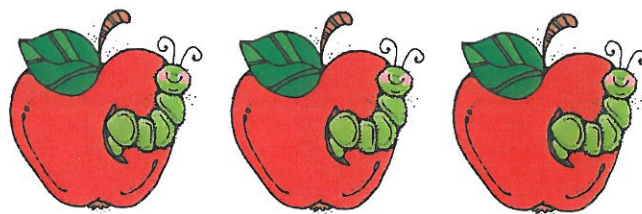


Buckstones Primary School

Year 1



Important Parental Information

Please keep me in a safe place! ☺



Welcome to Year 1 😊

Our week in view

	Homework	PE / Games	Clubs
Monday <i>Miss Platt</i>			
Tuesday <i>Miss Platt</i>	Homework usually due in	Games / Dance	Art Club – 1 st half Autumn term
			Health & Fitness Club – summer term
Wednesday <i>Miss Platt</i>	New homework usually handed out		French Club – Spring term
Thursday <i>Mrs. Tetlow</i>			
Friday <i>Mrs. Tetlow</i>	Spelling tests done & new spellings handed out	Multi-skills / PE	

Information Pack

We have put together a pack of information for you; we hope you find it useful. Your pack contains a variety of maths and English information designed to you to help your child with his / her learning.

* Anything which has a ☆ at the top of the page is an expectation of what children should be able to do by the end of Reception, before they come to us.

Rewards

We have lots of rewards in Year 1 – your child may come home talking about them! Our rewards include individual rewards such as raffle tickets, stickers, certificates, house points, name on the proud cloud, etc. as well as whole class rewards such as 'spaceships on the wall'. Children will receive house point certificates in assembly once they reach key landmarks e.g. 25, 50 etc.

Uniform

Please could we ask that

- Your child's belongings are clearly labelled, especially kits, jumpers / cardies, shoes and coats.
- Children have 2 sports kits, to be kept in school:
 - an indoor kit (shorts, t-shirt and pumps), and
 - an outdoor kit (jogging bottoms / leggings, hoodie / sweatshirt plus trainers).

It is really important that children have the correct kits in school; if not children will not be able to take part in lessons.

- Reminder – earrings of any kind are not permitted in school.

Topics for this term

	1 st half term	2 nd half term
Science	Ourselves & The Senses	-
	<i>Seasons topic ongoing throughout the year</i>	
Geography	Our Local Area, including Road Safety	-
	<i>Weather topic ongoing throughout the year</i>	
History	-	Toys
Art / DT	Painting / Colour (Art)	A Home for Teddy (DT)
RE	Introduction to Islam	Christmas Gifts



Maths



We will be learning lots of different things in maths this year!

- **NUMBER FORMATION** – *it is essential that children can form all of their digits correctly – see pack for number formation sheet to show how each digit should be formed.*
- **ONLINE LEARNING** – *we have included a list of some of the websites we use in our maths lessons in your pack.*
- **COUNTING** – there will be a lot of counting – forwards and backwards in 1s as well as counting in 2s, 5s and 10s, ready for learning times tables in Year 2.
- **TEEN NUMBERS** – this is a 'biggie' in Year 1 ... we do a lot of work on place value, helping children to understand the difference between, for example, 13 (one ten and three) and 30 (3 tens). *An example of how to write teen numbers is included in your pack.*
- **PLACE VALUE, CALCULATION AND FRACTIONS** – *we have included in your pack the objectives for each of these areas of maths, plus examples of how we teach the 4 operations (+ - x ÷)*
- **OTHER ASPECTS OF MATHS**– children will continue to learn about shape, measure, direction etc ... we do this practically, wherever possible!
- **LEARN ITS** – children will soon start to learn their key number facts, known as learn its. The aim of these is to speed up children's mental maths skills. The first set the children learn are the Reception learn its (7 facts in 20 seconds), followed by the Year 1 learn its (17 facts in 30 seconds). *There is an example of each in your pack.*
- **PROBLEM-SOLVING** – children continue to develop their problem-solving and reasoning skills in our daily maths sessions.



Reading



Reading regularly with your child is so important. Daily home reading really does make a massive difference to the progress your child will make.

