



Black Horse Hill Infant School

Year 1 Curriculum Evening

2021-2022

Meet the Staff

- Mr Young – teacher 1CY
- Mr Hamm – teacher in 1DH
- Mrs Myers – Teaching assistant – 1CY
- Mrs Gill – Teaching Assistant – 1DH

"How will my child cope in Year 1?"

What if they're not ready?"

"When can my child go to the toilet?"

"Will it be more formal?"



"What will change?"

What will stay the same?"

"What is taught in Year 1?"

Worries

"How will the day be organised?"

"Will it be all work and no play?"

"Do you still do fun stuff?"

Our Intentions

- Explain the difference between Foundation Stage and Year 1 expectations
- Discuss the National Curriculum
- Summary of the topics covered over the year
- End of year expectations

The Jump



- EYFS to National curriculum
- Moving from child initiated to teacher directed
- Structure of day

Still engaging, creative, purposeful

Structure of the Day

- When your child enters in the morning they will complete a Maths or English starter activity.
- After this they will have Phonics and Guided Reading followed by the core subjects English and Maths.
- Foundation subjects are typically taught in the afternoon.

Independence

As the year progresses we expect the children to develop independence concerning the following;

- changing reading books
- getting letters, homework and library books out of bags
- going to the toilet
- listening and concentration
- morning/afternoon activities

