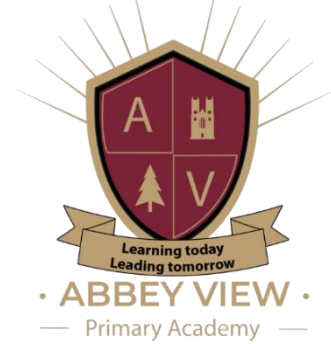


Welcome to the Year 1 Curriculum Meeting

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Updating documents

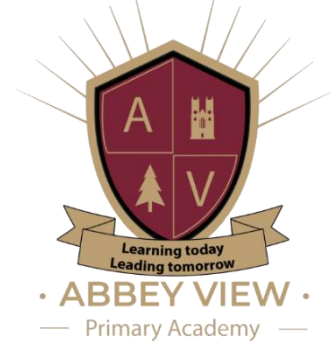


Shortly you will receive documents to update any information in regards to your child's data collection form e.g. Medical forms, GDPR photographic permission.

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Meet the team



Miss Barnard

Class Teacher

Miss O'Connor

Teaching assistant

Miss Khaliq

Teaching assistant

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Meet the team



Miss Wetherell

Mrs Sumner

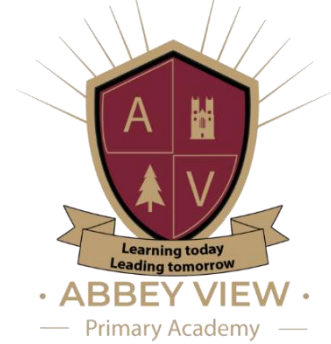
Forest School Lead

Music Teacher

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Aims of the meeting

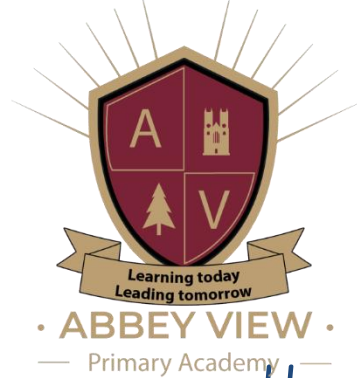


- To go through expectations of Year 1
- The curriculum and topics that we will be covering this year
- How you can support your child at home
- Assessments
- Trips/ Visitors
- Diary dates

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What's different in Year 1?

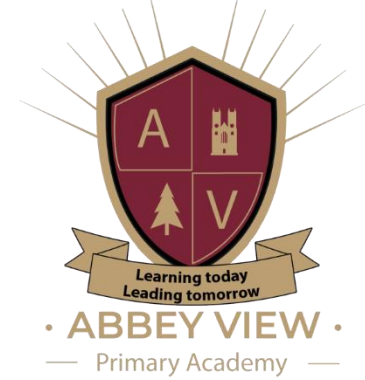


- Continuous Provision teaching with a focus on small group learning and challenges relating to the week's learning in the Continuous Provision environments.
- The Phonics Check in June 2021
- Home learning challenges as and when appropriate
- Weekly spellings

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Aims of Year 1

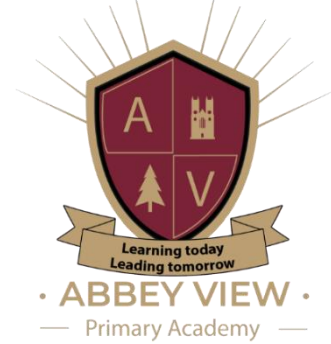


- To help children with their transition from the FS Curriculum
- To develop independence in school routines and learning
- To prepare children for the phonics check in June
- To develop enjoyment and a love for learning

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The School Day

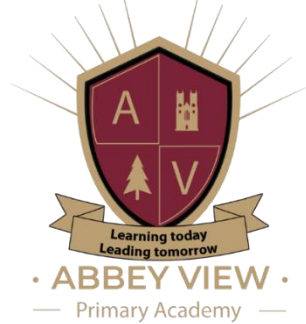


- Morning whistle blown promptly at 8.50
- Registration at 8.55
- Break times 10:40-11:00am
- Lunch times 11:55am - 1:00pm
- Pick up from school entrance at 3.20

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Year 1 Curriculum

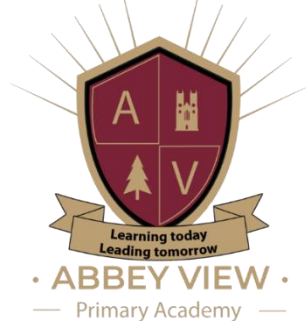


- Maths; number, place value, addition and subtraction, multiples of 2,5,10, shapes, money.
- English: All About Me, Letter writing based on 'The Day the Crayons Quit', Instruction writing based on fixing Woody from 'Toy Story', stories from other cultures based on 'Handa's Surprise'.
- Science: The 5 Senses and Ourselves, Animals and Humans, Materials, Plants, Plastic Pollution.

