

Year 1 Curriculum Afternoon





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- Ethos Values (DC)
- Learning Values (DC)
- Curriculum Overview (TF/DC)
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 - ❖ Reading (DC)
 - ❖ Spellings (DC)
 - ❖ Handwriting (DC)
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- Online Safety (TF)



Transition from Reception



- We have developed the structure of teaching in Year 1 to make a smoother transition from Year R.
- Following a whole class input, children will partake in a guided teaching group as well being able lead their own learning. We are using sessions called 'Love To Learn' where children's learning is enhanced through child-initiated and adult-guided tasks.
- There has been continued development of an outside area for other learning opportunities.
- This will help to promote independence, exploration and practise of skills taught.

Our Three Core Christian Values

LOVE

Love is thinking about others
before yourself



COURAGE

Courage is doing the right thing
even when it is difficult



“Growing together with love, courage and respect”

RESPECT

Respect is valuing everyone
and everything and celebrating
our differences





Our Three Core Christian Values

➤ Are founded in the Christian faith

➤ Teach us how to treat each other

➤ Provide a unique and shared language

Definition: Courage is doing the right thing, even when it is difficult.

Courage means trusting God and doing what is right, even when you feel afraid.

Christians believe that real courage comes from faith in God, knowing He is always with us, no matter what. It means standing up for what is good, helping others, and choosing love over fear.



Key Bible Story:

Zacchaeus: Luke 19

Zacchaeus was a very small man. He was also a tax collector, and many people didn't like him because he took too much money. One day, Zacchaeus heard that Jesus was coming to town! He really wanted to see Him, but he was too short to see over the crowd. So Zacchaeus climbed up a tree. He was very brave! When Jesus walked by, He looked up and said, "Zacchaeus, come down! I want to come to your house today!" Everyone was surprised that Jesus wanted to be with Zacchaeus! Zacchaeus felt so loved and happy. He made a courageous choice: He told Jesus he would give back the money he took and start doing the right thing. Jesus smiled and said Zacchaeus had a new heart.

Remember:

Jesus loves everyone, even when they've made mistakes.
It takes courage to change and do what is right.
God is happy when we choose to be kind and fair.

The Children's Bible p 355

My Big Story Bible p. 130

Questions:

What was Zacchaeus like? Was he tall or short?
Why did Zacchaeus climb a tree?
What did Jesus say to Zacchaeus?
How do you think Zacchaeus felt when Jesus spoke to him?
Did it take courage for Zacchaeus to climb the tree in front of everyone?
Was it hard for Zacchaeus to admit he had done wrong things?
Can it take courage to say sorry or to do the right thing?

Key Bible verse:

• Be strong and **courageous**.... for the Lord you God will be with you wherever you go. Joshua 1:9

Our Three Core Christian Values

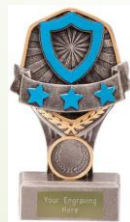
- Underpin our behaviour expectation



- Collect pebbles across the week



- Rewards in Collective Worship to celebrate this





Attendance

We expect pupils to attend school for 100% of the academic year.

You can support your child to have excellent attendance by taking these steps:

- Ensure your child arrives on time for school every day and is ready to learn. Arriving after registration is recorded as an unauthorised absence. Pupils must be in school by 08.50 am.
- If your child appears to be only slightly unwell, send them in to school. We have staff who will contact you if their condition deteriorates.
- Book any medical appointments outside of school hours. If this is unavoidable, please book for as late in the afternoon as possible and inform the school of appointments in advance.
- Supply a copy of the appointment card or hospital letter if your child has an appointment during school hours.

If your child becomes reluctant to go to school or you need help, please contact the school immediately; we are more likely to be able to work together to solve any problems if we act early.

