

# Year 1 Curriculum Workshop 2022

Please make sure you have signed the register.



# Year 1 team

Miss Dennis – Class Teacher

Mrs Brace – Teaching Assistant

Mrs Thorne – Teaching Assistant

Mrs Mailer – Teaching Assistant

Mrs Lefournour – Academic Mentor



# Aim of today's session:

To provide parents with:

Keeping children safe online

An overview of the curriculum content for Year 1

How you can help at home.



Look out for top tips and helpful information released with our fortnightly newsletter.  
You can also find a link to online safety information on the website in the safeguarding section.



The online world can be exciting and inspiring. It has lots of opportunities to offer young people. However it is important to manage and minimise the associated risks.

# At Coton-in-the-Elms we teach children to be SMART online.



## **Personal Information**

We always teach the children to never post any personal information anywhere online.

If they want to play a game that needs a username online, try to make sure they use a made up name e.g. Captainfantastic326.

If their photo appears on the school website or around school, it will never be displayed with their full name.



# YouTube



YouTube DO NOT censor their adverts –adverts or video comments may not be appropriate for your child.

When searching, your computer/tablet history will affect their search results.

This may result in inappropriate adverts appearing.

Be aware of what you search for on shared devices.

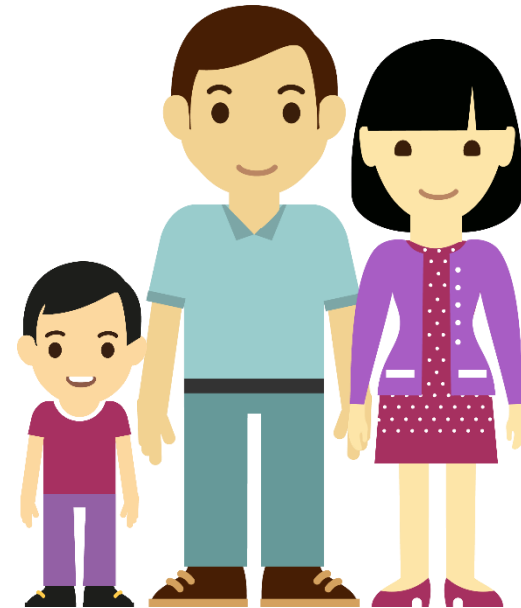
Create child friendly accounts for YouTube/Google for your children to use.

# What can you do?

- Talk to your child about their life online
- Make sure your child knows they can always come to you for help and they won't be blamed
- Don't threaten to ban technology

## Practical steps you can take

- Create a family agreement and regularly review
- Primary aged children should only be live streaming and gaming in public rooms
- Use parental controls
- Ensure that explicit websites are blocked at source through your service provider e.g. Virgin Media, Talktalk
- Report any concerns to local police, CEOP or the NSPCC





# Talk to your child

- Find a good time and place
- Think about how you are going to introduce the subject
- Explain any worries you may have

## Listen. Don't judge. Learn...

- Where do they go online?
- What do they like?
- What don't they like?
- Make sure they know they can come to you



# RESOURCES FOR PRIMARY AGED CHILDREN



4-7s: Watching Videos

[https://www.thinkuknow.co.uk/4\\_7/4-5/videos/](https://www.thinkuknow.co.uk/4_7/4-5/videos/)

CEOP

<http://www.ceop.police.uk>

Think You Know

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Childnet

<http://www.childnet.com>



I am a child or a young person ▼

You can change who you would like to see information for here

**What happens when I report?**

- a parent
- a worried friend
- a concerned adult



# HEALTH AND SAFETY/SAFEGUARDING

To report any concerns please see one of schools designated safeguarding leads:

**Mrs McIntosh** (Headteacher)

**Mr Melville** (Deputy Headteacher)

**Mrs Kiteley** (Pastoral Care and Inclusion Manager)

For any SEND concerns, please see **Mrs Smith** (SENCO)



# **BREAK TIME SNACKS**

For children in KS1 (Reception, Year 1 and Year 2) there is access to free fruit at break time.

Only healthy snacks from home are allowed during the week but Freedom Friday means children can bring what they like.

No NUTS due to allergies!



# CLASS RULES

## Owl Class Rules



1. Be kind to each other.
2. Share and take turns with your friends.
3. Listen to and follow instructions.
4. Help each other.
5. Tidy up after yourself.
6. Do not talk when somebody else is talking.
7. Walk around school sensibly.
8. Keep hand and feet to yourself.
9. Put your hand up and don't shout out.
10. Look after our school grounds.
11. Use your manners.

