

# St Joseph's Catholic Primary School Exmouth



## Year 1

# Parent Curriculum Information Booklet



## Welcome to Year 1.

Thank you for taking the time to read this booklet. We aim to provide information that will help you to develop your child's education.

Parents are a child's first and enduring teachers. You play the most important role in helping your children learn. Children achieve more when schools and parents work together in partnership.

Parents can help more effectively if they know what the school is trying to achieve and how they can help. We value your feedback, so please let us know what you find difficult and require support with. We would also like to know what you find useful so we can continue to develop the important relationship between school and home.



When you ask your Reception child what they've done at school today, the answer is often, 'I played.' But their school day in Year 1 can seem very different.

In Reception, children get used to a play-based, free-flowing experience. They might be guided by the staff, but a lot of the time, they get to choose what they play with, when and with whom. They gravitate towards the things they enjoy doing, and how they spend their time is largely in their own hands.

In contrast, the Year 1 learning experience tends to seem more formal. The national curriculum sets out clear learning goals across every subject, and there are targets including knowing certain number facts and being able to spell a list of words accurately. Children are expected to take a government phonics screening check towards the end of Year 1. The children are often still learning through experimentation but there is less 'free-play'.

## Reading

Initially, the best way to help your child to begin learning to read is to read to them and talk to them about a wide variety of books and the things that you do and see in every day life. This helps them to develop a love of books and a varied vocabulary, which will help them to understand the words in books later on. The main key skills for children to develop can be found on the Reading Learning Wall within your child's books which is also handed out on parents evening and on the school's website the national curriculum expectations for year groups are available.

Once your child begins learning to read at pre-school and school, **it is vitally important that you read at home with your child every day**. They should be reading 3 books a week and reading should be continued at the weekend and during school holidays. The more they read and enjoy reading, usually the quicker they learn how to read and develop strategies to work out words that they do not know.

Here are some ways to approach the 'difficult job' of learning how to read. We hope you will find them useful

- \* Most important of all, make reading with you as enjoyable as possible - not always easy after a hard day at work and school, but do try to persevere!
- \* Look at the book first, talking about what you can see happening in the pictures. Try to predict the story and possible unknown words.
- \* The pictures are a really important tool to help the children read. Please do not cover them up. If your child is becoming too reliant on the pictures, encourage them to point to the words to draw their attention back to the text.
- \* Many words can be sounded out, e.g.: c a t. However, words such as 'was' are a little trickier as sounding them out does not work. The children just need to learn how they look.
- \* Look out for words they already know within longer words e.g.: **board**
- \* Remind children to think about how speech might be said to encourage them to read with expression. Punctuation helps your child to read with intonation and brings a book to life.
- \* Question your child about events in the book to check that they have understood what they are reading
- \* Retelling the story so far or predicting what might happen next will help you to gauge their understanding of what they have read.
- \* Encourage your child to read a variety of different types of storybooks, information books, magazines, newspapers, letters etc.
- \* Still read to your child. Hearing you read is a fantastic way to develop your child's vocabulary and intonation.

Join your local **library** and make use of their fabulous resources. There are also age appropriate on-line books available on the Oxford Owl website, which you can subscribe to for free.

<https://www.oxfordowl.co.uk/for-school/for-school/oxford-owl-ebook-collection>



## Reading Stages

Book Band	Year Group
Lilac Wordless Pictures Books	Age 4-5 Foundation
Pink (1)	Age 4-5 Foundation
Red (2)	Age 4-5 Foundation
Yellow (3)	Age 5-6 Foundation/Year 1
Blue (4)	<b>Age 5-6 Year 1</b>
Green (5)	<b>Age 5-6 Year 1</b>
Orange (6)	<b>Age 5-6 Year 1</b>
Turquoise (7)	<b>Age 5-6 Year 1</b>
Purple (8)	Age 6-7 Year 2
Gold (9)	Age 6-7 Year 2
White (10)	Age 6-7 Year 2

Obviously this chart can only give a rough idea of the right level for your child. There will be a wide range of reading abilities in any school year.

As a rough guide, children should be able to read at least 90% of the words on the page without any problem. They should also demonstrate good understanding of the text they read through comprehension questions. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.

## Writing

Please refer to the Year 1 Writing Wall to see what the expectations are for the end of Year 1.

