

**Welcome to
Yeading Infant and
Nursery School
Year 1 Curriculum Meeting**

September 2023

Meet the team

- Ruby - Mrs Insalaco, Mrs Johal, Miss James
- Amethyst - Lead Mrs Thornton, Mrs Greenwood, Mrs Sammut (HLTA)
- Topaz - Mrs Singh, Mrs Grimwood, Mrs Joshi
- Amber - Mrs Mulvee, Mrs Aurora

Attendance

- Lateness
- Implication -Penalty Notices.
- Appointments after school

Healthy Lunches

- Eat Better, Do Better
- Chicken, meat and fish choices
- Fresh Bread
- Healthy drinks

Requests

- No high heel shoes or boots
- Earrings -studs
- No fancy hairpins, clips etc.
- Hijabs and Patkas
- **Phone-free zone**-Yeading Infant School is a phone-free zone. Please ensure phones are put away on school premises.

- *GDPR and the school*
- *Wellington Boots*
- *Scooters and Bicycles*

Assessment Without Levels

- **Working in Greater Depth/ Exceeding**
 - Using and applying knowledge, skills or understanding across the curriculum
- **Working At/ Expected**
 - Secure in their understanding within the context of teaching
- **Working Towards/ Emerging**
 - Increasing understanding
- **Working Below**
 - Just starting to learn knowledge or skill

Maths in Year 1

Lessons content (what is taught) is based on the national curriculum for mathematics.

This includes:

Number

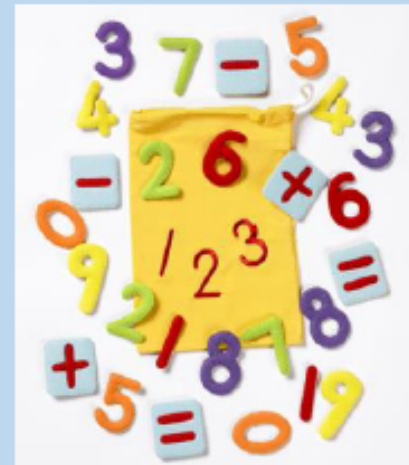
- **number and place value**- counting, ordering, comparing, writing numbers to 100 with numerals and words.
- **addition and subtraction**
- **multiplication and division**- $\times 2$, $\times 5$, $\times 10$.
- **fractions** - halves and quarters

Measurement

- time
- money - pounds and pence
- mass/temperature/capacity/length/volume

Geometry

- shapes -2D and 3D, patterns
- position /direction/movement



Maths Mastery approach

Teaching for mastery is based on a belief that **all children can achieve in maths**.

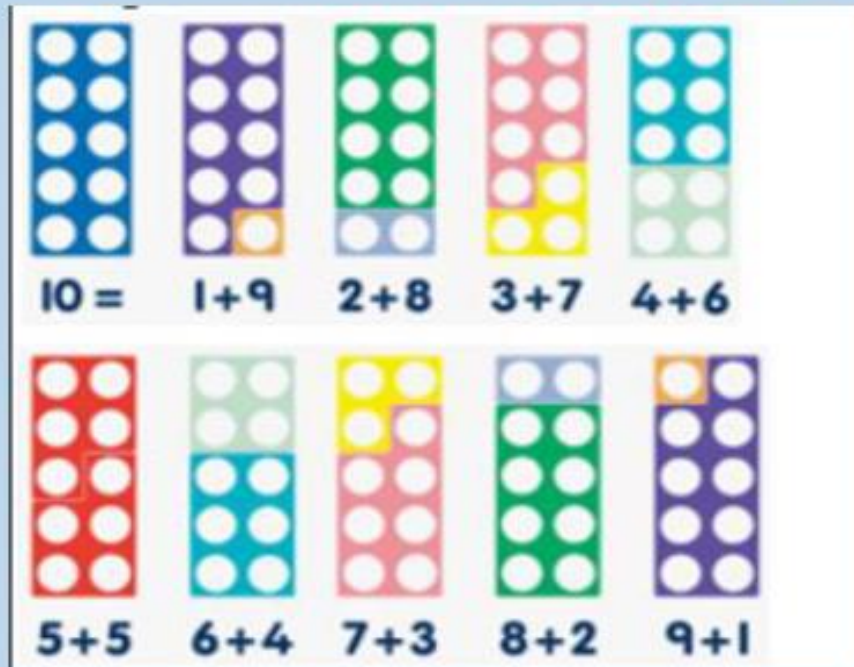
In practice, this means children are no longer taught different concepts based on whether they are seen to be 'less able' or 'more able'. Instead, the **whole class** is taught together but extra support is given to children who find the topic difficult, and challenging questions are given to children who are 'flying'.