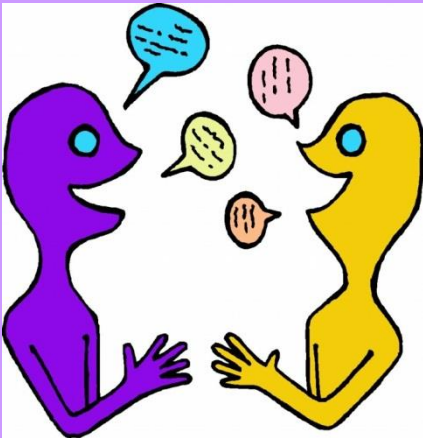


Homework






Practising key skills

Chat challenges

Set on a Friday return by
Wednesday



Year One Long Term Overview

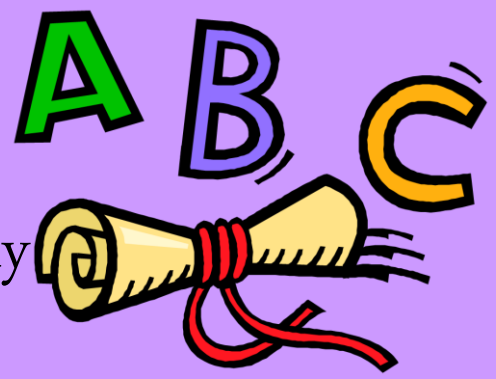
Topic/Theme	Childhood Funny Faces and Fabulous Features	Paws, claws and whiskers What can our hands do?	Bright Lights Big City Taxi	March	School Days Street View	The Enchanted Woodland Are all leaves the same?	June	Moon Zoom! What keeps us dry?	July
Half Term	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2	
English	Major Glad, Major Dizzy  Read to Write	 Fairy Tale Traditional Tale Instructions	 Detective Detective Narrative Letters	Book Week	 Portal Story Non-chronological report	 Return Story Postcards	Healthy Body, Healthy Mind Week	 Hunting Story Recipes	Coast to Country Environment Project
Phonics	Phase 4 Reading and spelling CVC, CVCC, CCVC words Reading and spelling words containing adjacent consonants Tricky words - said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, all, are, do, when, out, what, my, her	Phase 5 ay, ou, ie, ee, oy, ir, oi, ul, ee, wh ph, ew, ew, oe, ai, ey, zh Tricky words - oh, their, people, Mr, Mrs, looked, called, asked,	Phase 5 a, e, u, e, i, e, o, u, u, i, u, u Alternative pronunciations for A, E, I, O, U Tricky words - water, where, who, again, thought, through, work, mouse, many,		Phase 5 Alternative pronunciations - ow, ie, ee, er, ou, y, ch, c, g, ey Tricky words - laughed, because, different, any, eyes, friends, once, please	Phase 5 Alternative spellings - ch, j, m, n, r, s, t, u, i, war, ar, 		Phase 5 Alternative spellings - air, or, ur, oo, ai, ee, igh, oa, (y)oo, oo 	
Handwriting	Practising long-legged giraffe letters Writing words with li Introducing capitals for long-legged giraffe letters Practising one-armed robot letters	Introducing capitals for one-armed robot letters Practising curly caterpillar letters Writing words with double ff Writing words with double ss Introducing capitals for curly caterpillar letters	Practising long-legged giraffe letters, one armed robot letters and curly caterpillar letters Practising zig-zag monster letters Writing words with double zz Mixing all the letter families Practising all the capital letters		Practising all the numbers 0-9 Writing words with qu and ck Practising long vowel phonemes: ai, igh, oo Practising vowels with adjacent consonants: ee, oa, oo	Numbers 10-20 Practising ch unjoined Introducing diagonal join to ascender: ch Practising ai unjoined Introducing diagonal join, no ascender ai		Practising wh unjoined Introducing horizontal join to ascender: wh Practising ow unjoined Introducing horizontal join, no ascender: ow	
Maths	Place value Addition and subtraction	Place value Addition and subtraction	Number - addition and subtraction Place Value Bonds to 20 Number families		Measures - length, height, weight, volume Time	Money Multiplication and Division Place Value		Fractions Shape Place Value	
Science	Humans Observe seasonal change and different weather	Animals Observe seasonal change and different weather	Observe seasonal change Observe seasonal change and different weather		Observe seasonal change and different weather	Plants Observe seasonal change and different weather		Materials Observe seasonal change and different weather	
Computing	Purple Mash Online safety E-Books	Purple Mash Pictograms We are treasure hunters - BeeBots	Purple Mash Grouping and sorting Lego Builders		Purple Mash Technology Maze Explorers	Purple Mash Animated stories		Purple Mash Coding Scratch Jr	
Humanities (History, Geography, RE)	Childhood - History (M) Gifts-Harvest of Hands	Paws, Claws and Whiskers (M) Preparing for a celebration (Birthday, wedding, Christmas, Hanukkah, Diwali, baptism) Here comes Christmas - advent, Christmas story	Bright Lights Big City - Geography (M) New beginnings, Islam, Baby Blessing New Year's resolutions Chinese New Year		School Days - History (M) Easter-new life	The Enchanted Woodland (M) Wonderful World Story of creation		Moon Zoom! (M) Our Planet Caring for the Planet	
DT/Art and Design	Funny Faces and Fabulous Features - Art and Design (M) Portraits and collage	Paws, Claws and Whiskers - Art and Design (M) Drawing: Collage; Making models; Painting: Sculpture; Masks and products	Taxi - Design and Technology (M) Mechanisms - wheels, axles and chassis		Street View - Art and Design (M) Significant people - James Rizzi Drawing, painting and sculpture	The Enchanted Woodland (M) Drawing and painting with natural materials		Moon Zoom! - Design and Technology (M) Designing and making space-themed vehicles; Evaluating toys; Using mechanisms	
Music	Manage a cumulative structure and remember the order of events Work with others to give a performance with props Use dynamics to enhance the mood of a song Mark rests with sound-makers Sing a verse in a small solo group	Maintain a rhythmic ostinato during a performance Identify and follow a simple song structure and rhyme pattern Chant rhythmically, keeping together as a group, marking rests accurately Create and perform a new rap	Play a clapping game while singing sing a song Sing a song, recognising changing speeds Invent new lyrics and clapping patterns		Add a pitched melody to a song Play a three-note accompaniment accurately Use provided rhymes to make up new lyrics and moves	Sing a traditional song set in a minor key Remember the counting pattern and fit the long narrative lines accurately to the music Perform a dance to accompany the song		Understand the terms verse and chorus in the context of a song Mark the pulse throughout the song Sing a song that involves a time change Create a performance incorporating singing and percussion	
PE	Gymnastics Games	Gymnastics Games	Dance Games		Gymnastics Dance	Games Gymnastics		Games Gymnastics	
Jigsaw/PSHE/SMSC	Being me in my world	Celebrating Differences	Dreams and Goals		Healthy me	Relationships		Changing me	
British Values	Picture News	Picture News	Picture News		Picture News	Picture News		Picture News	
Enrichment activities	Visit the Liverpool Museum	Visit from vet/zoo keeper/creepy crawlly man	Garden Party		Visit from a parent or community member that attended BHS	Visit Ness Gardens		Alien visitor	

National Curriculum Expectations

Find the Fibs...



