



September 2021

☺ Welcome to Year 1 ☺

Our week in view

	Homework	PE / Games	Clubs
Monday <i>Miss Platt</i>	* Homework is usually due in <i>(starting soon)</i> * New spellings given out <i>(starting this half-term)</i>	* PE/Games/Dance <i>*This half-term, children need indoor and outdoor kits please - these will stay in school ☺</i>	Y1 clubs this year: * Art Club * French Club <i>Details to be confirmed</i>
Tuesday <i>Miss Platt</i>	* New homework usually handed out <i>(starting soon)</i>		
Wednesday <i>Miss Platt</i>			
Thursday <i>Mrs. Tetlow</i>			
Friday <i>Mrs. Tetlow</i>	* Spelling test <i>(starting this half-term)</i>	* PE/Games/Dance <i>*This half-term, children need indoor and outdoor kits please - these will stay in school ☺</i>	

Information Pack

We have put together this 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.

Please look out for blue folder coming home in your child's book bag.

Rewards

We have lots of rewards in Year 1 – your child may come home talking about them! Our rewards include individual rewards such as 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, please:
 - an indoor kit (shorts, t-shirt and pumps), and
 - an outdoor games kit (jogging bottoms / leggings, hoodie / sweatshirt plus trainers).
- *It is ***really important*** that children have the correct kits in school; if not, they will not be able to take part in games 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	-
	<i>Weather topic ongoing throughout the year</i>	
History	-	Toys
Art / DT	Painting / Colour (Art)	A Home for Teddy (DT)
RE		Introduction to Christianity 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 blue folder 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 (attached).*
- **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 child's blue folder.*
- **PLACE VALUE, CALCULATION AND FRACTIONS** – *see attached.*
- **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). Children will also need to know by heart their number bonds to 10 such as $8 + 2 = 10$ (then to 20, such as $18 + 2 = 20$). *See examples in your child's blue folder.*
- **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**.**

PLEASE SEE YOUR CHILD'S READING RECORD FOR DETAILS OF HOW READING WORKS IN YEAR 1.

KEY WORDS:

- Children 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 be able to read and spell.*



English



HOW OUR ENGLISH WORKS

We are currently in the process of 'easing the children in gently'. The jump from Reception to Year 1 is big enough at the best of times but is obviously complicated further this year!

Once we feel the children are ready, we will follow our Year 1 weekly writing cycle, which goes as follows:

Day 1 - 'the hook' - introduction to this week's writing topic

Day 2 - oral rehearsal / planning for tomorrow's writing

Day 3 - writing

Day 4 - SPaG (spelling, punctuation and grammar)

Phonics, handwriting, spelling and guided reading 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! *Please see grammatical terminology the children need to know, as well as the punctuation they are expected to use (attached).*

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 and sit correctly on the line. *See letter formation sheets in blue folder.*

EXPECTATIONS

See attached list of the writing expectations for children in Year 1, to show you what we are aiming for. Please don't be alarmed ... we find that with hard work and dedication both at home and at school, the children's writing really does 'come on' over the course of the year! ☺

NEWS

Sometimes we write about our 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 have 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 / tricky words in our daily phonics sessions.
- The aim is to make phonics fun so we play games, use the computer and sing songs.
- *See glossary of phonics terminology attached.*

Phonics Screening Check

- In June of each year, all Year 1 children across the country are assessed on their phonics skills in the national government 'test' known as the *Phonics Screening Check*. *As far as we are aware, the government plan for this check to still go ahead in June 2022.*
- Don't worry about this for now; please just keep reading! We will be in touch again about this nearer the time.



Homework



Your support with home learning tasks is invaluable.

Please could we ask that written homework tasks are completed in pencil rather than biro.

Reading

- See above for more information.
- We recommend reading for 5–10 minutes per night (reading and/or word lists). If your child has read his/her school books, feel free to read books from home.
- Our termly reading challenges for our EYFS and Key Stage 1 children continue (details of autumn's challenge in reading record book). 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 via Tapestry.