Maths Mastery approach

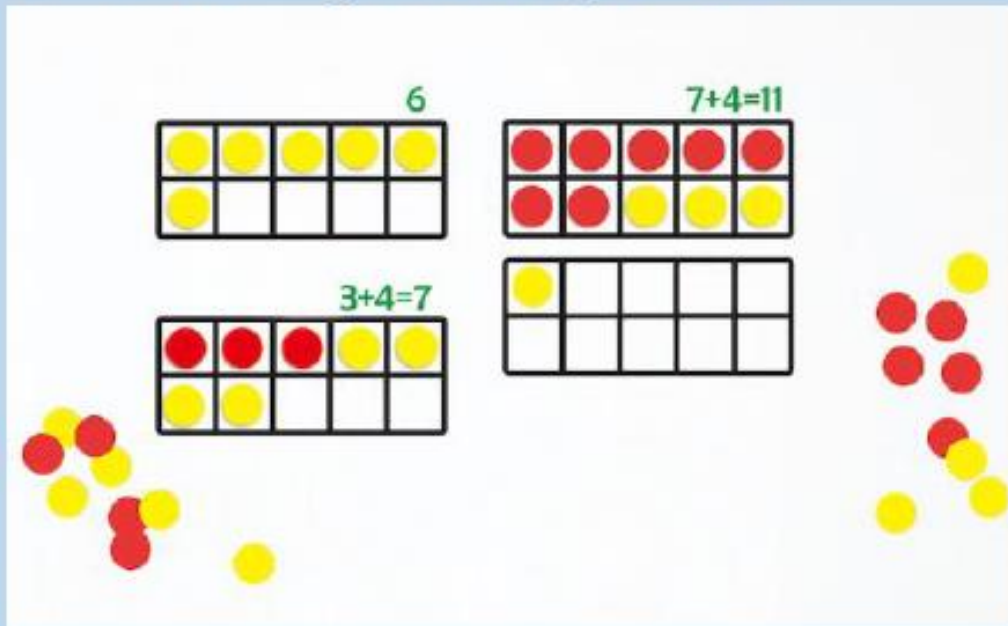
Concepts are built in small, logical steps and are explored through clear mathematical models and images. The focus is on **depth** -not acceleration -so that all children have a chance to embed learning.

Teaching is supported by high-quality resources which present the **flow of lessons** coherently and provide opportunities for plenty of practice. Children use **objects** and **pictures** to physically represent mathematical concepts alongside **numbers** and **symbols**-this helps them to visualise ideas.