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Year 1 Curriculum



- Humanities: Our Local Area, Toys, The United Kingdom, Homes and Houses, At the Seaside.
- Art & DT: Andy Warhol, Sock Puppets, making a fruit salad, David Hockney.
- ICT: Word processing, Paint, Bee-bot, E-safety.
- Forest School in the Autumn term (first 15 before half term, second 15 after half term)
- Music: Music specialist Mrs Sumner.

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Year 1 Knowledge Organisers

Year 1 - History - Toys

Key Vocabulary	
Toys	An object for a child to play with, typically a model.
Victorian	The time of Queen Victoria's reign. 1837-1901.
20th Century	The 20th century was 1900-1999.
21st Century	We are in the 21st century. It started in the year 2000 and will end in 2099.
Wooden toys	Lots of toys were made of wood. Boats, train sets and cup and ball. Some toys are still made of wood.
Paper toys	Some toys, like paper windmills, were made out of paper.
Metal toys	Toy soldiers and spinning tops were made out of metal.
Plastic toys	Most modern toys are made of plastic. Toy soldiers, dolls and ride-on cars.
identifying	To look at objects and able to recognise them

Toys

In this unit we will be studying Toys throughout History, with a particular focus on toys in the past and present.

We will be identifying and naming different toys from the past, looking at the use of materials used in creating toys and discussing using historical terminology how toys have developed over time.

We will be investigating why children in olden times had varied toys depending on their social class (rich or poor) and learning old Victorian children's games.



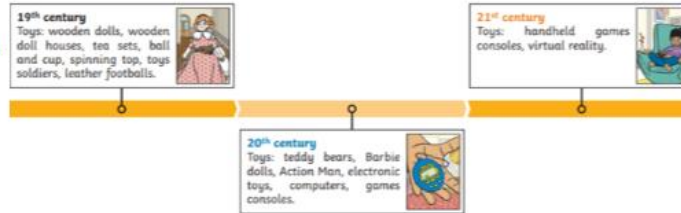
Home activities

- Look at different materials used in making toys in the past compared to the present. Can you suggest why toys may not use the same materials in the past as they do in the present?
- Sort your toys into different groups depending on the materials they are made from. Are there any toys that use similar materials from the past?
- Design and create a new toy that a child would have played with in the past using materials (wood, string, old rags, metal).
- Find games that would have been played in the past from Grandparents or family

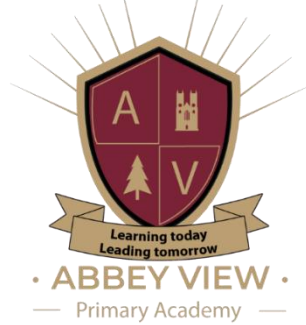
Useful Websites

BBC Bitesize- Toys

<https://www.bbc.co.uk/bitesize/clips/zcimfr>



Trips & Visitors



- *Dates and locations will be confirmed nearer the time*
- *As part of our Animals and Humans topic in Science, we are hoping to go to the Zoo for the day to help consolidate their learning.*
- *Exploring High Wycombe Museum when we cover our Geography topic on 'Our locality: Where is High Wycombe?'*
- *We are also looking for parents to come into school and visit, to discuss their culture linking to our English topic on 'Stories from other cultures'. Please let me know either in person or via the office if you are interested!*

Assessment



- Daily teacher assessment in class e.g. verbal and written feedback, observations and notes
- National Statutory Phonics test in June (children tested on their ability to read 40 words, some real, some nonsense)
- End of year age-related outcomes

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Practice sheet: Real words

in

at

beg

sum

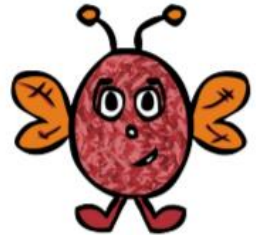
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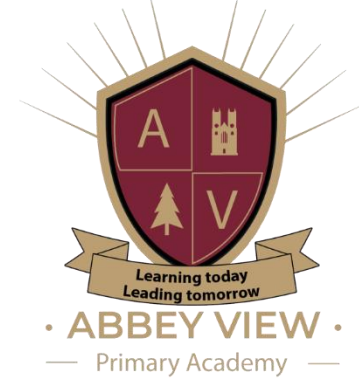


Phonics sounds

My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

Reading at home



Abbey View Primary Academy

Reading information

Your child will bring home 2 books at a time to read and share with you.