Attendance

98-100%

- Excellent - Children are accessing all learning opportunities

96-97%

- Good - Very few learning opportunities are missed

94-95%

- Risk of underachievement
- Up to 10 school days absent in an academic year

92-93%

- High risk of underachievement
- Up to 15 school days absent in an academic year

90-92%

- Severe risk of underachievement
- Upwards of 22 school days absent in the academic year

< 90%

- Extreme risk of underachievement
- Upwards of 22 school days absent in the academic year

Learning Values

Emillio
the Emotionally Intelligent Dolphin



Crafty the Creative Spider



The Interdependent 'A' Team



Indie the Independent Tiger



Thunky the Thinking Monkey



Serenity the Spiritual Butterfly



These are embedded within everything we do at Ringwood Infant school and form the basis for our aspiration of what we want the children to achieve.

By the time the children leave our school, we want them to have embraced these values and live them out within their lives.



Our Curriculum

- Our curriculum in KS1 is designed to motivate learning and be purposeful.
- It is designed around projects that have a beginning and an end, and which structure learning along the way.
- The projects have a hook which introduces purpose of the project. This sets up an outcome which shares the learning with an audience, which is often parents.
- You might hear children talking about an 'IC', which is what we refer to each project as.

The Integrated Curriculum



We connect subjects together and teach them in a way that allows for more depth than if they were just taught stand alone.



We connect together 3 subjects in each Integrated project, with the connections supporting the development of each of the other subjects.



English is always part of an IC and we then connect to that two other subjects, with one of them often setting the tone of the learning, the content and skills covered or the purpose of the IC.



Across the year we cover all subjects in a meaningful and purposeful way.

Jack's Amazing Adventure



This IC is an English led project that also supports music and Design.



The aim of the project is for children to retell the story of Jack and the Beanstalk using puppets and sound effects.



Story telling skills are taught through reading and writing, children design a puppet and they think of sound effects to enhance the storytelling.

Curriculum Overview

	Autumn 1 (7.5 weeks)						Autumn 2 (7 weeks)						Spring 1 (6 weeks)			Spring 2 (5 weeks)		
Title Duration	Uniquely Me! (2.5 weeks)			Special to Us (5 weeks)			Jack's Amazing Adventure (5 weeks)			The First Christmas (2 weeks)			Round About Ringwood (6 weeks)			Roots and Shoots (5 weeks)		
Lead subjects	PDL	EN	AR	RE	EN	AR	EN	DT	MU	RE	EN	AR	GG	EN	SC	SC	EN	DT
Applications	HI	ICT		PDL	ICT		PDL	ICT		MU	ICT		HI	ICT		GG	ICT	
Values	EI	TH		INT	TH		CR	TH		SP	TH		SP	TH		INT	TH	
Outcome	A class art gallery of self-portraits using oil pastels.			Child-led Collective Worship			Retelling of the story using musical instruments and our puppets.			Nativity Performance			Exhibition			1. Display of flowers/tree/parts of plant 2. Gardener's World Tour		

Summer 1 (7 weeks)									Summer 2 (6.5 weeks)					
Spring To Life (1 weeks)			London's Burning (5 weeks)			The Golden Gift (1 week)			Sustain (1 week)			The Lonely Beast (5.5 weeks)		
RE	EN	AR	HI	EN	AR	RE	EN	AR	GG	EN	AR	EN	GG	AR
DT	ICT		PDL	ICT		MA	ICT		SC	ICT		PDL	ICT	
IND	TH		INT	TH		INT	TH		EI	TH		IND	TH	
Sharing an Easter card with their adults			Living exhibition about The Great Fire of London for Fire Service			Foodbank visit			Pledges			Library Display and sharing with Year R as part of transition to Year 1		