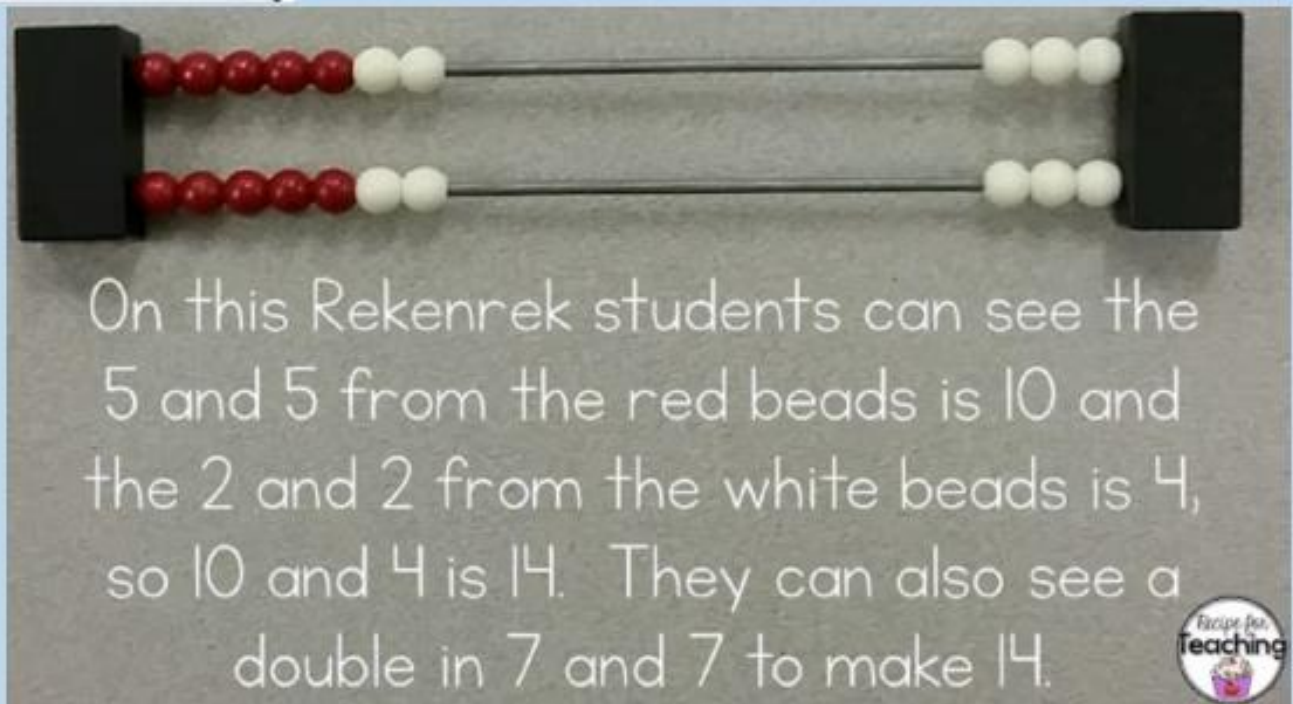
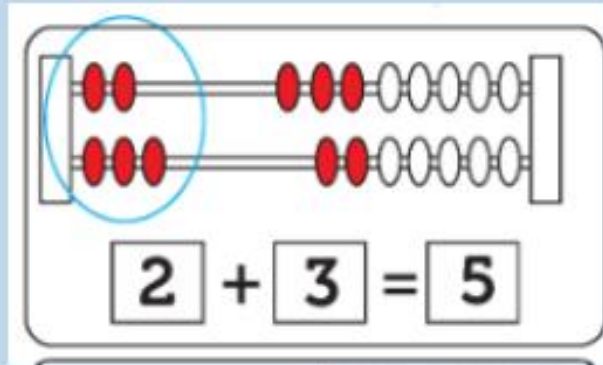
numicons



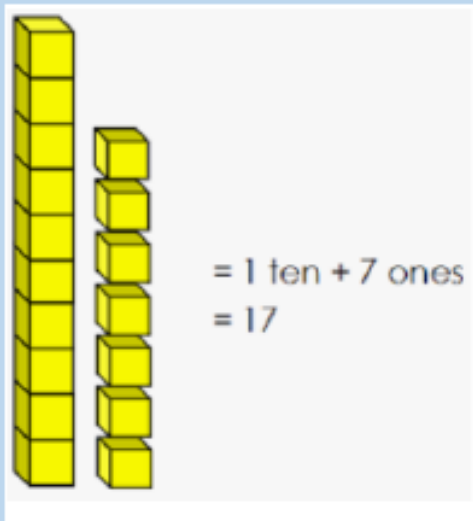
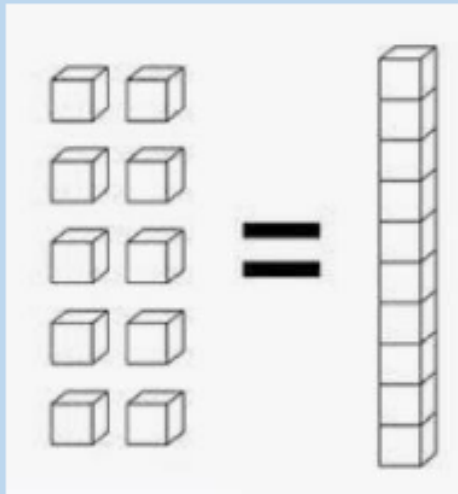
ten frames



rekenrek



base 10



There are tens and ones.

The number shown is

Maths Mastery approach

This method of teaching aims to ensure all children have a **secure** and **deep understanding** of maths, by building up maths concepts in small and logical steps. This makes maths accessible to the majority of children.

The national curriculum in England places emphasis on **depth** and **breadth**, not speed and acceleration. It's really important that learning is not superficial. For example, a child may understand how to use a particular method, but to demonstrate they have a deep understanding they need to explain why it works and why it's efficient.