SCHOOL READING:

- Children will be heard read in school as often as we can – we aim to hear them twice weekly if we can.
- We continue to do our best to hear your child read twice a week and will change books as and when we can. Unfortunately, it is not possible for us to check / change reading books every day.
- Could we also ask that on a Friday you let your child know if his / her reading book needs changing ... this will help us to speed up the book changing process!

HOME READING:

- Please do not feel you have to read your child's school book more than once 😊 feel free to enjoy your own books from home 😊 just make a note of it in your child's reading record.
- ***How much should we read?*** It is not necessary to try to read a whole book in one night, unless the book is quite short (up to 8 pages). If your child's book is split into stories, one per night should be fine. For longer books (e.g. 24 pages), anything up to half a book per night is fine.
- *Children receive a sticker on their bookmark for every 5 home reads 😊*

KEY WORDS:

- Your child will soon bring home a set of key words to read. The aim is for children to read these words by heart; please try to encourage him / her to read each word without sounding them out if possible.
- *The words in grey on their word lists are the common exception words that Year 1 children are expected to read and spell.*



English



HOW OUR ENGLISH WORKS

We follow a weekly writing cycle in Year 1, which is as follows:

- Day 1 - SPaG (spelling, punctuation and grammar)
- Day 2 - 'the hook' - introduction to this week's genre
- Day 3 - planning for tomorrow's writing
- Day 4 - writing

Phonics, handwriting and spelling activities are ongoing through the week.

SPaG

Children in Year 1 are expected to know, use and understand a lot of technical terminology - there are some 'big words' considering the children are only five and six years old! *We have included in your pack a booklet outlining the grammatical terminology we know, as well as the punctuation the children are expected to use.*

HANDWRITING

We put a HUGE emphasis on correct letter formation and neat handwriting in Year 1 ... these basic skills are so important.

- Children should be able to form ALL the letters in their name correctly - their first name initially, then we work on surnames too.
- When handwriting, letters should be correctly-formed and consistent in size. They should also sit correctly on the line.
- To reinforce work done in class, could we ask that you try to ensure that your child forms ALL of their letters (both lower-case and capitals) correctly and that they are consistent in size. *Please refer to letter formation sheets in your pack.*

EXPECTATIONS

We have included in your pack a list of the writing expectations for children in Year 1, as well as an example of 'expected Year 1 writing', to show you what we are aiming for. Do not be alarmed ... *we find that with hard work and dedication, the children's writing really does 'come on' over the course of the year!* 😊

HOLIDAY NEWS

After the holidays we write up our holiday news; children sometimes forget what they have been up to so a 'Big Talk' note will come home the night before. Please look out for a note at the start of each half-term.

PHONICS

- In Years 1 and 2 we use the Letters and Sounds programme for our daily small group phonic sessions.
- We not only work on recognising sounds in isolation, but also on spotting sounds within words (reading) and using our phonics knowledge to help us spell (writing).
- We also cover some key word spellings in our phonics sessions.
- The aim is to make phonics fun so we play games, use the computer and sing songs. Please try out www.phonicsplay.com.uk - we subscribe for school use but some of the activities are free if you sign up at home 😊
- *We have included a glossary of phonics terminology in your pack.*

Phonics Screening Check

- In June 2020, all Year 1 children across the country will be assessed on their phonics skills in the national government 'test' known as the *Phonics Screening Check*.
- Don't worry about this for now; please just keep reading!
- We will hold a meeting nearer the time.



Homework



Reading

- We recommend reading for 5-10 minutes per night (reading and / or word lists).
- See above for more information.
- This year we have also introduced a termly reading challenge for our EYFS and Key Stage 1 children. *The challenge is included in your pack.* Please date and sign when your child has completed a challenge. There are 8 challenges per term; if you like, you can e-mail us a photo of your child completing their favourite challenge so that we can share them with the class (*e-mail address is on the next page*).

Spellings

- Children will receive a set of spellings to learn each week; to accompany these, there will be a set of spelling sentences too. *An example is included in your pack.*
- Later in the year children will bring home a list of common exception words to learn too ... don't worry about these for now!

General

- Most weeks there will be an English, maths or topic-related homework task (depending on work done in class that week)
- Homework is usually handed out on a Wednesday, due in the following Tuesday.
- Please could you ensure that your child's homework has his / her name on it, and return it to school in his / her green spelling folder (where appropriate!).
- Also, we would appreciate it if you could briefly annotate any homework sent home to let us know how your child has gone on, how much support (s)he needed etc. Many thanks ☺

Forest Fun

- Children no longer do 'Forest School' in Year 1.
- Instead, this term we will be going out to explore the school grounds. Children do not need a specific set of clothes like they did in Reception; instead, a letter will be sent out to say when we need our wellies.