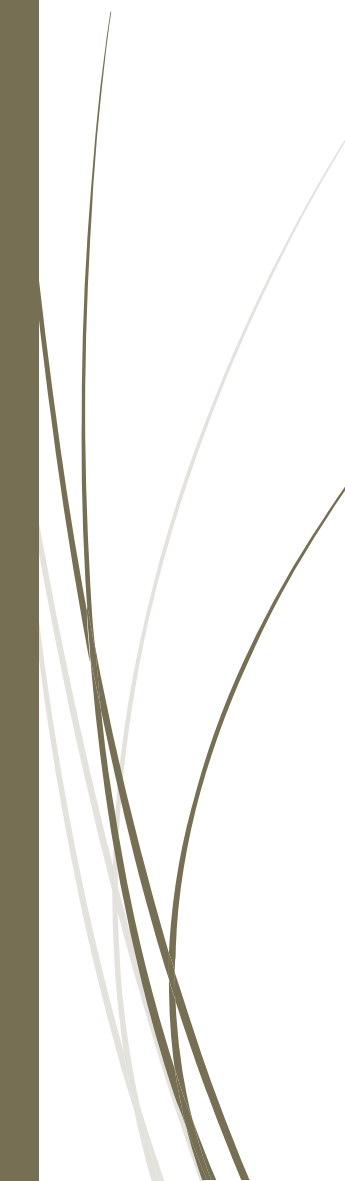
English

Phonics





Phonics is a method of teaching beginners to read words by learning to associate letters or letter groups with the sounds they represent.



Phoneme: the smallest single sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

Grapheme: the written representation of a sound.

Digraph: two letters making one sound. For example, /sh/ in the word '**shop**'.

Trigraph: three letters making one sound. For example, /igh/ in the word '**night**'.

Split digraph: two vowel letters split by one or more consonants. For example, /a-e/ in the word '**cake**'.

Phonics at Ringwood CE Infant School

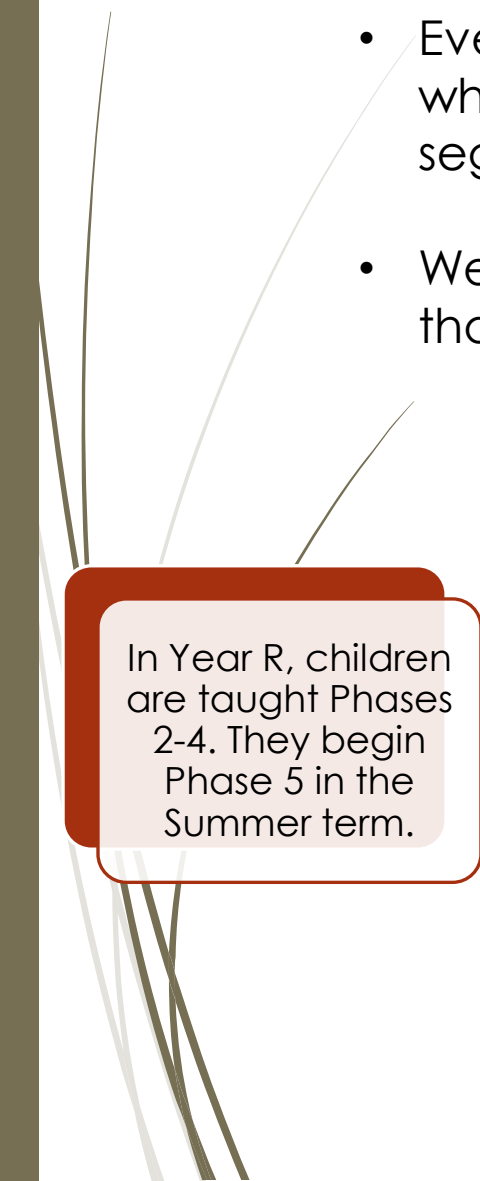


Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and use these to read and spell words.



Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.

- 
- Every school day starts with a phonics lesson, where we teach HRSWs, rehearse segmenting and blending.
 - We learn new sounds and then consolidate those in Review lessons.



In Year R, children are taught Phases 2-4. They begin Phase 5 in the Summer term.

In Year 1, children revisit Phase 3 and Phase 5 and begin to learn alternative pronunciations of sounds.

In Year 2, children consolidate learning of all phases.

All phases are regularly revisited.

