

Year 1 Curriculum Information



Teacher: Mrs Claire Price

Language and Literacy

Talking and Listening

- Listening and responding to stories, poems, songs and rhymes.
- Describing and talking about real and imaginary experiences.
- Describing and talking about people, places, things and events.
- Responding appropriately to guidance and instructions.
- Expressing thoughts, feelings and opinions.
- Reading aloud from a variety of sources.
- Show and Tell sessions.

Writing

- Pre-writing activities, e.g. joining dots in lines, curves, spirals.
- Correct formation of both lower and upper case letters.
- Copying sentences from the whiteboard into books.
- Writing on lines (third term).
- Independent writing.
- Shared writing in a variety of forms including :-
 - storywriting
 - letters
 - recipes
 - labels
 - greeting cards
 - descriptions

Reading

- Taking part in guided and shared reading experiences.
- Recognition of keywords from Rigby Star, All Aboard and Ginn 360 reading schemes.
- Recognition of words and phrases which have significance for them, e.g. class names, number words, colour words.
- Making use of environmental print.
- Completion of activities linked to reading books :-
 - e.g. - missing words - yes or no?
 - matching the correct ending - magnetic letter tasks
 - sequencing pictures and sentences

Phonics

- Initial letter sounds and blends using Linguistic Phonics activities, Read Write Inc writing rhymes, songs and actions.

Mathematics and Numeracy

Number

- Counting aloud to 20, 50, 100.
- Counting backwards from 10, 15, 20.
- Sorting and matching activities.
- One-to-one correspondence.
- Match numerals to sets and make a variety of sets.
- Recognise and sequence the numerals initially within 10, 15 and 20.
- Explore the number that comes after/before/between.
- Addition and subtraction to 10 using counters.
- Using a number track to add on 0,1,2 and 3.
- Using a number track to subtract 0,1,2 and 3.
- Explore number stories to 10 and develop recall of number facts.
- Use symbols '+, - and ='.

Shape and Space

- Recognising and sorting 2-D shapes :-
 - circle - rectangle - square - triangle
- Describe features and sort 3-D shapes :-
 - cylinder - cube - cuboid - cone - sphere
- Making pictures with 2-D shapes.
- Making and describing constructions using 3-D shapes.

Handling Data

- Sorting sets of objects, e.g. according to shape, size.
- Use Carroll, Tree and Venn diagrams when sorting.
- Recording data in pictograms, e.g. favourite fruits.

Time

- Use and understand descriptive language, e.g. now, later, soon, morning, afternoon, evening, before, after, yesterday, day, night.
- Reading o'clock times and drawing on clock hands.
- Talk about events now, past and future.
- Know the names of the days of the week.

Pattern

- Copy, continue and devise repeating patterns represented by objects, apparatus and pictures.
- Copy, continue and devise repeating patterns using numbers.
- Explore practically addition and subtraction patterns up to 5, up to 10.

Measures

- Compare and order objects without measuring for Length, Weight, Capacity and Volume.
- Use and develop appropriate language :-
e.g. long, longer, longest, the same as.
short, shorter, shortest.
heavy, heavier, heaviest.

Money

- Recognise coins 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2.
- Sort coins in a variety of ways.
- Understand the idea of exchanging goods for money.

The World Around Us

This is linked to topics and encompasses Science, History and Geography. Topics studied in Year 1 include :-

<u>Term 1</u>	- Bears	- All About Me	- Christmas
<u>Term 2</u>	- Water	- Spring and Easter	
<u>Term 3</u>	- Minibeasts		

Physical Development

Dance

- Use different parts of the body to explore space.
- Move in a controlled manner.
- Perform simple steps and movements to rhythms.
- Create and remember a simple movement.

Games

- Movement skills, e.g. hopping, dodging, skipping and climbing.
- Learn handling, hitting and kicking skills.
- Ball games involving co-operative play.

Gymnastics

- Movement skills, e.g. jumping and landing, balancing.
- Develop body awareness, e.g. stretched, curled.

Athletics

- Develop running, jumping and throwing skills.

R.E.

- The story of Creation.
- Caring
 - Harvest
 - Story of Noah
 - God's World e.g. respect for property, looking after plants/animals.
- The Christmas story
 - Mary and Joseph go to Bethlehem
 - Birth of Jesus
 - Visit of Shepherds
- Childhood
 - My family
 - Childhood of Jesus
- The Easter Story
 - Palm Sunday
 - Good Friday
 - Easter Sunday
- Ministry of Jesus
 - Story of Blind Bartimaeus
 - Story of Zacchaeus
- Old Testament
 - Story of Daniel
 - Keeping rules, e.g. road safety, water safety

I.C.T

- Log on to the computer.
- Use the keyboard to type and print with help.
- Use the pen tool and the mouse to move around the screen.
- Programme Bee-Bot to move forwards and backwards.
- Experience variety of numeracy and literacy based programmes, e.g. Animated Alphabet, Purple Mash, TenTown, Tizzy's Toybox.

The Arts

Music

- Join in singing rhymes and songs.
- Play percussion instruments on their own and to accompany singing.
- Respond to the mood of short pieces of music.
- Develop an understanding of fast/slow, loud/quiet, long/short rhythms.

Art and Design

- Work with a range of media, e.g. paint, chalk, dough, charcoal.
- Model with clay to make 3-dimensional work.
- View and discuss examples of art and craft by artists and designers.