This term's trips and visitors

- We have arranged for some Road Safety training from the Oldham Road Safety Team on Wednesday 25th September. A letter will come home next week.
- No Year 1 trips arranged for this term.
- Whole-school panto in December.

Miscellaneous

- VOLUNTEERS - We welcome any extra help with reading! If you know of anyone who would like to volunteer to come and hear readers in school, please contact the office so you can register your interest.
- SCHOOL E-MAIL ADDRESS for Reading Challenge photos:
info@buckstones.oldham.sch.uk

Many thanks for your continued support; it is much appreciated ☺

Year One Team



Buckstones Reading Challenge!



Key Stage 1 and Reception

Please could you sign and date the boxes each time your child completes a challenge?

Many thanks! 😊

Autumn Term

read in the dark
with a torch



read in a fancy-
dress costume



read to a relative



read a book from
your local library



read to your
teddy



read whilst snuggled
up in bed



read a Christmas
story



read in the bath



Please email us in a photograph of you completing
your favourite Autumn reading challenge! ☺

Spring Term

read a book with a
colour in the title



read a book in the
garden



read a book with a
one-word title



read about animals
or nature



read an old
favourite



read a comic /
magazine



read to an older
person/grandparent



read a book a friend
has recommended



Please email us in a photograph of you completing
your favourite Spring reading challenge! ☺

Summer Term

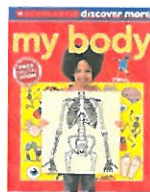
read a book under a
tree



read a book in a
homemade den



read a non-fiction
book



read in the park



read a book that
teaches you
something new



read a book which
has been made into
a film



read to an animal



read and memorise
a poem



Please email us in a photograph of you completing
your favourite Summer reading challenge! ☺

My Alphabet Writing Mat ★

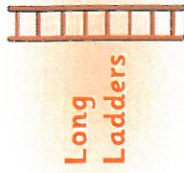
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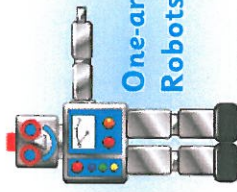
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Phonics Glossary of Terms

Adjacent consonants	Two (or three) letters making two (or three) sounds. E.g. the first three letters of <i>strap</i> are adjacent consonants. Previously known as a <i>consonant cluster</i> .
Blending	The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word. E.g. <i>s-n-a-p</i> , blended together, reads <i>snap</i> .
Consonant digraph	Two consonants which make one sound. E.g. sh, ch, th, ph
CVC, CCVCC etc.	The abbreviations used for consonant-vowel-consonant and consonant-consonant-vowel-consonant words, used to describe the order of sounds. E.g. <i>cat</i> , <i>ship</i> and <i>sheep</i> are all CVC words. <i>Black</i> and <i>prize</i> could be described as CCVC words.
Digraph	Two letters which together make one sound. There are different types of digraph – vowel, consonant and split.
Grapheme	A letter or group of letters representing one sound (phoneme) E.g. ck, igh, t, sh
Phoneme	The smallest unit of sound in a word.
Segmenting	The process of using phonics for writing. Children listen to the whole word and break it down into the constituent phonemes, choosing an appropriate grapheme to represent each phoneme. E.g. <i>ship</i> can be segmented as <i>sh-i-p</i> .
Split digraph	Two letters, which work as a pair to make one sound, but are separated within the word. E.g. <i>a-e</i> as in <i>make</i> or <i>late</i> ; <i>i-e</i> as in <i>size</i> or <i>write</i> .
Synthesising	The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word. E.g. <i>s-n-a-p</i> , blended together, reads <i>snap</i> .
Trigraph	Three letters which together make one sound. E.g. <i>dge</i> , <i>igh</i>
Vowel digraph	A digraph in which at least one of the letters is a vowel E.g. <i>ea</i> , <i>ay</i> , <i>ai</i> , <i>ar</i>

Week 1	Year 1 Spelling Practice				Spelling Pattern:			
	Autumn Term Test date: 22/9/17				Common exception words			
	Look	Say	Cover	Write	Check	Write	Check	Write
	example			example	x	example	✓	example
1	a	✓		a	✓	a	✓	a
2	the	✓		the	✓	the	✓	the
3	to	✓		to	x	to	✓	to
4	I	✓		I	✓	I	✓	I
5	is	✓		iz	x	iz	x	is
6	he	✓		hee	x	hee	✓	he
7	we	✓		wee	x	we	✓	we
8	she	✓		shee	x	she	✓	she

Now choose three of the words to write in a sentence.