Your turn!



a pair in the lair

air



go slow in the snow

ow



play all day

ay



a quirky shirt

ir

Your turn!

cat	trip
float	like



- Taken in early June each year.
- 40 words to read
- 20 Real and 20 Alien words
- Tests knowledge of the sounds and the ability to blend the sounds to read them.
- Pass rate is variable year on year but is usually around 32/40

drap



flarm



lect



voisk



trap

snarl

milk

moist

English

Reading



Expectations in Year 1

- Using their phonics – unless HRSW
- Answering questions based on the text they have read.
- Retrieving information from the text.
- Inferring basic understanding (not directly from the text) – feelings, why something happened.
- Expressing an opinion of a book.

Try and read a little every day.

We also encourage a varied diet of reading (information books, recipes, shopping lists, magazines, instructions)

- Book Band 6.





Reading Detectives



Paired Reading



Daily phonics teaching



At time, opportunities for 1:1 reading



Love To Learn – reading area



Story time



Researching (within ICs)

What we do in school



Reading at home

➤ 1 physical book.

Given in on a Monday. New books given out on Tuesday.

Grown ups make small comment with title, date and page numbers.

Please ensure reading diaries and books are in book bags every day.

➤ 1 ebook. (Oxford Owl)

E-book is linked to the phonics currently being taught within class

➤ Sora

Reading for pleasure.

More information in letter going home.



Oxford Owl for Home

Free resources to support learning at home

and support for parents

Additional activities and games

Book library for 3- to 11-year-olds

Enter site



Sora

The student reading app



One of the most important ways you can support your child is to spend 10 minutes a day reading to your child or listening to them read. This will make the most difference to their overall progress with reading in school.

We want children to practise reading their book 4 times across the week working on these skills:

- decode (sounding out)
- fluency
- expression
- understanding – ask the children questions about what they have read

When reading the e-books, children should be able to read 90-95% fluently – celebrate their success!

Please sign your child's reading diary when they have read to you at home so that we can celebrate their efforts in school.



What to
remember
when
reading
with your
child...

It is not a race!

Encourage (and model)
a love of reading.

Feedback to the teacher
if there are any issues.

Read to them as well as
them reading to you.

Ask questions.



Useful websites:

<http://educationcity.co.uk>

<http://www.phonicsplay.co.uk>

<http://www.phonicsplay.co.uk/BuriedTreasure2.html>

<http://www.phonicsplay.co.uk/PicnicOnPluto.html>

www.ictgames.com

<http://ictgames.com/poopDeckPirates/index.html>

<http://www.ictgames.com/dinosaursEggs/>

<https://www.oxfordowl.co.uk/for-home/reading-owl/phonics-made-easy>

Remember...

- Phonics is just one strategy that helps your child to become a good reader.
- It's important to remember that phonics is the step up to word recognition but not for all children.
- Automatic reading of all words is the ultimate goal.
- DON'T PANIC! If your child does not pass the phonics test it doesn't mean they're not a good reader!
- Continue to read with your child and ENJOY READING!



English

Writing



Supporting your child with writing at home

- You can use the spelling sequence with your children at home to support them with their writing.
- Let's try this with the word: rain
- We also practise saying our sentences before we write them to make sure we write the sentence we have planned and to ensure it makes sense!



Spellings

Silver	
of	some
you	friend
are	once
all	where
they	here
was	full
his	today
your	says
ask	has
house	by
pull	our
push	school
put	come
do	there
said	one
were	love

Spelling is taught in class during daily phonics lessons.

The spelling of HRSW is taught and children practise applying them to a sentence.

When learning the spelling of diagraphs (e.g. or, ar) and HRSW (e.g. the) one strategy we use is to use the letter names, not the sounds.

Phase 3 Phonics Mat



Spellings

Spellings will begin to be posted on **Google Classroom** after half term.