During Year 1, children are taught to write sentences by:

- ☐ saying out loud what they are going to write about
  - ☐ re-reading what they have written to check that it makes sense
  - ☐ discussing what they have written with the teacher or other pupils
  - ☐ leaving spaces between words
  - ☐ joining short sentences using **and**
  - ☐ punctuating sentences using a capital letter and a full stop, question mark or exclamation mark
- The best way to get better at writing is to practise it by writing in meaningful situations with real purpose.

Encourage your child to write:

- ☐ birthday cards
- ☐ shopping lists
- ☐ letters to relatives and friends
- ☐ reminders for things for school
- ☐ instructions for games they have made up or models they have made out of lego etc.
- ☐ book or film reviews
- ☐ scrap books
- ☐ e-mails
- ☐ a diary when they do interesting things
- ☐ Ensure handwriting is correctly formed and legible. Encourage correct pencil grip to help them write with ease.
- ☐ Encourage children to sound out simple words, look for patterns in more complicated sets of words and eventually learn and apply spelling rules that they have encountered.



## **Spelling**

The children learn to spell during daily Letters and Sounds lessons. From time to time, we will send words home that the children will need to learn to spell. Help your child to **learn** their spellings by the

**Look, Cover, Say, Write, Check**

method, where your child looks at each word in turn, covers it up, says it to themselves, writes it down and then checks to see if it is correct. If it is incorrect they try again. This should be done often to ensure that they really do learn the look and arrangement of the word as well as how it sounds. **Do not expect your child to learn their spellings by testing them every night.**

Test them once, before they are to be tested in school if you like, but testing does not help them to learn them, it only assesses whether or not they do know them.

## **Spoken Language**

Young children love to talk and share their ideas. At times they need help listening to others and valuing their opinions. In Year 1, children are taught to: listen, ask relevant questions, build their vocabulary, give descriptions and explanations, participate in conversations, explore ideas and to speak audibly and fluently.

Drama and role-play can contribute to the quality of children's writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes.

# Letters and Sounds

**Synthetic phonics** — refers to an approach to the teaching of reading in which phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together. For example, children are taught to take a single-syllable word such as *cat* apart into its three letters, pronounce a phoneme for each letter in turn c-a-t, and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, stretch it into its phonemes and say them in turn, for example d-o-g, and write a grapheme for each phoneme in turn to produce the written word, *dog*.

## Glossary of terms

The following terms and their definitions have been taken from the National Curriculum.

**blend** — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

**split digraph** — two letters, split, making one sound, e.g. a-e as in make or i-e in site. We explain this as two letters holding hands to make one sound. We may also refer to 'magic' e if that helps the children remember the rule. The walking, talking phrase for vowel digraphs still works.

**grapheme** — a letter or a group of letters representing one sound, e.g. s, sh, ch, ie, igh, ough, (as in 'though')

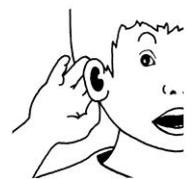
**grapheme-phoneme correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

**phoneme** — the smallest single identifiable **sound**, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (s and p)

**segment** — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: c-a-t

**VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.

**mnemonic** — a device for memorising and recalling something, such as a snake shaped like the letter 'S'. We also teach actions from the Jolly Phonics scheme eg ai as in r-**ai**-n.