Please try and hear your child read **everyday** or **at least four times a week**.

Every time you hear your child read please sign in the reading diary.

It is vital that their reading books and reading diary are in school **everyday!** The day we hear them read or change their book may change and we can not do that if they do not have them in school.

You do not have to finish a whole book everyday, read a few pages and ask them questions. Lots of children can read the words but do not understand what they mean.

Certificates will be issued every half term for the best home readers! Get reading!

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Reading at home



ABBEE VIEW
- Primary Academy -

Year 1 Recommended Reading List



The following list contains suggested books to appeal to children in Year 1. These reading recommendations include titles suitable for a range of abilities. Some books children will be able to read independently and others you can share and read to your child. The aim is to encourage children to read independently and develop a love of reading from an early age.

Book Title	Author
The Cat in the Hat	Dr Seuss
The Tiger Who Came to Tea	Judith Kerr
Hairy Maclary	Lynley Dodd
The Large Family Collection	Jill Murphy
Cinnamon	Neil Gaiman
The Smartest Giant in Town	Julia Donaldson
The Gruffalo's Child	Julia Donaldson
The Name Jar	Yangsook Choi
The Whisperer	Nick Butterworth
Mrs Armitage on Wheels	Quentin Blake
The Trouble with Jack	Shirley Hughes
My Friend Bear	Jez Alborough
Avocado Baby	John Burningham
A Bear Called Paddington	Michael Bond
Funnybones	Allan Ahlberg
The Hodgeheg	Dick King-Smith
The Jolly Postman	Allan Ahlberg
Mister Magnolia	Quentin Blake
Katie Morag Series	Mairi Hedderwick
Frog and Toad are Friends	Arnold Lobel
The Magic Paintbrush	Julia Donaldson
Amazing Grace	Mary Hoffman
Don't Forget the Bacon	Pat Hutchins
Emperor of Absurdia	Chris Riddell
The True Story of the Three Little Pigs	Jon Scieszka
Ramadan Moon	Naima B Robert
My Monster and Me	Nadiya Hussain
Ruby's Worry	Tom Percival
The Dinosaur Department Store	Lily Murray, Richard Merritt
The Crocodile Who Didn't Like Water	Gemma Merino
Child of Galaxies	Blake Nuto

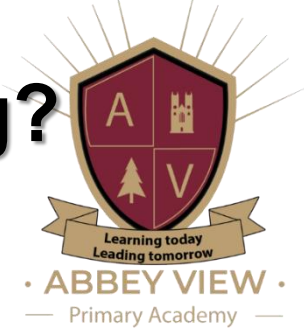
Topics to read around:

- Animals including humans
- Materials
- Seasons
- Plants
- Toys

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How can you help your child with reading?



- Read regularly to your child - children pick up so much from having good reading modelled to them. Use expression, change your voice for different characters etc.
- Listen to them read regularly - school books, library books, their favourite stories or non fiction books. Ask them to read simple signs and notices when you are out and about.
- Ask them to try sounding out new words before telling them what the word says.
- Practise reading the Year 1 common exception words - make flashcards or cut them up and turn them upside down to make a game. Encourage them to read these words without sounding out when they see them in their reading books.
- Ask question as they read - “Why did X do that?” or “What do you think will happen to X?”

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Reading at home

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?



If you are not sure, say:

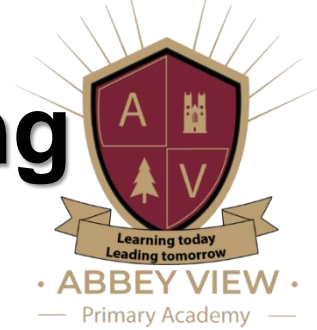
- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



End of Year 1 expectations - Writing



Children should be able to

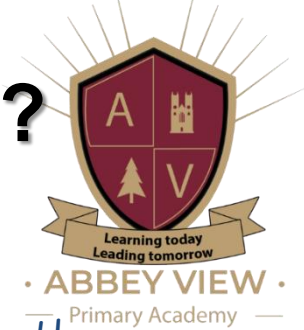
- hold their pencil comfortably and correctly.
- write most lower case letters correctly.
- use their phonics to spell words and spell some words correctly.
- write simple sentences using finger spaces, a capital letter and a full stop.

