly – a mixture of English, Maths, Topic and Speaking as well as some projects.

# English Curriculum



- **Language Development**
  - Listen and respond to adults and other children
  - Ask questions to extend their understanding
  - Learn new vocabulary related to topics or daily life
- **Reading - Word reading:**
  - Continuing to learn the sounds and the groups of letters that make these sounds;
  - Use this knowledge when reading;
  - Read common 'tricky' words;
  - Begin to recognise different word endings (-s, -es, -ing, -ed, -er, -est);
  - Read words with contractions (I'll, couldn't, it's);
  - Read aloud accurately and fluently, and start to develop expression;

# English Curriculum



- **Reading – Comprehension**
  - listening to and discussing a wide range of poems, stories and non-fiction that have been read to them;
  - discussing word meanings, linking new meanings to those already known;
  - checking that the text makes sense to them as they read and correcting inaccurate reading;
  - discussing significant events;
  - making inferences on the basis of what is being said and done;
  - predicting what might happen on the basis of what has been read so far;
  - Retelling a story in order, referring to characters, settings and key events.

# English Curriculum



- **Writing**

- spelling words containing each of the phonemes they have learnt;
- spelling common ‘tricky’ words and the days of the week;
- develop cursive handwriting by understanding which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways);
- development of sentence-writing skills;
- development of the use of simple punctuation, including capital letters (including for proper nouns) and full stops.

## Structure of Literacy Lessons

- two/three week units such as fantasy stories, traditional tales, poetry and rhyme, non-fiction texts, instructions and recounts.

# Maths Curriculum



- **Number and Place Value**

- Count, both forwards and backwards, from any number, including past 100;
- Read and write numbers up to 100 as digits and words;
- Count in 2s, 5s and 10s from 0, and begin to recognise numbers in these times tables;
- Use mathematical language such as ‘more’, ‘less’, ‘most’, ‘least’ and ‘equal’;
- Place value: recognising that the digit ‘5’ can mean different things
  - in the number 54 (50)
  - As the number 5 on its own (5)
  - the ‘5’ in 504 (500)

# Maths Curriculum



- **Addition and Subtraction, Multiplication and Division**
  - Use the +, – and = symbols to write and understand simple number calculations;
  - Add and subtract one- and two-digit numbers, up to 20; start to develop the skills to do this mentally;
  - Solve missing number problems, such as  $10 - ? = 6$ .
  - Begin to use simple multiplication (e.g. that 2 groups of 5 equals 10);
  - Begin to understand division as sharing (e.g. sharing 10 sweets into 2 groups of 5).
- **Shape and Space**
  - Recognise and name some common 2D shapes, such as circles, rectangles (including squares) and triangles;
  - Recognise and name some common 3D shapes, such as cubes, cuboids and spheres;
  - Describe movements, including half and quarter turns, left/right and clockwise/anticlockwise.

# Maths Curriculum



- **Measuring**

- Use practical apparatus to explore different lengths, weights and volumes;
- Use language such as ‘heavier’, ‘shorter’ and ‘empty’ to compare things they have measured;
- Recognise the different coins and notes of British currency and order them according to their value;
- Tell the time to the hour and half-hour, including drawing clock faces.

## **Structure of Maths Lessons**

Taught in ‘chapters’ of 3-4 weeks modelled on the Singapore approach.  
Emphasis on deepening understanding and application of skills.

# The same as Reception?



- Yes – many of the objectives are similar.
- Consolidation is important.
- Our aim is for children to have a solid understanding rather than just being able to do things.
- Can they apply what they have learnt?
- Can they use it to solve problems?
- Can they explain what they have done?

# Other Areas of the Curriculum



- Science, Religious Education (RE), Physical Education (PE), Computing, Music – taught as separate subjects (although linked to the half termly topics);
- History, Geography, Art, Design & Technology – taught within topic sessions;
- Our topics will be: ‘Good to be me’, ‘Light a Candle’, ‘Poles Apart’, ‘Great Fire of London’, ‘What’s on the Menu?’ and ‘Seasides’.

# Year 1 Phonics Check



- Statutory assessment – all schools required to complete this.
- Children tested on 40 words – a mixture of real and nonsense words (20 of each).
- Children will be taught to recognise the two types of words and the skills needed to read these.
- Takes place in June 2017.
- Results reported nationally to allow comparison between schools.



# Starting in September

- First day of term – 5<sup>th</sup> September, 8:45am;
- Everyone starts on the same day - full time from day 1;
- Uniform available on Thursday 1<sup>st</sup>/Friday 2<sup>nd</sup> September (if needed).

# Over the Summer



- Regular reading – reading and being read to;
- Regular writing – e.g. diaries, sentences, spellings.
- Regular maths – practise counting & writing numbers up to 100, simple addition/subtraction.
- Regular talking and listening!