1. I like cake.

2. I went to town.

3. He is my friend.

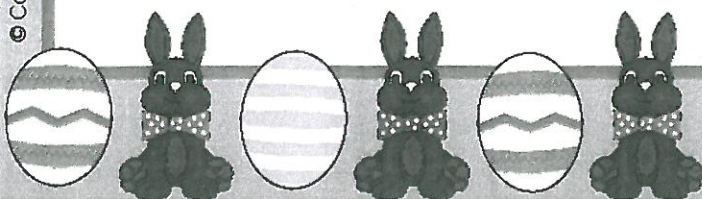
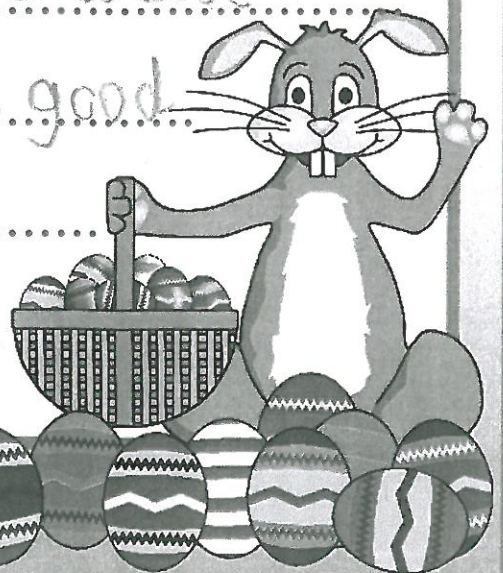
Name:

Essential entry level to Standard 1: Can write 3 or more simple statements that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate.

No	Criteria
1	Can communicate ideas in a sentence before writing it.
2	Can provide enough detail to interest the reader when describing characters and setting, using wow words and adjectives .
3	Can use ' and ' to join ideas and begin to use other conjunctions e.g. but, so, because .
4	Can orally rehearse the correct use of past and present tense showing some evidence
5	Can organize ideas in writing in a series of sentences .
6	Can vary sentence openers i.e. more than just a list, e.g. I The My , names, Next etc.
7	Can use full stops in <u>most</u> of their writing.
8	Can use a question mark and/or an exclamation mark in <u>some</u> of their writing.
9	Can use a capital letter at the beginning of a sentence .
10	Can use capital letter for the names of people, places, days of the week and I .
11	Can make phonetically plausible attempts when spelling.
12	Can use the spelling rule for plurals (s/es) in their writing or in spelling tests.
13	Can form most lower case letters correctly , starting and finishing in the right place; making sure they go in the right direction.
14	Can form most capital letters correctly .
15	Can write simple texts for a given purpose a paragraph or more - lists, information texts, instructions, stories, reports and recounts .
16	Can spell many common exception words from the Year 1 list in spelling tests.

My Easter Holiday

In the Easter holiday we went...
to Ribby Hall because it was Liam's
birthday and he was 9. We went
to the swimming pool with Daddy
and a big barrel of water tipped
over our heads. Splash! At the
discoaw I went on stage
because I won a prize. The boy
winner was on stage and the
man tried to make us kiss.
-Yuck!! - Would you like to go on
stage? After that we went
home and I had a good
time!



A Guide for Parents Grammar & Punctuation



Year 1

Grammar

These are the key grammatical definitions we use in Year 1:

Adjective: a describing word that gives information about the noun.

- *I went to a **fantastic** party yesterday.*

Conjunction: these words link clauses or sentences together; for us, the main one is **and**, but also **because**, before moving onto using **but**, **so**, **when**, **if** as well.

- *I went to the fair **and** bought a balloon.*
- *We stayed in **because** it was raining.*

Noun: the name of a person, place or thing.

- *My **friend** got a new **dog** today.*

Openers: a sentence opener is the first word in a sentence.