# WEEKLY TIMETABLE

Year 1    Autumn 1

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	Yr1	8:50 – 9:00	9:00 – 10:00	10:00 – 10:15	10:15– 10:30	10:30 – 11:05	11:05 – 11:35	11:35 – 12:05	12:05 – 1:05	1:05 – 1:25	1:25 – 2:25	2:25 – 3:15	
	M	Register	Power Maths	Maths Intervention	Break	English		Phonics	Lunch	Collective Worship	PPA Arithmetic	PPA PHSE	Story
	T		Power Maths			English	Squad Reading				Computing	Topic	Story
	W		Power Maths			English	Squad Reading				PE (Indoor)	Topic	Story
	Th		Power Maths			English	Squad Reading				Science	RE	Story
	F		PE (Outdoor)			English	Library				Awards Assembly	Music	Golden Time



# CURRICULUM OVERVIEW MAP – on our website (subject to change!)

## Yearly Curriculum Overview 2022-23

YEAR 1	AUTUMN TERM		SPRING TERM		SUMMER TERM	
<b>Focus Value</b> (school value link)	Hope (Ambition)	Dignity (Ethics)	Humility	Courage (Perseverance)	Compassion (Compassion)	Wisdom (Excellence)
<b>PHSE theme</b>	Exploring Emotions	Bullying Matters	Being Healthy	Difference and Diversity	Being Responsible	Relationships
<b>Educational visit/ visitor (1 per half term)</b>	Victorian Day at Beaumanor Hall		Explorer Workshop		Selly Manor Museum	
<b>Reading Whole class text (reading for pleasure)</b>	Oliver Twist – Charles Dickens	Two Weeks with the Queen - Morris Gleitzman	The Explorer - Katherine Rundell	Judy Moody Around the World I 8 ½ Days – Megan McDonald	Daisy and the Trouble with London – Kes Gray	The Faraway Tree Adventure The Land of Dreams – Enid Blyton
<b>Focus/ model texts used in reading/ writing</b>	<b>Retelling a Narrative</b> Little Red Hen – Jonathon Allen  <b>Instruction Writing</b> Pigeon Books – Mo Willems	<b>Labelling</b> Martha Maps it out – Leigh Hodgkinson  <b>Letter Writing</b> The Jolly Christmas Postman – Allan Ahlberg	<b>Narrative</b> Lost and Found – Oliver Jeffers  <b>Post Card</b> Emma's Magic Postcards – Barbara Caison	<b>Poem</b> Ocean Poetry Books – Liz Brownlee  <b>Non-Chronological Report</b> Animal Non-Fiction Books	<b>Diary Writing</b> The Great Fire of London non-fiction books  Vlad and the Great Fire of London  Toby and the Great Fire of London  <b>Information Text</b> Fire Safety Books	<b>Narrative</b> The Smeds and The Smoos – Julia Donaldson  <b>Newspaper Article</b> What a Waste - Jess French

## **History and Geography**

**Each half term we focus on either History or Geography. Children focus their learning around a big question and we learn through an investigative approach.**

**Autumn 1 – The Victorians**

**Autumn 2 – The United Kingdom**

**Spring 1 – Explorers**

**Spring 2 – Wonderful World**

**Summer 1 – The Great Fire of London**

**Summer 2 – Our Changing World**



## **Design and Technology (DT) and Art**

**Each half term we focus on either DT or Art. Children focus their learning around a big question and we learn through an investigative approach.**

**Autumn 1 – Making a Victorian toy**

**Autumn 2 – Creating a mono-print flag**

**Spring 1 – Preparing a meal for an explorer**

**Spring 2 – Using natural objects to create artwork**

**Summer 1 – Make a 3D Tudor house**

**Summer 2 – Sketching landscapes**



## **RE topics:**

**What do Christians believe God is like?**

**How and why do we celebrate special times and places?**

**What makes some places sacred?**

**What is the good news Jesus brings?**

**Who made the world?**

**Who is a Muslim and what do they believe?**



## **Music topics:**

**Pulse and Rhythm**

**Classical music, dynamics and tempo**

**Timbre and Rhythmic Patterns**

**Pitch and Tempo**

**Vocal and Body Sounds**



**Science topics:**

**Materials**

**Animals Including Humans**

**Seasonal Changes**

**Plants**



## **PE Units:**

**Fundamental Skills**

**Gymnastics**

**Football**

**Dodgeball**

**Invasion Games**

**Dance**

**Hockey**

**Apparatus**

**Orienteering**

**Health and Fitness**

**Sports Day Training**

**Yoga**





# PLANNERS

## Primary method of communication

- Homework acknowledgement of completion
- Messages
- Change of adult collecting
- Reading record: please record any reading completed at home (rewards will be given in school)
- Checked daily by staff
- Supportive learning tool – sentence tricks, conjunctions, number grid, x table square

# PROMOTING READING FOR PLEASURE

Parents and teachers can tick off and date when a child has read one of the books on the list.