Spellings

- Soon, 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 attached. Please can these be completed in pencil?*
- *Weekly spellings follow a pattern and also include some of our Y1 common exception words.*
- Spellings are usually handed out on a Monday, ready for a test on Friday. Please could you ensure that your child's red spelling folder is handed in each Friday 😊
- Later in the year, children will bring home a list of which common exception words (s)he is yet to learn ... don't worry about these for now!

General Homework

- 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 Tuesday, due in the following Monday. Please could you ensure that your child's homework has his/her

name on it, and return it to school in his / her green homework 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 / if we need our wellies.

This term's trips and visitors

To be confirmed.

Miscellaneous

VOLUNTEERS – If you are able to spare any time to come in and help in school, please do let us know. Any extra help is always welcome!

TAPESTRY – Hopefully up and running soon!

Many thanks for your continued support;
it is very much appreciated.

☺ Year One Team ☺

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)



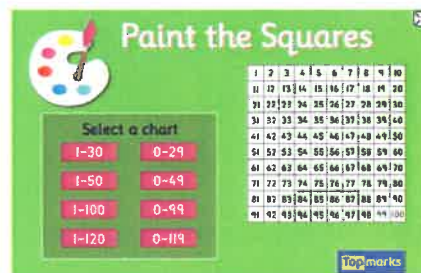
www.ictgames.com – a variety of maths activities, again free for laptops



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.



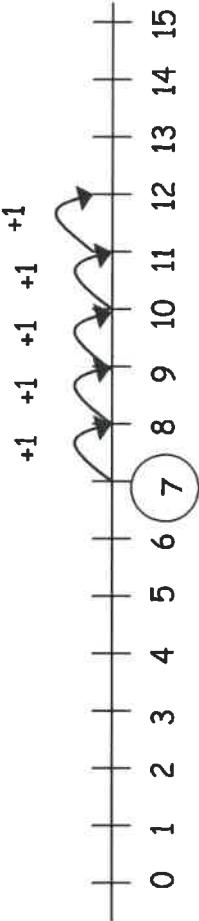


Various songs to practise counting in 2s / 5s / 10s – the children know which ones we do and have their favourites! eg. Scratch Garden, Have Fun Counting, Jack Hartmann etc. *Beware – as they are American, they say 'counting by ...' instead of 'counting in ...' – they children know to correct them!*

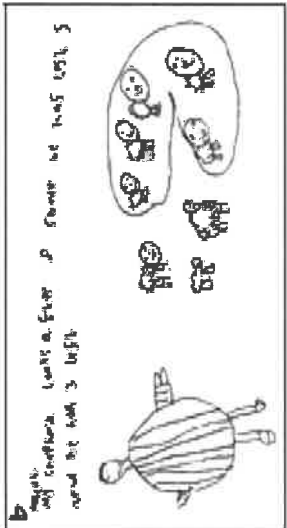
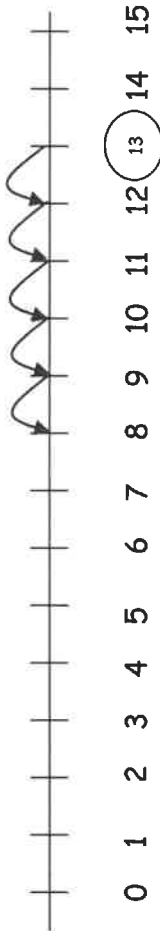
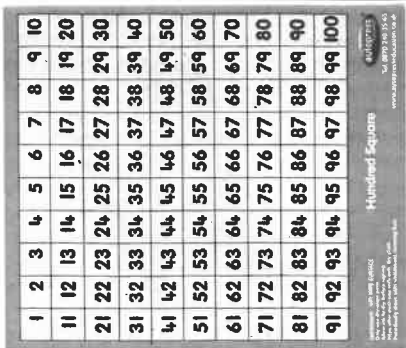
Hope you find these useful! 😊