Phonics – what is it?



Phonics is a way of teaching children to read quickly and skilfully through....

recognising the phonemes that each letter makes

identifying the phonemes that different combinations of letters make - sh

blending these phonemes together from left to right to make a word.

Phonics	Phase 4 Reading and spelling CVC, CVCC, CCVC words Reading and spelling words containing adjacent consonants Tricky words - said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, all, are, do, when, out, what, my, her	Phase 5 ay, ou, ie, ea, oy, ir, ue, ue, aw, wh ph, ew, ew, oe, au, ey, zh Tricky words - oh, their, people, Mr, Mrs, looked, called, asked,	Phase 5 a_e, e_e, i_e, o_e, u_e, u_e Alternative pronunciations for a, e, i, o, u Tricky words - water, where, who, again, thought, through, work, mouse, many,	Phase 5 Alternative pronunciations - ow, ie, ea, er, ou, y, ch, c, g, ey Tricky words - laughed, because, different, any, eyes, friends, once, please	Phase 5 Alternative spellings - ch, j, m, n, r, s, z, u, i, ear, ar,	Phase 5 Alternative spellings - air, or, ur, oo, ai, ee, igh, oa, (y)oo, oo
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Reading

- Our whole school has changed approach
- We read four times per week.
- Day 1 – Decoding and prediction.
- Day 2 – Fluency
- Day 3 – Comprehension
- Day 4 – Prosody
- Bug Club books are allocated on Mondays.
- The expectation is that children read every night at home.

Reading

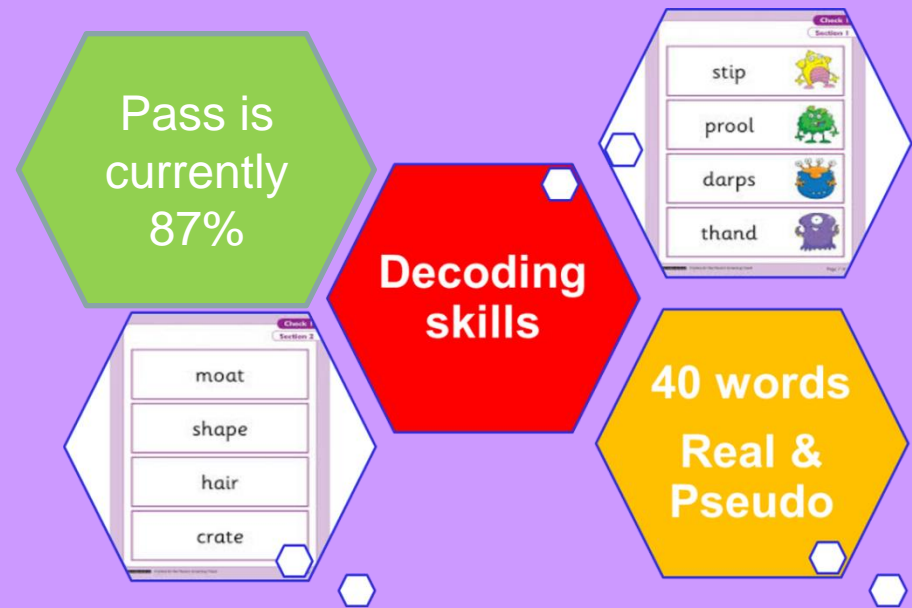


- Reading is typically taught through Phonics, English and Guided Reading and is modelled to the children.
- It is our intention to develop a pleasure in reading and motivation to read.
- Discuss word meanings.
- Make predictions about what has been read so far and inferences on what has been said or done.
- To supplement the Bug Club books and to help foster the love of reading your child will take a book of their choice home that they may not be able to fully decode yet. This is to share together with the focus being enjoyment.
- Children will have the opportunity to change as frequently as they wish.

Phonics Screening Check

What is it?