Systematic number bonds

The counters show all the number bonds to 7

Complete the number sentences.



$0 + 7 = 7$



$1 + 6 = \square$



$\square + \square = \square$



$\square + \square = \square$



$\square + \square = \square$



$\square + \square = \square$

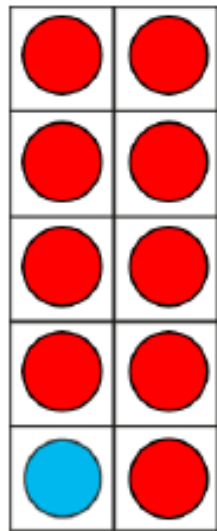


$\square + \square = \square$



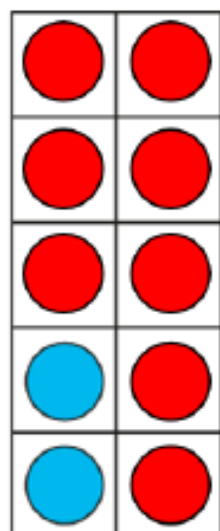
$\square + \square = \square$

Systematic number bonds



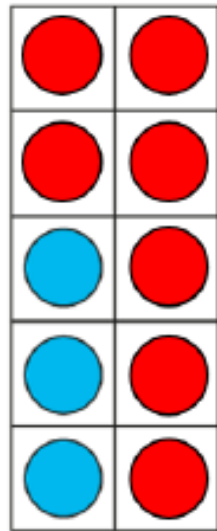
$1 + 9 = 10$

$9 + 1 = 10$



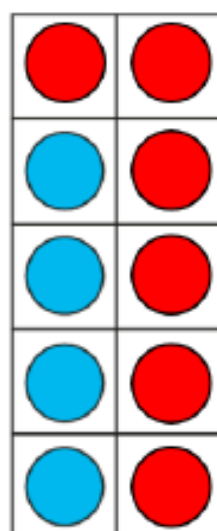
$2 + 8 = 10$

$8 + 2 = 10$



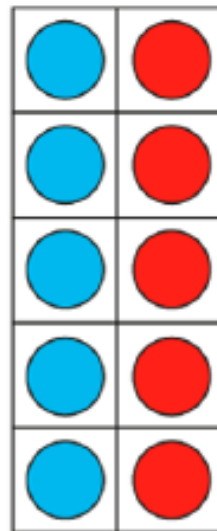
$3 + 7 = 10$

$7 + 3 = 10$



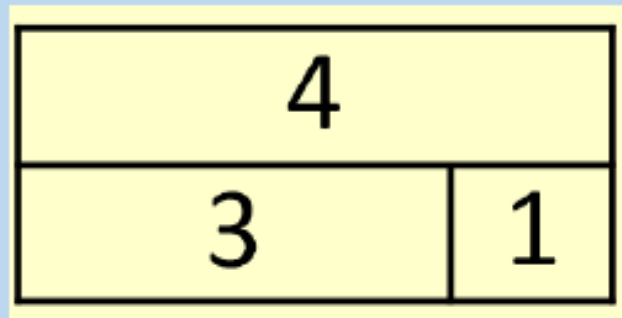
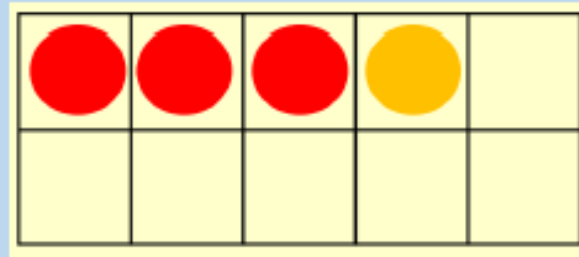
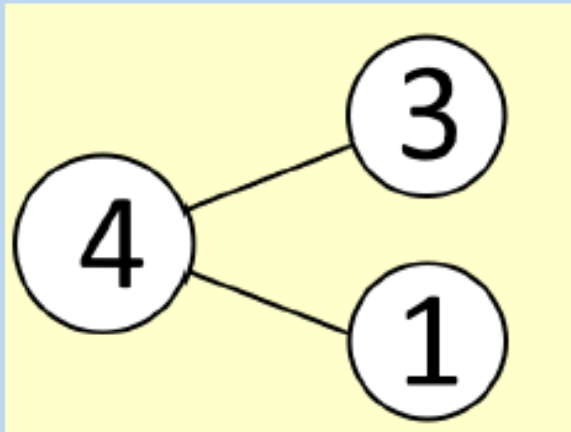
$4 + 6 = 10$

$6 + 4 = 10$



$5 + 5 = 10$

Fact families



$$3 + 1 = 4$$

$$4 - 1 = 3$$

$$1 + 3 = 4$$

$$4 - 3 = 1$$

$$4 = 3 + 1$$

$$3 = 4 - 1$$

$$4 = 1 + 3$$

$$1 = 4 - 3$$

If I know that... than I know that...