- s** Weave hand in an *s* shape, like a snake, and say *ssssss*
- a** Wiggle fingers above elbow as if ants crawling on you and say *a, a, a*.
- t** Turn head from side to side as if watching tennis and say *t, t, t*.
- i** Pretend to be a mouse by wriggling fingers at end of nose and squeak *i, i, i*.
- p** Pretend to puff out candles and say *p, p, p*.
- n** Make a noise, as if you are a plane - hold arms out and say *nnnnnn*.
- ck** Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.
- e** Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*.
- h** Hold hand in front of mouth panting as if you are out of breath and say *h, h, h*.
- r** Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *rrrrrr*.
- m** Rub tummy as if seeing tasty food and say *mmmmm*.
- d** Beat hands up and down as if playing a drum and say *d, d, d*.
- g** Spiral hand down, as if water going down the drain, and say *g, g, g*.
- o** Pretend to turn light switch on and off and say *o, o; o, o*
- u** Pretend to be putting up an umbrella and say *u, u, u*.
- l** Pretend to lick a lollipop and say *llllll*.
- f** Let hands gently come together as if toy fish deflating, and say *ffffff*.
- b** Pretend to hit a ball with a bat and say *b, b, b*.
- ai** Cup hand over ear and say *ai, ai, ai*.
- j** Pretend to wobble on a plate and say *j, j, j*.
- oa** Bring hand over mouth as if you have done something wrong and say *oh!*
- ie** Stand to attention and salute, saying *ie ie*.
- ee or** Put hands on head as if ears on a donkey and say *eeyore, eeyore*.
- z** Put arms out at sides and pretend to be a bee, saying *zzzzzz*.
- w** Blow on to open hand, as if you are the wind, and say *wh, wh, wh*.
- ng** Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying *ng...*
- v** Pretend to be holding the steering wheel of a van and say *vvvvvv*.
- oo oo** Move head back and forth as if it is the cuckoo in a cuckoo clock, saying *u, oo; u, oo*. (Little and long oo.)
- y** Pretend to be eating a yogurt and say *y, y, y*.
- x** Pretend to take an x-ray of someone with an x-ray gun and say *ks, ks, ks*.
- ch** Move arms at sides as if you are a train and say *ch, ch, ch*.
- sh** Place index finger over lips and say *shshsh*.
- th th** Pretend to be naughty clowns and stick out tongue a little for the *th*, and further for the **th** sound (*this* and **thumb**).
- qu** Make a duck's beak with your hands and say *qu, qu, qu*.
- ou** Pretend your finger is a needle and prick thumb saying *ou, ou, ou*.
- oi** Cup hands around mouth and shout to another boat saying *oi! ship ahoy!*
- ue** Point to people around you and say *you, you, you*.
- er** Roll hands over each other like a mixer and say *ererer*.
- ar** Open mouth wide and say *ah*. (UK English) Flap hands as if a seal, and say *ar, ar, ar*. (US English)

## Letters and Sounds - Phase 5

*Letters and Sounds* teaches children how the alphabet works for reading and spelling by teaching high quality phonics to equip children with the skills to become fluent readers by the age of seven. The aim is for most children to have completed Phase 5 by the end of Year 1 and be working from the No Nonsense Spelling Programme in Year 2. Your child is currently securing Phase 5 knowledge and skills.

During phase 2 and phase 3, your child will have been taught 42 sounds and how to recognise, read and write their letters. Some of the sounds are made from two or three letters (e.g. oa as in boat) We teach the children little tricks to help them learn these sounds e.g. “when two vowels go walking, the first one does the talking.”

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

		<b>Letter progression</b>								
Phase 2	Phases 2 & 3 are revised during Phase 4.	S	a	t	P	i	n	m	d	
		G	o	c	K	ck	e	u	r	
		H	b	f, ff	l, ll	ss				
Phase 3		J	v	w	X	y	z	zz	qu	
		Ch	sh	th	ng	ai	ee	igh	oa	oo
	Ar	or	ur	ow	oi	ear	air	ure	er	
Phase 5	New Graphemes	ay (day)	ou (out)	ie (tie)	ea (eat)	oy (boy)	ir (girl)	ue (blue)	aw (saw)	wh (when)
		ph (photo)	ew (new)	oe (toe)	au (Paul)	a-e (make)	e-e (these)	i-e (like)	o-e (home)	u-e (rule)
	Alternative pronunciations	i fin / fine	o hot / cold	c cat / cent	g got / giant	u but / put	ow cow / blow	ie tie / field	ea eat / bread	er Farmer / her
		a hat / what		y yes / by / very		ch chin / school / chef		ou out / shoulder / could / you		

Children also continue to practise blending and segmenting. It should always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

By the end of Year 1, children should be able to write the following common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our .

‘*Letters and Sounds*’ sessions are taught daily in class. We send a home learning sheet per week, revising sounds or words we have studied in class.

Games to support learning available on the internet

<http://www.letters-and-sounds.com/> - Lots of games available for each Phase.

<http://www.phonicsplay.co.uk/InteractiveResources.htm> - There are some super free resources on this website.

If you have an ipad, there is also a Twinkl phonics app which has some lovely games and sounds you may find supportive.

## Handwriting

All children will be taught joined cursive handwriting. The style we teach is shown below.

All children from Year 2 upwards are expected to start to become fluent in this style.

All children in Year 3 upwards will be using joined handwriting throughout their writing and will be using a blue handwriting pen, provided by the school.

*A B C D E F G H I J K L M N O P Q R S T U V*  
*W X Y Z*

*a b c d e f g h I j k l m n o p q r s t u v w x y z*

*The quick brown fox jumped over the lazy dog.*

The quick brown fox jumped over the lazy dog.