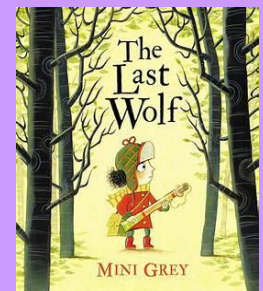
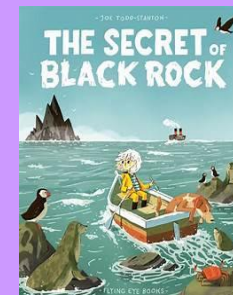
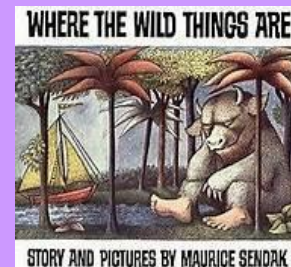
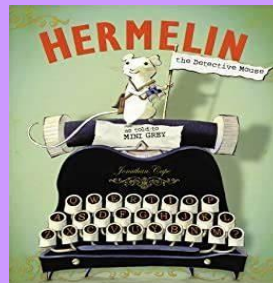
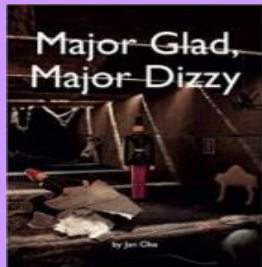
- The Phonics Screening Check is a test for children in Year One. Children take it during June in a one-to-one setting with their class teacher. During the Phonics Screening Check, children are asked to read (decode) 40 words. Most of these words are real words but some are pseudo-words.
- Because some children may misread these pseudo-words based on their similarity to words in their existing vocabulary, each pseudo-word is clearly identified with an image of an alien. Most teachers and children, therefore, refer to pseudo-words as alien words.



Read To Write

Read to Write is the scheme that we follow for imparting the development of writing skills. An important part of the writing process is talking and allowing time for children to be creative, imaginative and innovative in their own writing.

Each half term we have a vehicle text that we introduce and use as a basis for different writing outcomes. We follow a process of immersing the children in the text. We then analyse the text before we plan and write our own. These units have been carefully mapped out to cover the entire statutory curriculum for English.



Writing Expectations

Writing – composition

Statutory requirements

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Statutory requirements

- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting expectations

Statutory requirements

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Maths warm-up!

- more, greater than
- less, fewer, below than
- odd/even
- One digit/two digit
- Multiple of 2?
- Pattern of 10
- Made of straight line/curved lines





Maths in Year 1

- Children need to see people using maths in real-life to see it as being a purposeful and useful skill e.g calendars, clocks, money, measuring, counting.
- Children need to believe that maths is accessible to all and that anyone can do it!
- Collaboration with others is key to developing that mathematical understanding and use of vocabulary.

Maths Expectations

Number – number and place value

Statutory requirements

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 twos, fives and tens
- given a number, identify one more and one 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.

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- 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.

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- 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 zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Number – fractions

Statutory requirements

Pupils should be taught to:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Maths Expectations continued...

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- 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].

Geometry – position and direction

Statutory requirements

Pupils should be taught to:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Measurement

Statutory requirements

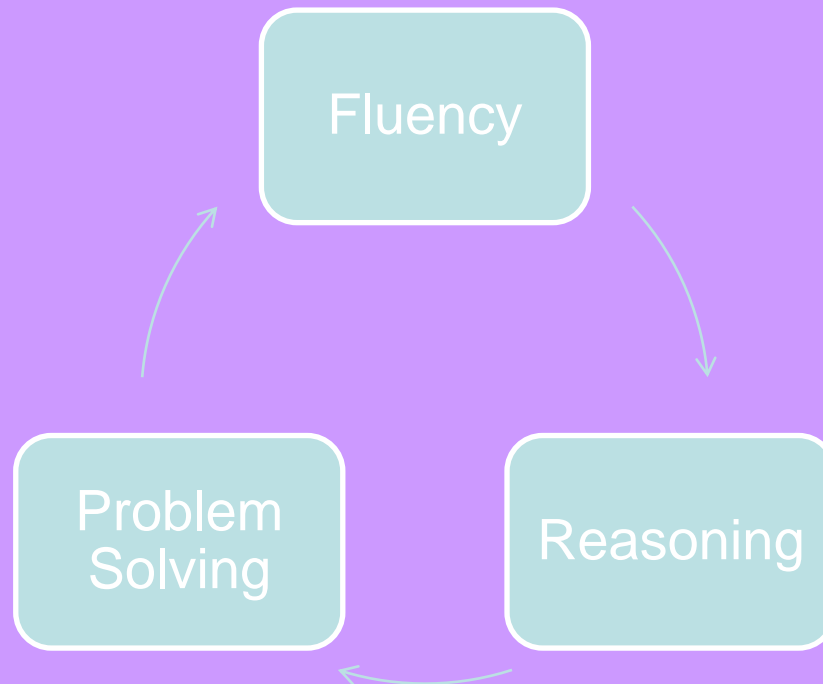
Pupils should be taught to:

- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- 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.

Maths

Maths	Place value Addition and subtraction	Place value Addition and subtraction	Number - addition and subtraction Place Value Bonds to 20 Number families		Measures - length, height, weight, volume Time	Money Multiplication and Division Place Value		Fractions Shape Place Value
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Maths has 3 strands



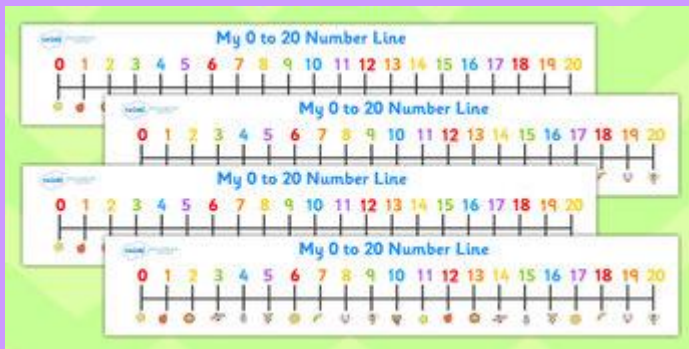
Concrete, Pictorial, Abstract

We begin mathematical teaching with concrete experiences.

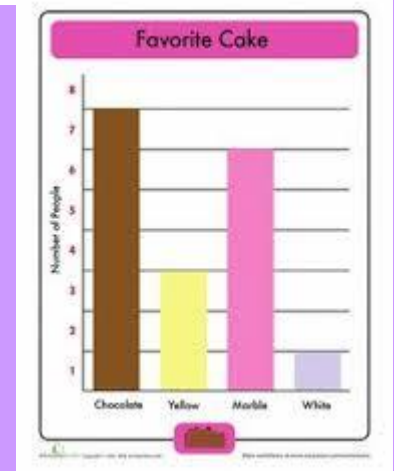
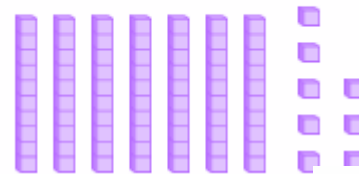


Pictorial representation

Using representations, such as a diagram or picture of the problem.

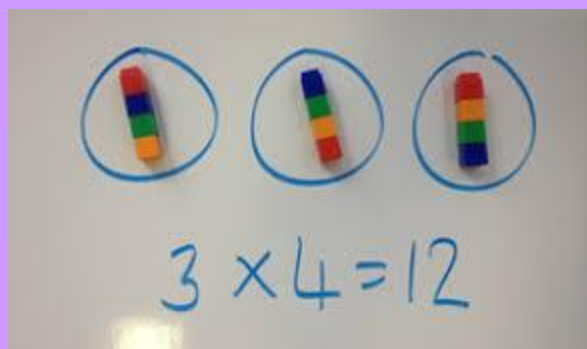


What number is shown?