$1 + 1 =$

$10 + 10 =$

$2 + 2 =$

$20 + 20 =$

$3 + 3 =$

$30 + 30 =$

$4 + 4 =$

$40 + 40 =$

$5 + 5 =$

$50 + 50 =$

Adding 1

Bonds to 10

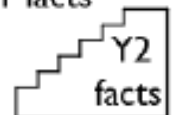
Adding 10

Adding 2

Adding 0


Doubles

Y1 facts



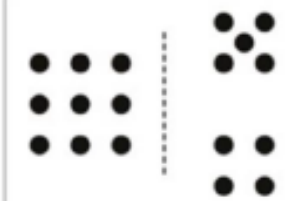



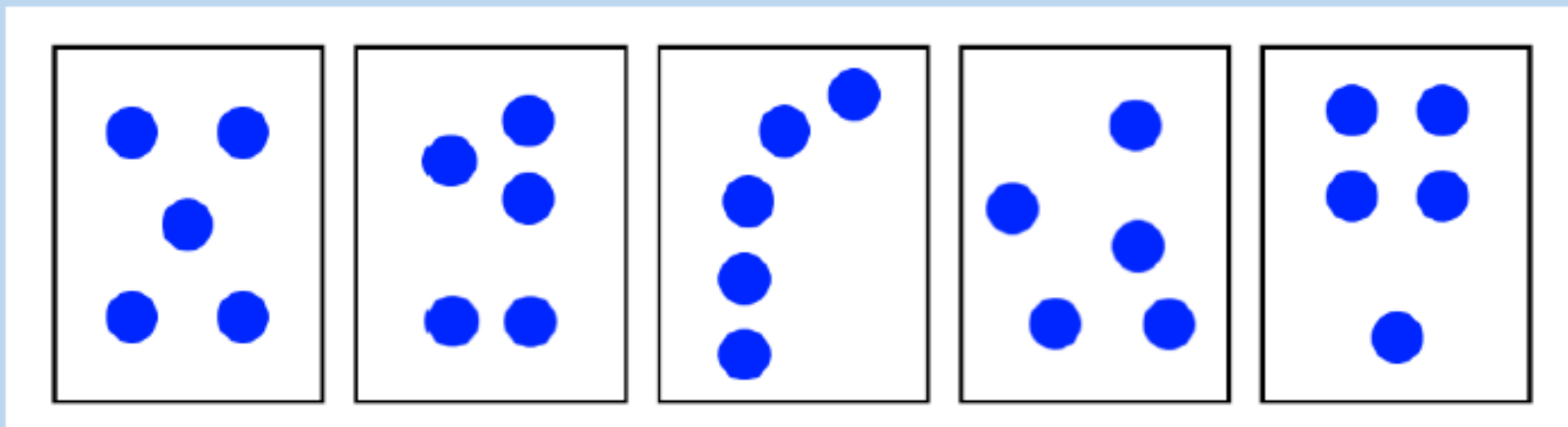
+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Subitising helps children learn addition and subtraction facts.

1	2	3	4	5
				


To **subitise** means **to recognise** a number of objects in a group **without counting**.

6	7	8	9	10
				



5 is made of ___ and ___;
___ and ___ make 5.

REASONING



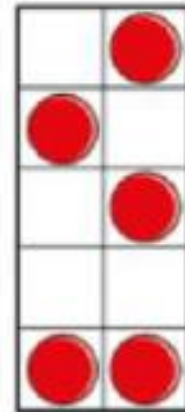
I am 5 years old.
My brother is 1 year
older than me.
My sister is 1 year older
than my brother.

How old is Sam's brother?

Who is the oldest?

How do you know?

The numbers
are in order from
smallest to
greatest.



Do you agree with Tiny?
Why?

Tiny is counting 1 more and 1 less.

1 more than 7
is the same as
1 less than 9



Is Tiny correct?

How do you know?