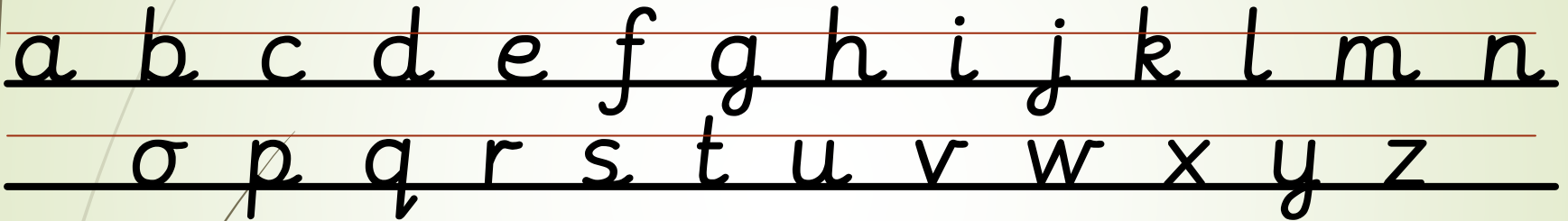
There will be 5 per week. Have a go at writing these in the green book we send home.

Children could begin by copying the words, then looking at the words and copying and then spelling from memory.

Teacher's will review these in the class and look at the books to check spellings.

Handwriting

- Pre-cursive letter formation



- All letters sit on the lines.
- Clear ascenders and descenders.
- Lead out

How we teach handwriting

- The letters are put into groups
 - For example:

c a g o q s

- Use of the ELS rhymes



down her body and
cross her shoulders



down the person
and around the wheel



over his back and around the tail,
up his neck and down to his feet

Maths

I Can
MASTER

Maths!



By explaining it.



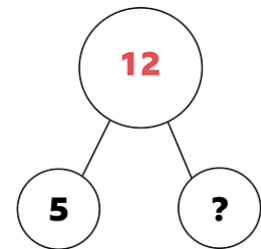
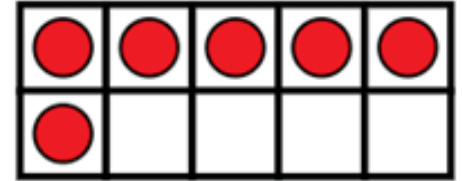
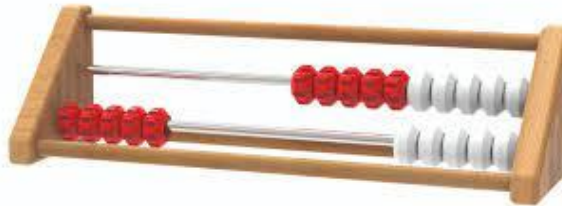
By drawing it.



By showing it in
different ways.



By teaching it.



What do we teach in Year 1?



○ Number

- ❖ Counting up/back, read and write numbers to 100, one more/less, count in 2s, 5s and 10s.

○ Addition and Subtraction

- ❖ Understand $+$ $-$ $=$ symbols, fluency with number bonds to 10 (then 20) and add/subtract numbers to 20.

○ Multiplication

- ❖ Begin to use objects to explore making groups and count in multiples of 2s, 5s and 10s.

○ Fractions

- ❖ recognise, find, name a half and quarter of objects, shapes and quantity.

○ Properties of shape

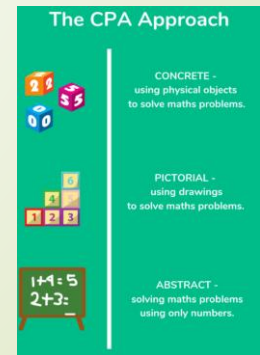
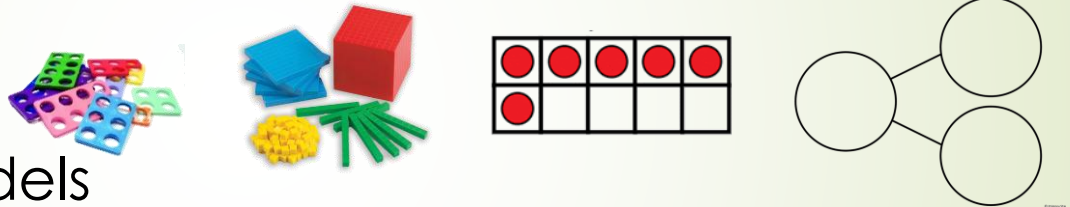
- ❖ identify and describe the properties of 2D and 3D shapes/compare and sort 2D and 3D shapes