Anyone who has completed the book award will be entered in to a prize draw at the end of the academic year for a special prize! Bronze, silver and gold stickers can also be earned.

Year 1 Book Award Record - Opal award

Name: \_\_\_\_\_

Nick Butterworth	Lauren Child	Aggop	My class poem
An information book about animals	Nathan Bryan	A book of non-fiction	A book with magic in it
Pet Hutchins	A book my teacher recommended	 Your choice	 Your choice
Two different books about bears	Shirley Hughes	A traditional tale	Ian Whybrow
A book about another culture	A book with a number in the title	Charlotte Guillain	A story about animals

**Bronze Award**  
You achieved 5 of the book challenges

**Silver Award**  
You achieved 10 of the book challenges

**Gold Award**  
You achieved 20 of the book challenges

Opal Reading Certificate and entry into the prize draw

# LIBRARY

**Our Library slot is on a Friday morning. If the children forget to bring their book, they will still visit the library to enjoy the books with their friends but they won't be able to take a new book home that week.**



The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
Learn,  
the MORE places you'll go.



# PHONICS AND EARLY READING



Little Wandle Letters and Sounds Revised has been developed by Wandle and Little Sutton English Hubs and taken forward by Little Sutton Primary School and Wandle Learning Trust in partnership with other phonics and early reading experts.

Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.

Due to transition across schemes, we continue to utilise their reading approach of delivering 3 adult led reading sessions per week

Day 1 – decoding

Day 2 – prosody (expression)

Day 3 – comprehension



In these sessions children will share phonetically decodable books in small groups with an adult.

# PROSODY



prosody

/ˈprɒsədi/

noun

1. the patterns of rhythm and sound used in poetry.  
"the translator is not obliged to reproduce the prosody of the original"
2. the patterns of stress and intonation in a language.  
"the salience of prosody in child language acquisition"



## **Strategies for teaching prosody:**

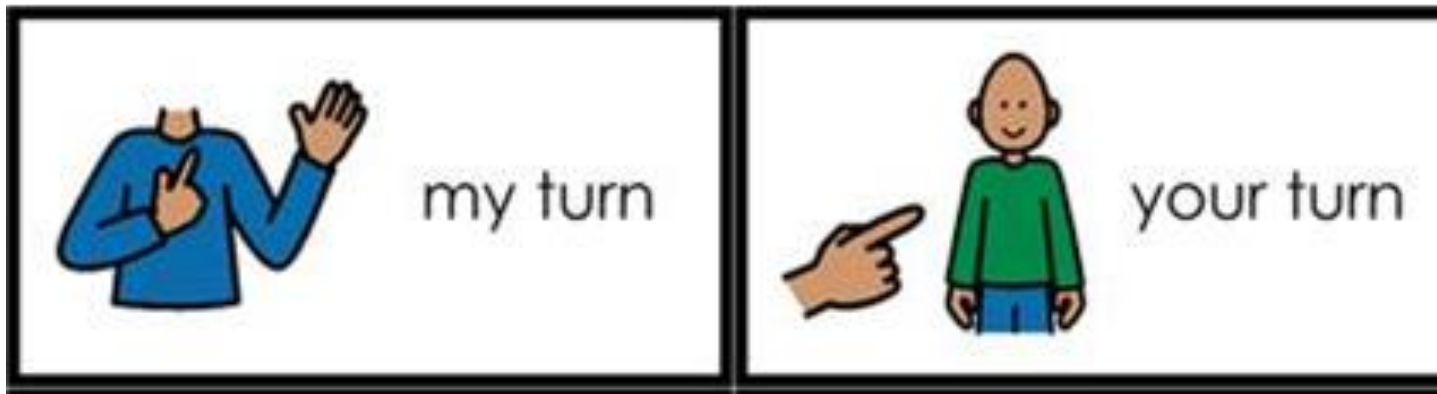
- **Model this effectively to children and allow them time to practise. Draw on how important punctuation and the way the text is printed on how we read the text.**
- **Pre-tutor the tricky words (the strategy check part.)**
- **Use MTYT approach for children to hear a good model and then to have a turn. Echo reading.**
- **Children read the book using fluency, teacher listens to children read. Children re-read again if expression isn't quite right.**
- **Use of reading volunteer helpers.**



# ECHO READING

Use my turn, your turn (MTYT)

Great way to teach Prosody.