Think of another 1 more/1 less sentence.

If **yesterday** was Friday,
what day will it be
tomorrow?

I am thinking of a number
that is **greater than 5** and
less than 10.
What could be my number?

How can you help at home?

You can continue to help your child by talking about maths positively at home.

Children are influenced by those around them - if they hear people say they can't do maths, or they hate maths, they may develop a more negative attitude towards the subject. This can negatively affect their performance in the subject and their development of important life skills. It's important to help your child develop a growth mindset in mathematics.

When out and about...

- Make the most of shopping trips and other outings - talk about spending **money** and **calculating change**. Does your child understand the offers they see on signs or adverts in shops?
- Encourage your child to name the **shapes** that they can spot?
- Talk about the **time, days** of the week, **months** of the year.
- Practise counting forwards and backwards in **twos, fives, tens** etc.
- Practise spotting **odd/even** numbers.

At home...

- Let them use **weighing scales** and **measuring tapes**.
- Let them fold and cut shapes in **halves/quarters**.
- Think about how you can involve your child in everyday **problem solving**. (e.g. We have 7 party bags but 10 children are coming. How many more bags do we need?)
- **Maths games**



English in Key Stage 1 (Year 1)



Writing

- **Composition**
- **Vocabulary, grammar & punctuation**
- **Spelling / Phonics – common exception words and sounding out words phonetically**
- **Handwriting and Presentation**

Reading

- **Word Reading / Phonics**
- **Comprehension**

Speaking and listening

- **Vocabulary**
- **Sentences**

Writing: Composition

Learning objectives

- Write sentences by:
 - saying out loud what they are going to write about.
 - sequencing sentences to form short narratives (stories, reports, etc.)
 - re-reading what they have written to check that it makes sense.
- Discuss what they have written

Writing: Vocabulary, Grammar & Punctuation

Learning objectives

- Leave spaces between words
- Punctuate sentences – capital letter, full stop, question mark, exclamation mark.
- Capital letter for names of people, places, days of the week, 'I'.
- Joining sentences using connectives, e.g. 'and', 'but', 'so', 'because'.

Writing: Handwriting & Presentation

Learning objectives

- Leave spaces between words
- Sit correctly at a table holding a pencil comfortably and correctly.
- Begin to form lower-case letters cursively in the correct direction, starting and finishing in the right place (look at cursive script hand-out).
- Form capital letters
- Form digits 0-9
- Practise letters belonging to the handwriting 'family' (i.e. letters that are formed in similar ways) e.g. c, o, a, d.

Reading

Expected child at end of Reception:
book band Blue 9

Expected child at the end of Year 1:
Book band Turquoise 18

Roughly 1 or 2 bands per half term

Comprehension

Do they understand what they have read?

Date	Book and Page Number	Remarks
11/11	Uncle Max pgs 4-8	This is a book fr the library. Jayda read a few pages. Struggled on the word 'clear'.
11/11	Where's my sock? pgs 5-15.	Jayda read this book well. She didn't like it. When the spider was in the sock. (Library books? &)
11/11	The Fun Race All pgs	This was a fun book for Jayda to read. Keep getting muddled up with the word 'Naim' but otherwise managed well read both books. <i>Erased</i>
12/11	Max the Detective All pgs Turn 16 off All pgs	<i>Turn 16 off</i> as she's learning 'above light at school. Got confused but with 10/2 tags? words, not necessarily managed well.
13-11-15	The Peep Bw 120	Read at. Discussed what was happening in the pictures.
	Bw 33-36	Good try at the word 'gapped'. Lots of new big words to challenge Jayda.



Phonics

- Practise recognition and recall of Phase 2, 3 and 4 graphemes.
- Teach new phase 5 graphemes ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e
- Also alternative pronunciation of existing graphemes eg city pronounced as an /s/ sound

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	ew  screw	ew  stew	y  sunny
aw  saw	au  autumn	ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin
ea  bread	ie  shield	tch  witch	are  bare	ear  pear	ore  core		

How we teach English / Phonics

- Shared reading/guided reading/
individual reading
- Daily English lessons... Shared writing/
guided writing/ independent activities
- Phonics daily... soft start and lesson
- Handwriting/ cursive script

How you can help

Phonics:

- [Youtube Twinkl phonics level 5](#)
- <http://www.oxfordphonicschecksupport.co.uk/login>
- Mr Thorne does phonics
- Mrs Pryce fun phonics