○ Measurement

- ❖ Compare, order and measure length, mass, capacity and time/ recognise and use coins to make amounts

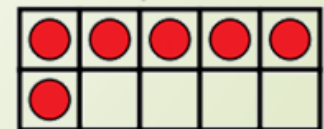
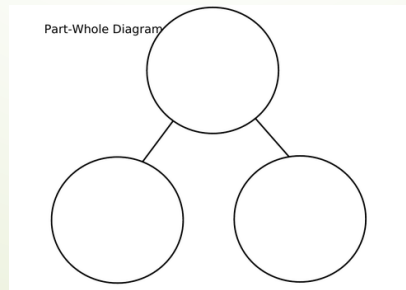
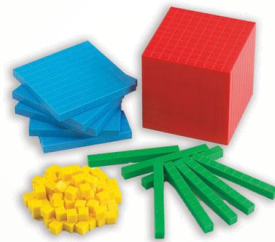
How do we teach Maths?

- Use NCETM materials
- Use different types of manipulatives and models
 - Numicon
 - Dienes
 - Ten Frames
 - Part-Whole Models
 - ...and many more
- Learn both mental and written strategies
- Concrete, Pictorial, Abstract



Now it's your turn!

Using the manipulatives on your table, make or represent the numbers on the cards in different ways.



How you can help at home...

Play board games – ordering and sequencing numbers

Count your way up and down the stairs

Encourage your child to use mathematical vocabulary (your tower is the tallest, my necklace has the most beads on it, your bowl has fewer grapes and more strawberries)

Encourage them to notice and reason – There are 4 cubes in this tower. I wonder what might happen to the tower if I put another cube on top?

Practical adding, subtracting and sorting when you are having a meal or food shopping.

www.ictgames.com

www.educationcity.com

www.mathisfun.com

www.topmarks.com



Online Safety at Ringwood Infant School



Our Online Safety Policy

Staying Safe Online



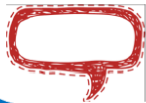
Lock It



Block It



Show It



Tell It



Lock It

This is about keeping personal information secure:

- usernames and passwords (not telling anyone your password because they can see your files and could pretend to be you).
- personal details (not giving out personal information to anyone online or typing it into online forms).



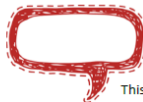
Block It

This is about blocking rude or nasty messages. It's about blocking bad websites, not downloading anything you're unsure about, and not clicking on any links or pictures you don't know about.



Show It

This is about showing an adult if you come across anything that makes you feel uncomfortable or is inappropriate. It also understands that you know there are some things you shouldn't be looking at. This could be a website, a picture, a message or a video.



Tell It

This is about telling an adult if you feel you are being bullied or upset online. The point here is that cyberbullying is just the same as bullying in the real world - you shouldn't have to put up with it and it can be stopped.



How can you support your children at home?

1

Have open conversations

Be aware of what your child is doing online.
Spend time together exploring the internet and apps.
Explain the dangers and benefits in an age-appropriate way.

2

Know the rules

Be aware of PEGI ratings – The Pan-European Game Information age rating system was established in 2003 to help European parents make informed choices.
Know the age limits for apps.

3

Establish Rules

Clear expectations for online behavior, model it yourselves.
Set parental controls.
Set secure passwords together.
Think before passing your phone to your child, what can they access?

4

Digital footprint

Be aware of your child's digital footprint as well as your own.
Think before posting those baby photos and my first day at school photos...
What do the pictures tell other people – potentially: the age of your child, the school they go to, where they live...



NSPCC