- *Simple openers: I, My, The*
- *More complex openers: On, Last, When*
- *Instructional openers: First, Next, Then, Finally*

Plurals: more than one. A plural noun normally has a suffix (see below*) -s or -es. Children in Year 1 also learn some common plural exceptions such as *children, teeth, men*.

- *I have one cat but my cousin has two **cats**.*

Prefix: a prefix is added at the beginning of a word in order to turn it into another word. The prefix we focus on in Year 1 is -un.

- *I was happy but my friend was **unhappy**.*

Proper noun: the name of a particular person, place or thing, including days and months, as well as the personal pronoun *I*; these words begin with a capital letter.

- ***Tom** lives in **Spain**.*
- *It is **Monday** today.*
- ***I** will be six in **December**.*

Sentence: A sentence is a group of words that are put together to mean something. Each sentence begins with a capital letter and ends with a full stop (or an exclamation mark or a question mark).

- I like ice-cream.
- We think it's brilliant!
- Where are you going?

Suffix: a suffix is an 'ending', used at the end of one word to turn it into another word. In Year 1 we focus on using *-ing*, *-ed*, *-er* and *-est* where no change is needed in the spelling of root words. For example:

- *help*: helping, helped, helper
- *quick*: quicker, quickest

Punctuation

Here is the key punctuation terminology that we use in Year 1:

Capital letters – A, F, I, M

Finger spaces – I am 5 years old.

Full stops – I like to eat apples.

Exclamation marks – Help!

Question Marks – How are you?

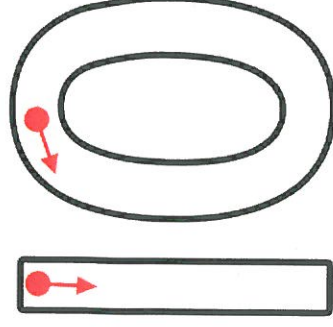
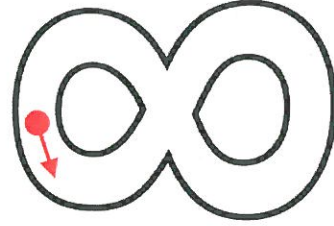
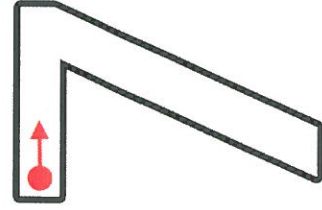
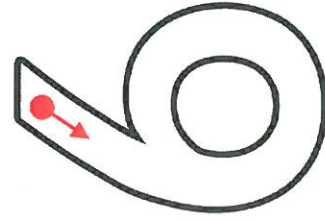
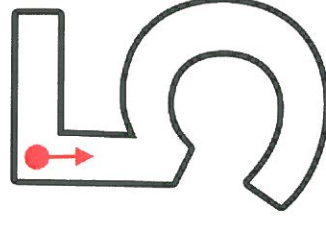
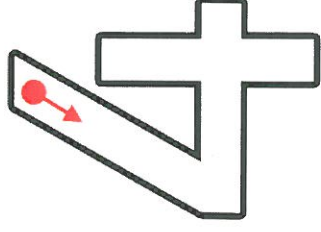
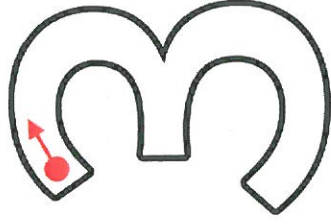
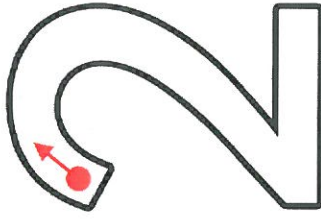
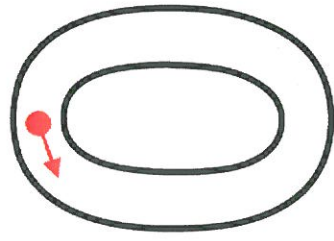
Y1 Maths Criteria

(Number, Place Value, Calculation and Fractions)