How you can help

- ◉ **Speaking and listening:**
- ◉ Encourage children to read a recipe to you.
- ◉ Read adverts on the bus.
- ◉ Read books and discuss stories.
- ◉ Reading letters.
- ◉ Asking questions.
- ◉ Talking about favourite programmes.
- ◉ Always listen to your children, let them share their ideas and answer their questions, they have inquisitive minds.
- ◉ Be a good role model

How you can help

● **Reading:**

- Read with your child, for a short time on a daily basis.
- Encourage your child to read labels, signs etc, which are part of their everyday world.
- Join the library.
- Please ensure your child has their book bag in school every day and sign your initials and make a comment in their reading diary.

How you can help

- **Writing:**
- Involve children in writing for real purposes, so that they can see the relevance of writing independently. e.g. modelling and writing shopping lists, writing cards, notes and letters etc.
- Encourage your child to write grammatically correct sentences. Example: Sentence strip.

⊕ A detailed start to your story.

↳ To add correct punctuation.

Once upon a time there was a ^{pretty} girl called Goldilocks. She has blond hair and she lives near the dark scary Woods. One day she was playing in the dark scary Woods then as she was playing she saw a great big house. She looked inside the window in the window she saw three bowls of porridge. Then she went inside to taste the porridge she tried the biggest bowl of porridge. Goldilocks said this one is too hot then she tried the second one Goldilocks said this one

is too cold. Finally she tried the third one Goldilocks said this one is just right. Goldilocks was very tired so she went to the living room to have a rest she found three chairs she sat in daddy bear's chair Goldilocks said this one is too hard. She sat on mummy bear's chair this is too soft. Finally she sat on baby bear's chair she said this one is just right. Then it broken to pieces. It was too small for Goldilocks.

door. He STUCK His tentacles
very tightly ^{and} pulled the door to
close it. The children saw MASS
IA was roend. The book corner
was broken and the computer was
losing control and finally the art
area was a complete mess. The
door was opening. The alien said
Booo! the children ran to the
garden and shut the door
tightly. And played in the
climbing frame and the slide and
the see saw the alien was
very sad.

On Wednesday I was very excited because it was the big sports day. First we ^{were} divided in five groups. I felt a little bit nervous when I went into the big field. We started when Miss Drum blew the whistle. The first game was the hurdles. We had to run and jump over the hurdles in my group was Jaini, Somia, Jabril, and Thivish. The first one to run and jump over the hurdles was Jaini. We were cheering for her as well and the next one was Thivish. We also cheered for him. Then the third one was me. every body in my group cheered and cheered for me very loudly. The next one was the water station. I ^{was} very thirsty so I drank some water.

after the water station it was the speed bounce. We had to stand next to two cones and jump left and right and the cones had to be in the middle. The first one was Jaini again. When Jaini was bouncing I saw my dad taking pictures ~~of me~~ ^{of me} the second one was Thivish again. We cheered and cheered for Thivish. Then it was Somia. We cheered for her. Next it was me again. every one cheered for me again. Next race was Javelin. We had to throw the javelin as far as you can and stand next to it and bring it back to the next person. First one was ~~thivish~~ Thivish.

PSHE

(Personal, Social, Health, Economic Education)

We follow the PSHE Association programme of study.

- New beginnings
- Staying Safe
- Our values
- Our important people
- It's my body
- Going for goals



Objectives

- To keep themselves safe, physically and mentally
- To recognise, name and deal with their feelings in a positive way.
- To recognise what they like and dislike, what is fair and unfair and what is right and wrong.
- To respect our differences.
- To know who is important to us
- To take part in group/class discussions.
- To contribute to the life of the class and our School family.

RE

- Topics Covered
 - Christianity
 - Sikhism
 - Islam
- Cross reference to other religions



Objectives

- To know that there are different groups of people in the community we live in.
- To know some of the key stories of each religion.
- To be aware of the key people within each religion.
- To have a respect for other people's beliefs and places of worship.

History/Geography

- Personal history
- Black History Month
- Famous people
- Toys and children in the past

- Maps of our school and local area
- Learning about the journey from Peru to Yeading
- Fairtrade



Objectives

- To know about our personal history, our growth from baby to older person, and our families.
- To place events and objects in chronological order.
- To ask questions and learn by finding out.
- To identify and describe what places are like.
- To compare our country with others.
- To know about influential people throughout history

Science

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use their observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Animals, including humans

- Identify and name a variety of animals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (including pets).
- Identify, name, draw and label the parts of the human body and know which parts are associated with each sense.