# Mathematics

## Maths Learning

At St Joseph's School children develop mathematical understanding of number, calculation, shape and space, measure and data handling. Great emphasis is placed upon children being able to apply these mathematical skills to problems in contexts. Our aim is to help children to recognise the relevance of mathematics in the world around them and to develop a curiosity and excitement about making mathematical discoveries.

## Expectation in Mathematics

There are clear national expectations about what every child should be achieving in mathematics. Please refer to the Year 1 Maths Wall to see what the expectations are for the end of Year 1.

**Number and Place Value underpin all mathematical learning. Year 1 children need to be able to confidently:**

- 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 twos, fives and tens
- identify one more and one less
- identify and represent numbers using objects and pictures 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.

## How to support your child with maths at home

1. Play a board game with your family.
2. Talk about any maths learning that they bring home from school. This will usually follow on from activities in class.
3. Ask them to help you when you are doing things with money, or measuring or weighing.
4. Tell the time.
5. Help them to manage their money by looking at the price of things and working out if they can afford them.
6. Help your child to learn their number bonds to 10, then 20
7. Use an educational game on the computer:



[www.ictgames.com](http://www.ictgames.com)

[www.bbc.co.uk/schools/bitesizeprimary](http://www.bbc.co.uk/schools/bitesizeprimary)

<https://play.trockstars.com/> (your child has their own login)

## TIMES TABLES

**By the end of year 4, all children should know their multiplication facts and related division facts up to 12 x 12 and be able to demonstrate quick recall of these facts.**

Children who are secure with their quick recall of times tables facts make faster progress, as they are able to apply this knowledge to all areas of maths, including mental calculations and problem solving in real-life contexts.

Children should therefore be practicing their tables regularly - 5 minutes a day is much more beneficial than 30 minutes once a week. Each week, your child will be tested on their knowledge of the table they are working on. Cards will be sent home to support this but online games are great too!

### Years 1 to 4

In order to best support the children to learn their times tables, and to become secure with their quick recall and application of times tables facts, each term your child will focus on a particular times table. They will be taught strategies for learning these times tables in school and practise every day in class. For Home Learning, the children will also focus on the specific times tables that they are working on.

At the beginning of each new academic year, the children will revise the times tables learnt during the previous year, before then moving onto a new times table.

The chart below shows the focus areas for each term for each year group:

<b>Year Group</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
Year 1	Number Bonds to 10		Number Bonds to 20		Counting in 2, 10 and 5	
Year 2	2		10	5	Mixed 2, 5, 10	3
Year 3	2, 5, 10 and 3 word problems		4	8	9	11
Year 4	Recap 2, 3, 4, 5, 8, 9, 10, 11	6	7	12	Mixed tables from 2-12	

## R.E

As we are a Catholic School, we are required to teach a certain amount of Religious Education as it is one of our core subjects.

The 'God Matters' curriculum is split up into ten themes which are revisited and developed each year to support the faith development of the children. In each unit, related aspects of different world faiths are also taught.

Each topic is revisited each year building on the children's knowledge. Therefore, although the unit titles remain the same, pupils' experiences, knowledge and learning all progress.

UNIT	DATE	TEACHING TIME
<b>AUTUMN TERM 2019</b>		
Creation	Start of Term	4 weeks
Prayers Feasts and Saints	07.10.19	2 Weeks
<b>Half term 21.10.19</b>		
Islam	29.10.19	1 Week
Sacraments	04.11.19	4 Weeks
Advent	02.12.19	2 weeks
Christmas	16.12.19	1 week
<b>SPRING TERM 2020</b>		
Feasts of Christmas - Epiphany	Start of Term	2 weeks
Revelation	20.01.20	4 Weeks
<b>Half Term 17.02.20</b>		
Judaism	25.02.20	1 week
Lent	02.03.20	3 weeks
Holy Week	23.03.20	1 week
<b>SUMMER TERM 2020</b>		
Easter	14.04.20	4 weeks
Pentecost and Mission	11.05.20	2 weeks
<b>Half Term 25.05.20</b>		
Pentecost and Mission	02.06.20	2 weeks
Sikhism	15.06.20	1 week
Hinduism	22.06.20	1 week
Big Questions of Faith Project RE	29.06.20	Until End of Term

## Science in Year 1

Science enables children to discover the world around them. It stimulates curiosity and leads to the development of investigative skills so they can discover how the world around them works. It also enables children to make meaningful links to both the natural and man-made environment they live in.