Number & Place Value		
	N1	Count forwards reliably to and across 100, beginning with a 0 or 1, or from any given number
	N2	Count reliably backwards from 100, or from any given number
	N3	Count, read and write numbers to 100 in numerals
	N4	Count in multiples of twos, fives and tens
	N5	Given a number, identify one more and one less
	N6	Read and write numbers from 1 to 20 in words links with SPaG
	N7	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
Addition and Subtraction		
	AS1	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=)
	AS2	Add and subtract one-digit and two-digit numbers to 20, including zero
	AS3	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \underline{\quad} - 9$
	AS4	Represent and use number bonds and related subtraction facts to 20
Multiplication & Division	MD1	Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
	MD2	Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
Fractions	F1	Recognise, find and name a half as one of two equal parts of an object, shape or quantity
	F2	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

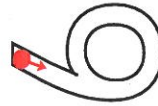
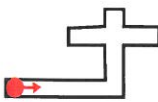
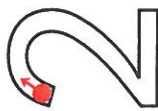
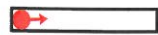
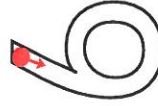
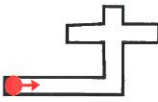
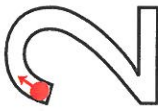
Number Formation ★

Can you trace the numbers?

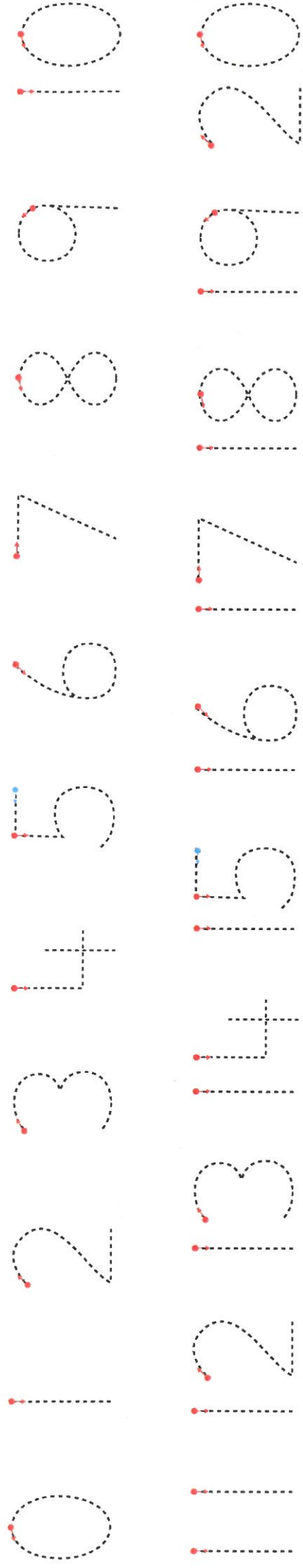




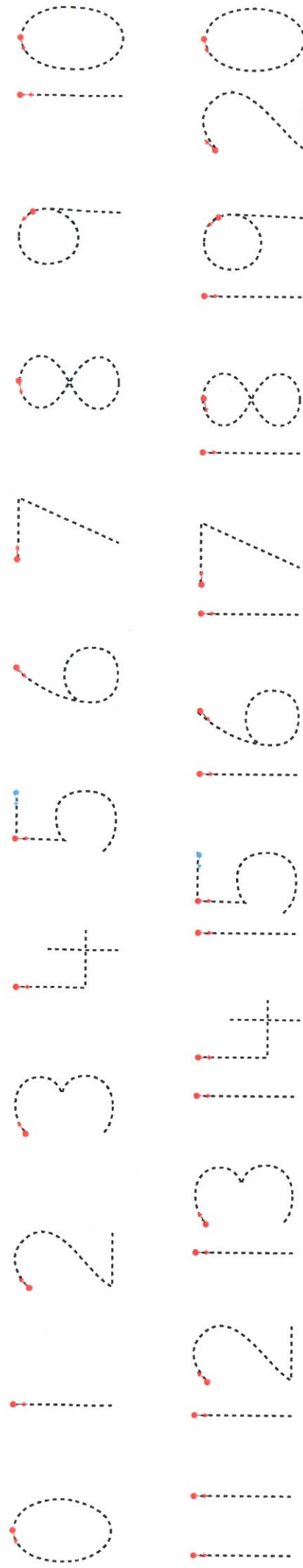
I can write my numbers...