Some children will progress further and will be able to spell the CEW words correctly. They will be spelling words with suffixes (-ed, -er, -ing) and using joining words in their sentences (and, because, so).

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How can you help your child with writing?



Encourage your child to hold their pencil correctly every time they pick it up.

Practise letter formation. This is so important as children very quickly get into habits if not forming letters correctly. Make sure that they recognise that some letters are tall (b, d, h etc), that others are short (a, o, m) and some are hanging letters (g, y, p).

Give your child words to have a go at writing and let them sound them out - don't worry if they are not spelt perfectly as long as they have used their phonics to have a go e.g. (river - rivr or fence - fens)

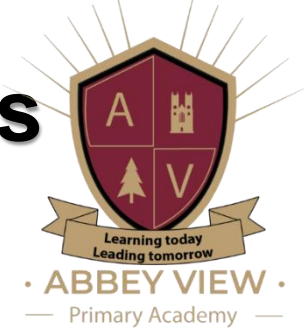
Encourage your child to write at home by having pencils and paper available. Often when it is available they will choose to draw/mark make and write when you least expect it.

If they are writing a card, or something else sit with them and say things like "What do you need to remember at the start of your sentence?" and "What should be at the end of your sentence?"

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End of Year 1 expectations - Key Skills



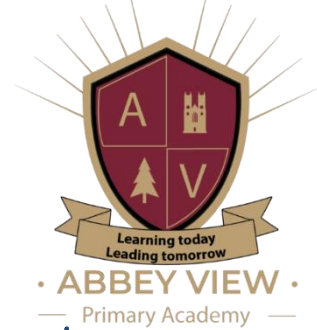
Children should be able to:

- To count to 100, forwards and backwards, beginning with 0 or 1, or from any given number
- To read and write numbers to 100
- To count in 2s, 5s and 10s
- To identify one more and one less than a given number (within 100)
- To add one-digit and two-digit numbers within 20 e.g. $15 + 3$
- To subtract one-digit and two-digit numbers within 20 e.g. $18 - 4$

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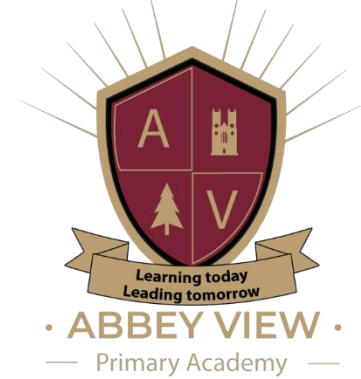


How to help at home



- Counting to 100 and counting in 2s, 5s and 10s - counting in the car, counting songs (You Tube have lots of good ones), use hundred square to support
- Reading and writing numbers to 100 - can you circle 34 on your hundred square? Read numbers on doors, encourage children to read numbers on signs/labels, say a number and child writes it down
- Identifying one more or one less - say a number, child circles one more or one less on hundred square

Homework



- Homework will be sent out on Thursdays and must be handed in the following Monday. This will start from Thursday 17th September - Monday 21st September

1 piece of Maths

1 piece of English

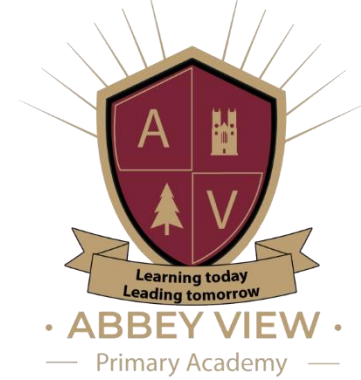
A list of spellings (a mix of the phonics sound we are learning and tricky words)

Daily reading

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Homework



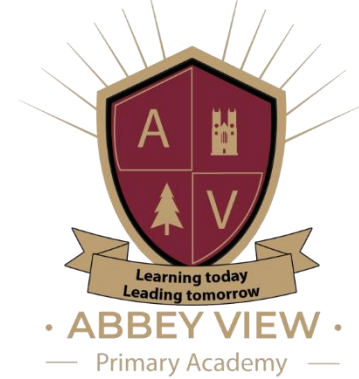
- Your child will receive login details to access Seesaw. Seesaw is similar to tapestry, where you can upload any work your child has completed or to contact me if you need to ask a question
- If your child has any show and tell, they can upload pictures or videos on Seesaw that we can show in class. This will save items being brought in.