# Why is comprehension important?

1. In the poom bango, where is it best to keep your swobble?
2. Why do you need to put it there?
3. If you don't cover your head with a klikop, what will happen to your ears?

When travelling in the Poom Bango, it's always best to put your swobble into a nikgut. This will keep it safe from the pesky boopswaps who will tend to pondon it and ruin it forever.

As for yourself, make sure you cover your head with a klikop, otherwise you will find your ears being gitnopped by the slin. It's always best to wear a pronlin on your feet so that you don't sink into the twing twong. If you do sink though, don't panic! Use the leaves of a grattenhaller to pull yourself out. They are always growing at the edge a twing twong.

Finally, if you spot a herd of yimmer, on no account approach them. They love to eat villempe and you'll find the whole herd following you and trying to push their noses into your jansy. Although they are not particularly dangerous, their big bwitlopers can soon knock you over. Once you are on the floor, they will crowd you and stand on you in their efforts to find the villempe.

# SPELLINGS

Spellings are given out weekly and follow a particular spelling rule.

There are also 45 Year 1 common exception words to know.

Let's eat Grandma!  
Let's eat, Grandma!

**Commas save lives**



# MATHS



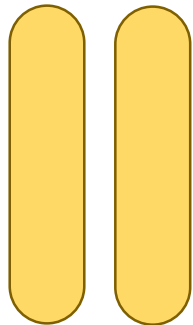
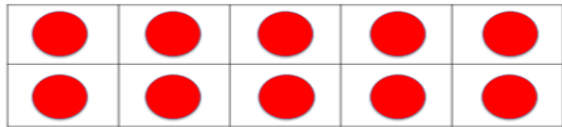
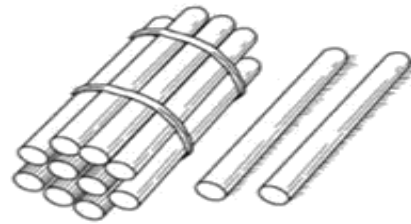
Power Maths is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths.

# PROCESS OF LEARNING



This happens in most lessons – all the way up to Year Six

# A RANGE OF RESOURCES





# MULTIPLE REPRESENTATIONS

*“If we do not use concrete manipulations, then we can not understand mathematics. If we only use concrete manipulations, then we are not doing mathematics.”*

Gu (2015)

# MATHS TARGETS

I read and write numbers from 1 to 20 in numbers and words.	I can count in 2 or 5 or 10.	I know my number bond facts to 20 - such as $1+5 = 6$ and $5 = 6 - 1$ .	I add and subtract numbers up to 20 - such as $5+5$ or $12-8$ .	I can count, read and write numbers up to 100.	I know that coins have different values - such as 2p, 5p, 10p and 50p.
I can count up and down from 0 to 100 and more.	When you show me a number, I can tell you what is one more and one less.	I answer maths multiplication or division problems with help from an adult and using objects to see what the problem means.	I can find numbers on a number line when I am solving problems with questions using equal to, more than, less than, most and least.	I know and can use the maths symbols + - and = in a number sentence.	
I can solve some number problems such as $7 = ? - 9$ .	I find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts.	I know that a half is one of two equal parts, and I find half of a shape or a set of objects by sharing the shape or set into two equal parts.	I use words such as long or short, longer or shorter, tall or short, double or half to describe my maths work when I am measuring.	I can measure the length or height of something and write down what measure.	I can measure the capacity of jugs of water and write down what I measure.
When working with capacity, I use the words full or empty, more than, less than, half, half full and quarter to explain my work.	When weighing, I use the words heavy or light, heavier than, lighter than to explain my work.	I can measure how heavy an object is and write down what I find.	I can answer questions about time, such as Who is quicker? What is earlier?	I can measure how long something takes to happen - such as how long it takes me to run around the playground.	
I can tell you the days of the week and months of the year and I can talk about weeks and months and years and what they mean.	I can tell the time and draw hands on a clock for to the hour and half past the hour times.	I can name common 2-D shapes such as rectangles, squares, circles and triangles.	I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	I can name some 3-D shapes such as cuboids and cubes, pyramids and spheres.	I can describe my position, direction and movement, including whole turns, half turns, quarter turns and three-quarter turns.
Number		Measurement	Geometry		

# HELPING AT HOME

**Basic Maths Skills – Numbots**

**Reading regularly (written in planner)**

**Learning spellings**

**Writing lists**

**Telling the time and using money**



THANK  
you! 🌟