My 0-20 Number Formation



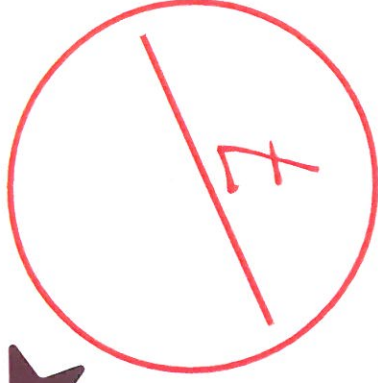
My 0-20 Number Formation



Name:

Rec - 20 seconds

**BIG MATHS...
BEAT THAT!**



My 'Beat That'
score was...

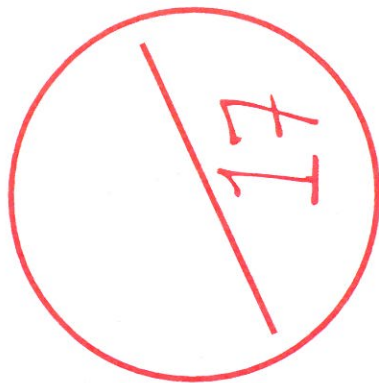
$4 + 4 =$	$3 + 3 =$
$5 + 5 =$	$1 + 1 =$
$2 + 2 =$	$2 + 3 =$
$2 + 1 =$	

Name:

Year 1 - 30 seconds

BIG MATHS...
BEAT THAT!

My 'Beat That'
score was...



$3 + 7 =$	$1 + 9 =$	$4 + 3 =$
$6 + 6 =$	$5 + 3 =$	$5 + 5 =$
$4 + 2 =$	$6 + 3 =$	$4 + 6 =$
$9 + 9 =$	$6 + 2 =$	$5 + 2 =$
$2 + 8 =$	$7 + 7 =$	$9 + 2 =$
$8 + 8 =$		$7 + 2 =$

Name: _____

30 seconds

My score to

beat: _____

Beat That! ★

Number Bonds to 10

10

$$1 + \square = 10$$

$$5 + \square = 10$$

$$6 + \square = 10$$

$$7 + \square = 10$$

$$2 + \square = 10$$

$$4 + \square = 10$$

$$9 + \square = 10$$

$$8 + \square = 10$$

$$10 + \square = 10$$

$$3 + \square = 10$$

Useful Maths Websites – Year 1

Hit the Button – different number facts practice (halves, doubles, number bonds etc.), free for laptops but can also download an app for tablets / iPads (small fee - £2.99)



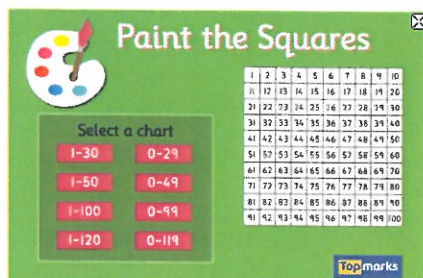
www.ictgames.com – a variety of maths activities, again free for laptops