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CEL – Creating Excellent Learners



RESILIENCE:

Resilience means that we are learning to persevere; even if our work is difficult we do not give up! We might remind ourselves of positive thoughts, such as:

- I can do this if I really put my mind to it!
- What can I do to manage my distraction?



RISK-TAKING:

We are learning to take risks. This means I won't be afraid to learn in a different way and try new things. Learning is something that can make us feel a little nervous but I might ask myself questions such as:

- "What if...?"
- "What shall I try now?"



Creating Excellent Learners at AVPA!



RESOURCEFULNESS:

Resourcefulness means that we are learning that lots of things in our classroom can help us learn. If we can use a spelling mat, dictionary or a number line we might not need to ask for a lot help from our adults.



REFLECTIVENESS:

Reflectiveness means that we learn how to slow down and think about our work. We might ask ourselves questions, such as:

- What might I do differently to improve this?
- What can I learn from my mistakes?



RELATIONSHIPS:

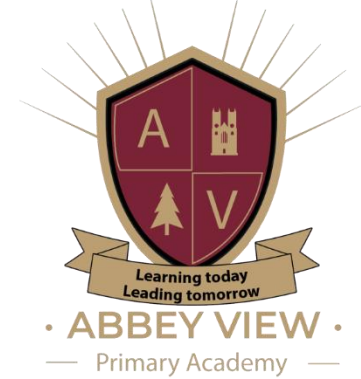
We are learning to build our relationships, so we are learning to collaborate with our friends. Sometimes working together is the best way to learn: we can share ideas with our friends and work together to achieve a goal! I might ask myself:

- Who do I work well with?
- Have I got something to say that might help?

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Behaviour

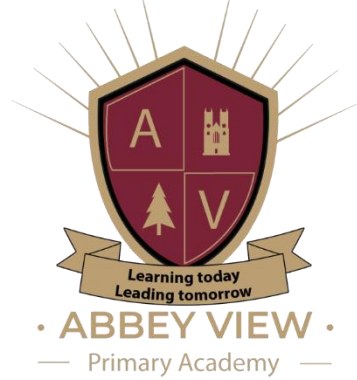


- Our ethos across the school is to notice good behaviour and to give attention to children making the right choices.
- This is effective in encouraging children whose inclination might be to misbehave, to be noticed for doing the right thing!
- We have a positive yet clear cut attitude towards discipline, the children are rewarded for following the rules in a variety of ways.

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Attendance

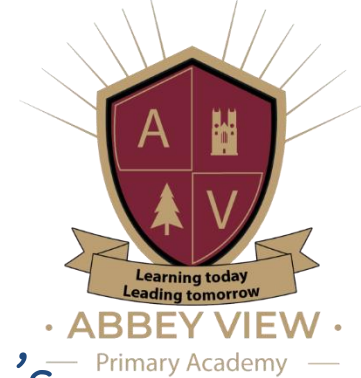


- If, for whatever reason, your child is unwell or will not be attending school that day, please contact the office to let them know e.g. sickness, medical appointment. It's really important this happens so we know where your child is.
- Lateness: if you are late for school, you will have to enter via the main school office and sign in your child.

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Medical

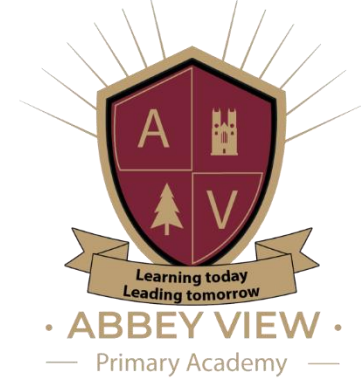


- Medicine cannot be placed in your child's book bag, as it needs to be checked by Miss Paice in the office and signed off. If your child needs medicine, please speak to Miss Paice in the office, as a form will need to be signed.
- If your child has an accident at school, we will assist them and let you know verbally or via Schoolcomms.

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How can you help?

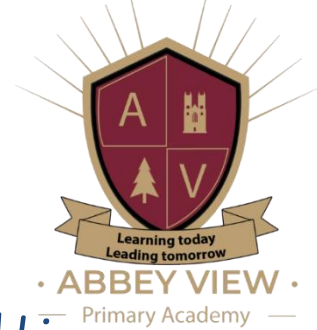


- Tell your child to put their things away by themselves / practise!
- Encourage your child to walk as much as possible and to carry their own things
- Help your child learn how to dress/un-dress, put on their coat, do up the zip, all by themselves

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How can you help?