Symbolic/Abstract

Abstract representation The symbolic stage - a student is now capable of representing problems by using mathematical notation, for example: $12 \div 2 = 6$

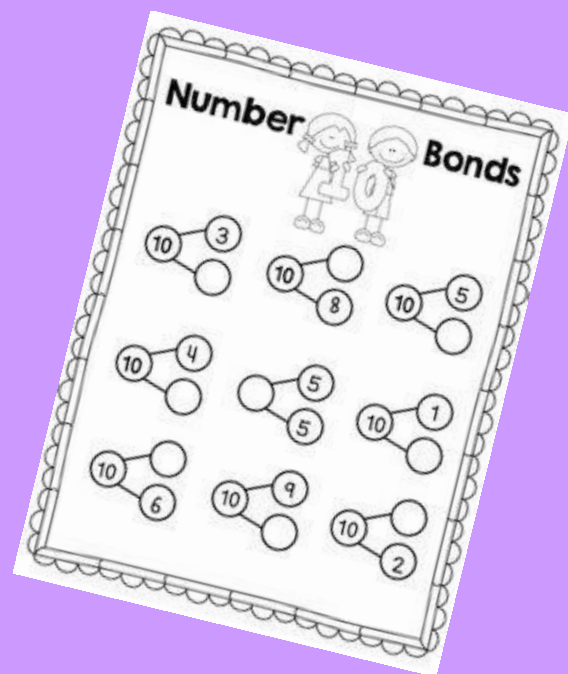


Name:

Mark the numbers which are not in order.

1	2	3	4	5	7	6	8	9	10
11	12	13	14	16	15	17	18	19	20
21	22	23	24	25	26	27	28	30	29
31	33	32	34	35	36	37	38	39	40
41	42	43	45	44	46	47	48	49	50

$$2 + 3 = 5$$



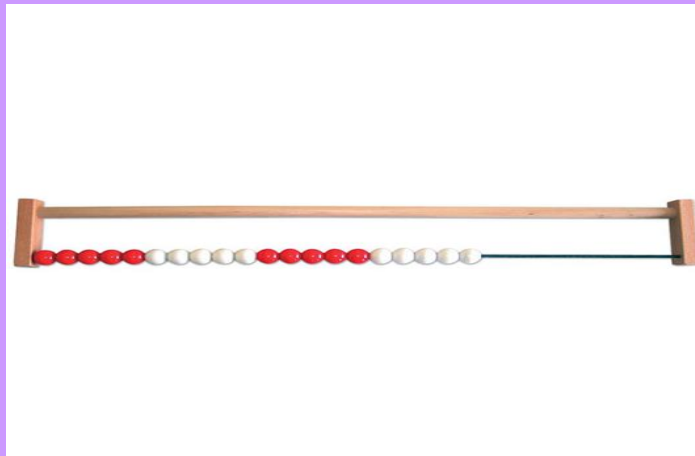
Addition and Subtraction

Example...



Key skills

- Counting- to and across 100 forwards and backwards from different numbers
- Counting in 2's, 5's and 10's



Recalling facts

- It is important that children recognise number bonds, different pairs of numbers with the same total.

10

$7 + 3$

$6 + 4$



8

$6 + 2$

$5 + 3$



6

$3 + 3$

$5 + 4$

$6 + 3$

9

$3 + 2$

5

$1 + 4$



$6 + 1$

7

$3 + 4$





How you can help..



- Clocks-talk about time during the day
- Calendars- understanding of months and days of the week
- Playing cards- Snap, one more/less, number bonds, ordering numbers
- Board games involving dice
- Measuring equipment- tape measures, measuring jugs
- Velcro dartboard- doubling, halving
- Fractions in real life-halving cakes, halving bars of chocolate, sharing equipment



Curriculum Maestro

- Curriculum Maestro is an online system that helps us design, deliver and manage our foundation subjects in one place.
- These projects or topics change each half term and can consist of a blend of History, Geography, Science, Art and Design, Design and Technology.
- We have tried to link our Read to Write topics to our Curriculum Maestro so that learning is thematic.

Knowledge Organiser

A knowledge organiser is a document that supports the key learning the children will take part in throughout a unit. There is a knowledge organiser for each unit we use from curriculum maestro and can be found in the homework section of the school website.

The 1950s

The 1950s were different from today.



There were few supermarkets in the 1950s, so shoppers had to visit many different small shops to get their shopping.



Most people listened to the radio because television was very new and there were only a few programmes.



Children played out in the street. The roads were very quiet as there were not many cars.



Many men worked in coal mines, factories and shipyards. Some women worked in the 1950s but many became housewives when they got married.