P.D.M.U. - Personal Development and Mutual Understanding

- Realise why it is necessary to have rules in the classroom and the school.
- Taking responsibility for what they do and say.
- Being aware of how to care for his/her own body in order to keep it healthy.
- Developing ways of expressing how they feel.

T.S.P.C. – Thinking Skills and Personal Capabilities

Children will complete various activities and games which will be cross-curricular and which will encourage thinking, problem solving and decision making and the development of creative skills, observation skills, managing information skills, working with others and self-management.

Play Based Learning

Play based learning is an important activity within Year 1. Play is the principal means of learning in early childhood, when children are given opportunities to explore, to discover, to create, to question, to imagine and to work in co-operation with one another.

Play based learning is a vital medium for conducting several areas of learning. Early mathematical concepts, language development, creative activities, social and emotional development and I.C.T. based work are all explored in a variety of play situations.

Parents' Guide to Home Reading

The main reading schemes used in Year 1 are "Rigby Star" and "All Aboard". The books are attractive and interesting and generally capture the children's attention quickly.

Sharing books with your child can help them to read and it can lead to an educational experience which both of you will enjoy.

Sharing books does **not** just mean reading together.

Sharing books means

- a cosy cuddle
- lots of talking
- learning to choose
- gaining confidence
- and learning to read

a cosy cuddle

The keynote should be enjoyment. Cuddling up to look at a book together should be a special time. Choose a time when you know there will be no interruptions and the television isn't on. Five minutes can be as long as some children can concentrate at first.

lots of talking

Sitting quietly with a book is a great opportunity to talk together. Look at and discuss the cover of the book and show your child where the title is written. Talk about what the book might be about. Guessing what might happen next in the book helps to develop **reading skills** and talking about the story and pictures helps to introduce **vocabulary** and develop **language**.

learning to choose

Why did you choose this book? Don't worry about how easy or difficult it is – discover what made it special. Sharing books with children will also help you to choose books together when you are in the library or a bookshop.

gaining confidence

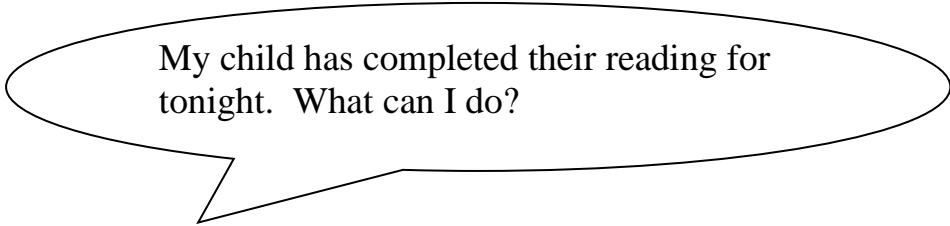
Everyone needs confidence. Children need to try things out for themselves, but need your support in order to succeed. Praise and encourage all the successes, **but** do not worry about mistakes. Remember gaining confidence is vital, if learning to read is to be a pleasure for your child.

learning to read

You can help your child's teacher by encouraging a love of books and by showing your child how to handle books. It is important to let your child hold the book and turn the pages. Encourage your child to point to each word with their finger as they read it. If they stumble over a word, tell them the word and read on. Remember constant repetition and patience are essential.

.....
: Pictures are just as important as the words :
.....

It is important that your child looks at the pictures. Pictures give clues to the words by showing what is going on. Talking about the pictures in detail provides the confidence to try out new words and helps your child pay close attention, which is an important skill in learning to read.



My child has completed their reading for tonight. What can I do?

1. Use the “peep-hole” to look for and to isolate particular words.
2. Look for words that begin with certain sounds, e.g. Can you find a word that starts with the sound ‘m’?
3. Look for words that begin with the initial sounds, e.g. Sam said
4. Can you find a small word inside a bigger word? e.g. home nine
5. Look out for rhyming words, e.g. cat, mat
6. How many words in your reading book begin with the sound ‘w’? Write them down.
7. How many times can you see the word ‘here’ on page 6?

Foundation Stage Rules

1. We will share.
2. We will listen carefully.
3. We will keep our hands and feet to ourselves.
4. We will try our best.

Positive Recognition/Rewards

When the pupils choose to keep these rules, they will receive the following rewards:-

- Golden Time on a Friday.
- Praise, e.g. well done, class clap.
- Stickers on individual star charts.
- Prizes from the ‘Treasure Chest’.
- Certificates, e.g. Teacher’s award, Dromara Dynamo, good behaviour.

Homework

- Year 1 children will receive a literacy, numeracy or phonics homework on Monday, Tuesday and Wednesday nights. Homeworks are linked to classwork and will be differentiated when deemed necessary.
- Please supervise and encourage your child to produce their best work – don't do it for them!
- Please sign your child's homework and ensure that it is **STUCK** into their book.

Attendance

If your child is sick or going to be absent for another reason, please telephone the school office. Each day has two sessions (morning and afternoon). Your child will be marked on their attendance for each session.

Please note that if for any reason a child needs to be collected before the end of the school day, a parent must go to the school office to collect their child.

Meeting Class Teacher

If you wish to speak to me about your child, it would be greatly appreciated if you would make an appointment through the school office.

Letter Formation

Start at the dot and follow the arrows

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t

U u V v W w X x Y y

Z z

Letter Placement

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

Remember these five letters extend below the line:

g j p q y

Number Formation

0 1 2 3 4

5 6 7 8 9