Funky Mummy / Funky Mummy 20 (ICT games) - practice of number bonds to 10 / 20

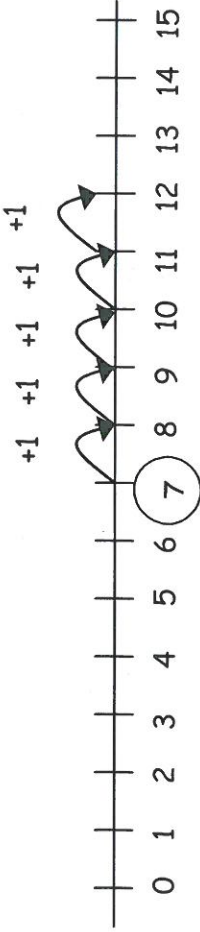

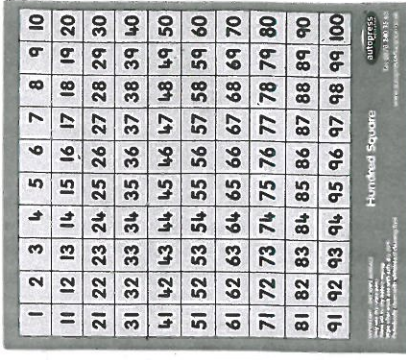


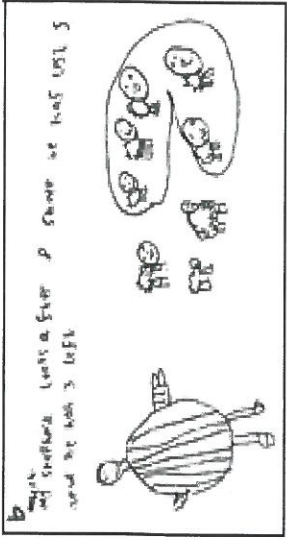
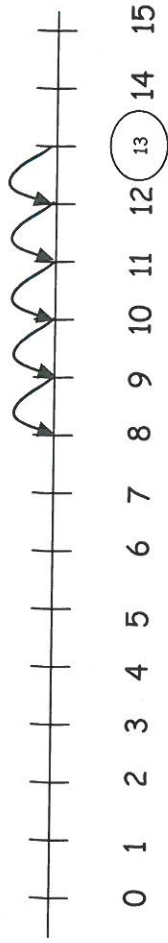
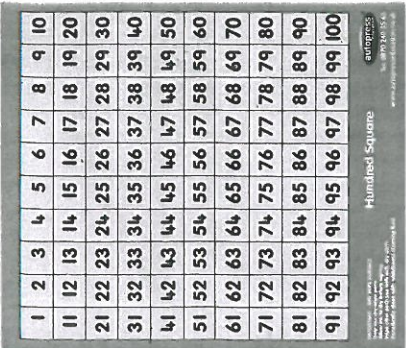
Paint the Squares – good for practising reading / finding numbers to 100 – read a number, ask your child to find it and 'splat' it. Also useful for splatting number patterns eg. counting in 5s, odd and even numbers, counting in 10s from any single digit number etc.

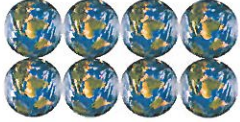



Various songs to practise counting in 2s / 5s / 10s – the children know which ones we do and have their favourites! eg. Scratch Garden, Have Fun Counting, Jack Hartmann etc. *Beware – as they are American, they say 'counting by ...' instead of 'counting in ...' – they children know to correct them!*

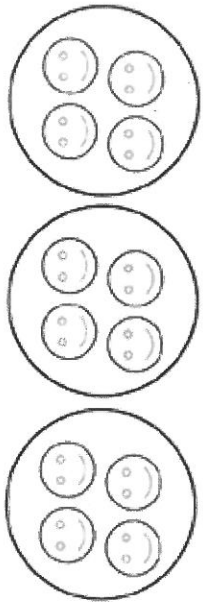
Hope you find these useful! 😊

Addition		
Year Group	Steps	How the method should look
Year 1	<p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>nb. not bridging tens beyond 30</p>	<p>$7 + 5 = 12$ Use of number lines to add single-digit numbers</p>  <p>Pictorial representations such as</p>  <p>$10 + 3 = 13$</p> <p>Use of hundred squares to add multiples of ten (eg. $23 + 10 = 33$), as well as 'near tens' such as $+ 9$ and $+ 11$</p> 

Subtraction		
Year Group	Steps	How the method should look
Year 1	<p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>nb. not bridging tens beyond 30</p>	<p>Pictorial representations such as</p>  <p>13 - 5 = 9 Use of number lines to subtract single-digit numbers</p> <p>-1 -1 -1 -1 -1</p>  <p>Use of hundred squares to subtract multiples of ten (eg. 33 - 10 = 23), as well as 'near tens' such as - 9 and - 11</p> 

Multiplication		
Year Group	Steps	How the method should look
Year 1	<p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.</p> <p>They make connections between arrays, number patterns, and counting in twos, fives and tens.</p>	<p>Counting in 2s, 5s, 10s lots of work done orally before any recording.</p> <p>NB. No use of \times symbol in Year 1; instead, use 'lots of' and 'groups of'. Use also pictorial representations:</p> <p>eg. 4 lots of 2 3 groups of 5</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Crompton Buckstones Primary School - Written Calculations Policy

Division	
Year Group	Steps
Year 1	<p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions* of objects, numbers and quantities.</p> <p>* halves and quarters</p>
How the method should look	
<div><div>Bob</div><div>Jim</div><div>Tom</div></div> <div></div> <div>12 shared between 3 is <input type="text"/></div> <p>Use pictorial representations and make real-life links to support concept of sharing.</p>	