Coronation of Elizabeth II

A coronation is a ceremony where the crown is placed on the head of the new king or queen. Elizabeth II is the Queen of the United Kingdom. The coronation of Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London. Many people celebrated the coronation by holding street parties.



Queen Elizabeth II on her coronation.



Street party to celebrate the coronation.

Changes over time

The way people use land changes over time. For example, in the 1950s there were fewer cars, so fewer roads were needed. Today lots of people have cars, so there are many more roads for people to drive on and driveways for parking.



A street in the 1950s.



A street today.

Glossary

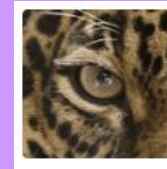
artefact	An object from the past that tells us something about how people used to live.
childhood	Time in a person's life when they are a child.
housewife	An old-fashioned name for a married woman who stays at home and looks after the house and children.
museum	A place that people can visit that contains important objects linked to history, science or art.
past	Something that has already happened.
present	Something that is happening now.
today	On this day.
Victorian	Victorian times were the years between 1837 and 1901 when Queen Victoria was Queen of the United Kingdom.

Maestro Units covered in Year One

Autumn 1 – Childhood – History



Autumn 2 – Paws, Claws and Whiskers - Science



Spring 1 – Bright Lights, Big City - Geography



Spring 2 – School Days - History



Summer 1 - The Enchanted Woodland – Science



Summer 2 – Moon Zoom - Science





Jigsaw is the Personal, Social, Health Education Scheme that we use at Black Horse Hill Infant School.

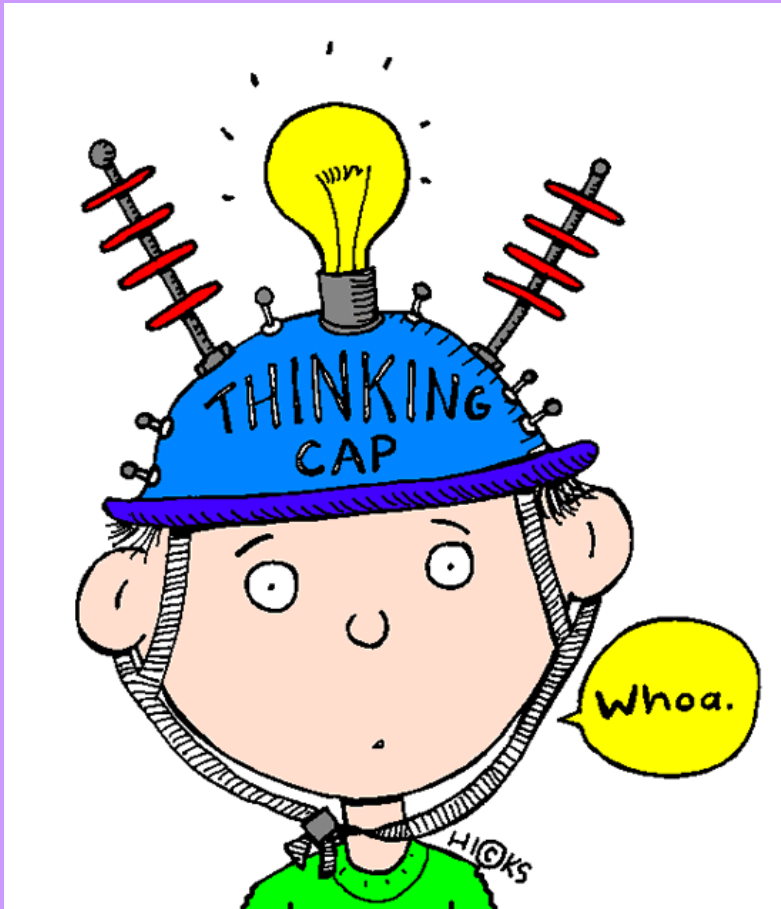
Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.



End of year expectations

- Working towards expected
- Working at expected
- Working at greater depth

Any questions?



- If you have any questions please feel free to contact the school office via:
schooloffice@blackhorsehill-infant.wirral.sch.uk
They will pass on your query to your child's class teacher.

For weekly updates to the on goings in your child's class follow us on Twitter!

@BHHIS1CY

@BHHISyear1DH