Science is essentially a practical subject and the children are given opportunities for careful observation and investigation. Children participate in a wide variety of problem solving activities. They are encouraged to devise their own experiments and communicate their findings in a variety of ways.

Throughout year 1, the science curriculum will be embedded within our Learning Journeys. Over the year, children will cover the following areas:

- Plants
- Animals including humans
- Uses of everyday materials
- Seasonal changes

## Forest School

Through careful, joint planning, Mrs Turner, our Forest School teacher, will supplement the science curriculum allowing children to engage within our world. They will get a chance to explore science within the environmental area and pond area. Please ensure your child comes to school equipped with old clothes and wellies for these sessions. You will be advised of the dates in class letters. Year 1 will be going in the Summer Term.

## At home

Children are naturally inquisitive and interested in the world that surrounds them. Whenever you are together, they are trying to make sense of things that they encounter and develop their understanding. You could:

- \* Encourage them to ask questions such as ‘How?’ ‘Why?’ and ‘What will happen if...?’ and decide how they might find answers to them. **Talk** is really important – don’t undervalue your answers to the value of **“Why?”** You could use non-fiction books you might have at home, visit the library or use the Internet to help them discover ways of finding the answers they seek.
- \* Encourage them to predict what might happen.
- \* Help them to recognise when a test or comparison is unfair.
- \* Provide opportunities for them to explore, using the senses of sight, hearing, smell, touch and taste as appropriate.
- \* Encourage them to communicate what happened through speech, writing, drawing, or ICT.
- \* Help them to make simple comparisons e.g. hand spans or shoe sizes in your family and identify simple patterns.
- \* Compare what happened with what they expected and try to explain it, drawing on their knowledge and understanding.



Make the most of situations that naturally develop when you are together. Each season brings its own learning opportunities. Enjoy them and celebrate them! Children are on the whole eager to learn. Also be aware of when they have “had enough” and it is time to stop!

## **Computing**

Computing prepares children to participate in a rapidly changing world. Children use computing tools to find, explore, analyse, exchange and present information.

During Key Stage 1 children explore IT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use IT to develop their ideas and record their creative work. They become familiar with hardware and software.

Children are taught to:

- ☑ understand that computer programs execute by following precise instructions
- ☑ create and debug simple programs
- ☑ use logical reasoning to predict the behaviour of simple programs
- ☑ use technology to create, organise, store, manipulate and retrieve digital content
- ☑ recognise common uses of information technology beyond school
- ☑ use technology safely and respectfully, keeping personal information private; identify where to go
- for help and support when they have concerns about content or contact on the internet or other online technologies.

## **Non Core subjects**

Throughout their time in Year One, the children will complete history, geography, art design and technology, music, PSHE, PE and some Languages lessons through the topic lessons.

**Keeping Children Safe**

### **Children walking home from school**

Children from foundation upwards should be collected by an adult from the class door. If another adult is collecting your child, please let the class teacher know – even if you have arranged for another parent to collect.

Children in year 3 and 4 will not be allowed to walk home on their own unless you have written us a short note / letter.

Children in year 5/6 frequently walk home on their own, please do let the class teacher know of your wishes.

### **Internet Safety**

Within school we have strict filters on our computers that help block inappropriate sites for the children. The children are frequently reminded of Internet Safety Rules.

We urge parents to keep a close eye on the internet usage that children access at home.

Children will not use Social Media sites in school, as primary school children are too young to be accessing them.

Information for Parents can be found :

**CEOP:** [www.ceop.gov.uk](http://www.ceop.gov.uk)

**Think U Know:** [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Childnet:** [www.childnet-int.org](http://www.childnet-int.org)

Our website offers more information or links.

### **Pastoral Support**

Many of our teaching assistants are trained to offer pastoral interventions. They will support individuals and small groups when the need arises.

### **Safeguarding:**

Our Senior Designated Person is **Mrs N Taylor-Bashford**

Our Deputy Designated Person is **Mrs S Keeping**

If you have any concerns about the welfare of any of the children within the school, please do speak with us.

When concerns are raised or noticed, we have to make sure that any information is recorded. Parents will be contacted to discuss any concerns as soon as possible. On a few occasions, where there may be serious concerns, the information has to be shared with our partners in the Police, Social Services and in Health first.

Let your child's class teacher know if something has happened that means your child is upset or unhappy; or if there is something you feel we ought to know. This will enable us to support your child.

**If you suspect ANY child is being neglected, abused or facing harm, let the school know or alternatively you may contact the MASH team on 0345 155 1071**