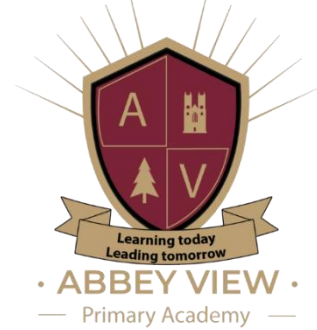


- Share a picture book with your child at bedtime
- Talk to your child, ask them questions and provide time to have meaningful conversations and discussions at home
- Encourage their independent ideas, thinking and curiosities and allow them to play and explore
- Support your child with their homework each week and any other areas we may ask you to work on at home e.g. cutting skills, pencil grip etc

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Volunteers

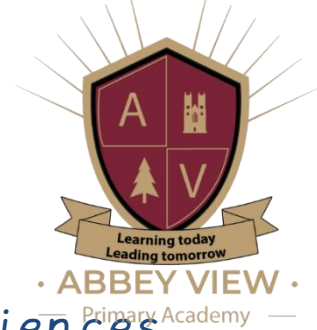


- We really appreciate people helping us out in the school
- We are looking for parents to become a Trustee for the school or join the PTA or volunteer in class.
- Under new guidelines all volunteers in school are required to fill in a DBS form (old CRB) so helpers on trips also need to be cleared before they can come on days out and local trips

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Contributions



To enable us to provide your child with a range of experiences, we really value your monetary donations:

One-off payment of £10.00

(not including organised trips)

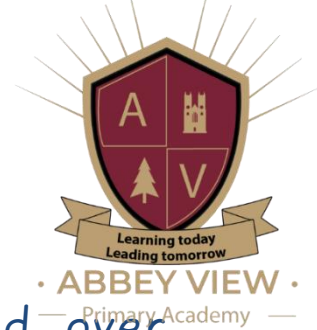
- Cooking ingredients: making fruit salads and sandwiches, baking etc.
- Items to support Art/DT e.g. spoons for spoon dolls, paper plates
- Additional resources not covered by the Academy budget

Payments to be made via School Gateway. Any difficulties, please speak with the office.

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AVPA Social Media



To see what exciting and engaging activities, please head over to our facebook and twitter page!



<https://www.facebook.com/AbbeyViewPrimaryAcademy/>

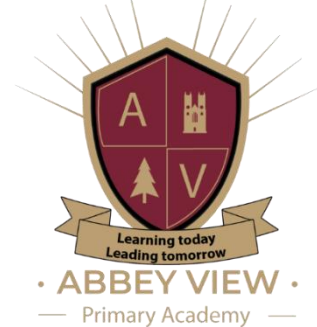


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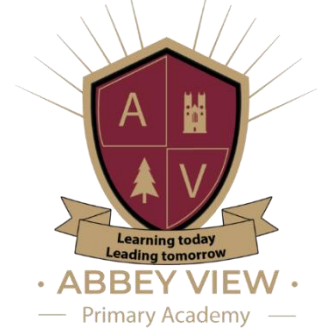


A little reminder...



- Please ensure your child has a suitable coat and water bottle in school every day.
- Fruit is provided at break times for the children but please feel free to give your child a snack if it's easier/ if they have any dietary needs
- To order your child a hot lunch for the following week, please order by Saturday evening or you will have to provide them with a packed lunch.

Diary dates



- Friday 11th September: Roald Dahl day
- Friday 25th September: Macmillan Coffee Afternoon
- Monday 12th October: INSET Day
- Tuesday 13th October: Individual photographs
- Wednesday 14th October: Harvest Festival
- Friday 23rd October: break up for half term
- Monday 2nd November: children back
- Monday 9th November: Maths week
- Wednesday 11th November: Remembrance Day
- Thursday 12th November: Celebrate Diwali

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Diary dates



- Friday 13th November: Children in Need (mufti day)
- Monday 16th November: Anti-Bullying Week
- Monday 23rd November: Road Safety week
- Tuesday 24th November: Parents Evening 4:30-7pm
- Thursday 26th November: Parents Evening 3:40-6:10pm
- Wednesday 9th December: Y1/Y2 performance to school 1:30pm
- Friday 11th December: Y1/Y2 Nativity to parents
- Monday 14th December: Year 1 Christmas Party
- Friday 18th December: Last day of Autumn term

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Any questions?



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Thank you for coming!



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