Seasonal changes

- Observe changes across the 4 seasons.
- Observe and describe weather associated with the seasons and how day length varies.



Everyday materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their physical properties.

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants including trees.

PE

✘ Topics covered:

✘ Different ways of travelling

✘ Gymnastics

✘ Dance

✘ Games skills

✘ Athletics



PE

Objectives:

To explore basic skills.

Repeat simple skills and actions with increasing control and co-ordination.

To recognise how important it is to be active and describe how their bodies feel during exercise.

To change the rhythm, speed, level and direction of movements.

Music

- Topics covered:
- Pulse, beat and rhythm
- Expression and singing
- Instruments
- Pitch



Objectives

- To use their voice expressively.
- To play un-tuned and tuned instruments.
- To create musical patterns.
- To listen with concentration and to internalise and recall sounds.

DT/ART

Topics covered:

- Food technology
- Sketching
- Investigating fabrics
- Printing techniques
- Famous artists
- Take One Picture
- Art Therapy



Objectives

- To record from first hand observation, experience and imagination.
- To explore ideas.
- To try out tools and techniques and apply these to materials and processes including drawing.
- To talk about and plan own ideas.
- To assemble, join and combine materials and components.

Computing

- Internet safety
- Recognise common uses of I.T. beyond school
- How to create, organise, save and retrieve information
- Understand how computers work

Online safety tips for parents of pre-school children

0-5 Year Olds

Checklist

- ✔ **Put yourself in control**
Make use of the parental controls available on your home broadband and any internet-enabled devices. You can find out how at your broadband provider's website or by visiting internetmatters.org.
- ✔ **Search safely**
Use safe search engines such as swiggle.org.uk or kids-search.com. Safe search settings can also be activated on Google and other search engines as well as YouTube. You can find out more at google.co.uk/safetycentre.
- ✔ **Set boundaries**
It's never too early to start setting rules about when and for how long your child can use devices and start to introduce the subject of internet safety at the same time. Encourage children to use devices in a communal area, keep other devices out of reach and use passwords so they can't go online without asking you first.

Pre-school children are online for an average of 71 minutes a day*

1/2

Over half of 3-4 year olds use tablets*

- ✔ **Explore together**
Set your homepage to a child-friendly site such as CBeebies and give them a user account which only allows access to sites and apps you've chosen.
- ✔ **Help them learn through games**
Games are a great way for young children to explore the internet and learn about the world around them. You can choose safe, fun and educational games free of charge from providers such as Fisher Price or about their favourite characters like Peppa Pig.

Children can now have a digital footprint before they learn to speak and often before they're even born.

Internet Matters is a free online resource for every parent in the UK. We'll show you the best ways to protect your children online as they grow up – with information, advice and support on all the big e-safety issues.

internetmatters.org

*Source: Ofcom Children and parents: media use and attitudes report 2016

Bug Club

As little as 10 min per day will make
a HUGE difference!!!



Doodle is a creative learning tool that covers the core areas of Maths and English.

It is a personalised learning experience tailored to the needs of every child - improving their confidence and ability.

This will be a homework program for your children to do independently 10 minutes daily.



The /dʒ/ sound spelled as dge, for example in the word 'badge'.



Press the sound button to hear the sound.

To make this sound at the end of a word with a short vowel sound we can use the letters 'dge'.

For example:



Little Red Riding Hood (comprehension)

Little Red Riding Hood



Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother. One day, Little Red Riding Hood went to visit her grandmother and took a wolf.

"Where are you going?" asked the wolf.

"I'm going to visit my grandmother," she said.

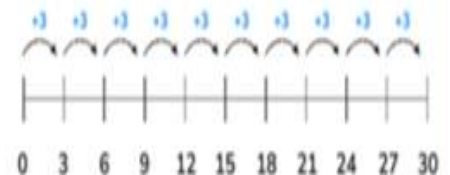
The wolf ran to Granny's house and locked Granny in the wardrobe. He put on her nightgown and got into her bed.

When Little Red Riding Hood came to the house, she said, "Oh Granny, what big ears you have."

Examples of Doodle Assessments

Count in multiples of 3 from 0, forwards and backwards

To count in 3s we keep adding on 3.



Logs in for your child will be in their reading records today

Our Website

- <http://yeadinginf.co.uk/>