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

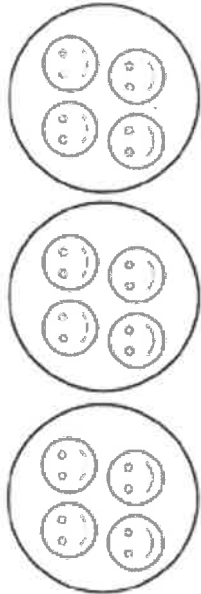
Addition		
Year Group	Steps	How the method should look
Year 1	<p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>nb. not bridging tens beyond 30</p>	<p>$7 + 5 = 12$ 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>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</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> 

Crompton Buckstones Primary School – Written Calculations Policy

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	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>* halves and quarters</p>	<p>Bob Jim Tom</p>  <p>12 shared between 3 is <input type="text"/></p> <p>Use pictorial representations and make real-life links to support concept of sharing.</p>



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! ☺

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 **cat**s.*

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 **un**happy.*

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.

- ***T**om lives in **S**pain.*
- *It is **M**onday today.*
- ***I** will be six in **D**ecember.*

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?

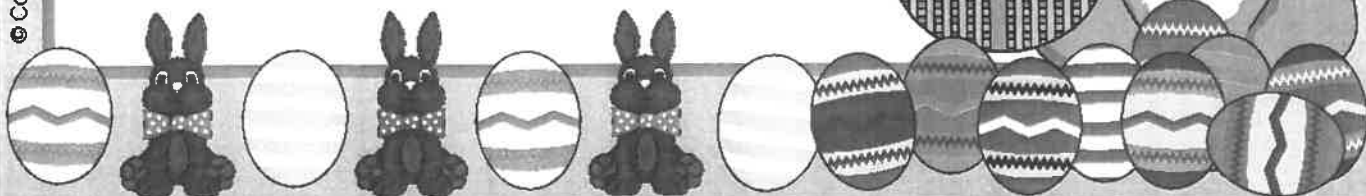
Year 1 Writing Checklist

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		
To use adjectives to describe.		
To use simple sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
To spell most words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.		
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		
To use -s and -es to form regular plurals correctly.		
To use the prefix 'un'.		
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		

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!



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	Check
	example			example	x	example	✓	✓
1	a	✓		a	✓	a	✓	✓
2	the	✓		the	✓	the	✓	✓
3	to	✓		tu	x	to	✓	✓
4	I	✓		I	✓	I	✓	✓
5	is	✓		iz	x	is	x	✓
6	he	✓		hee	x	he	✓	✓
7	we	✓		wee	x	we	✓	✓
8	she	✓		shee	x	she	✓	✓

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

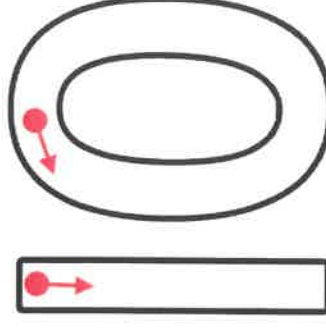
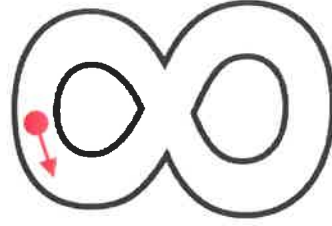
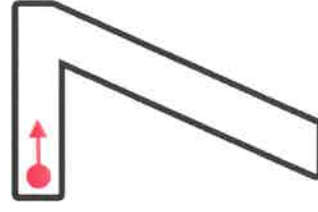
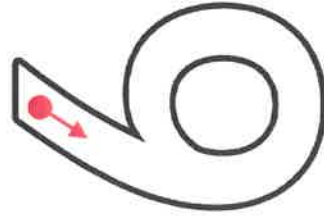
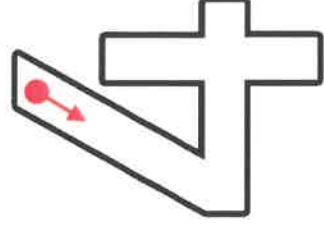
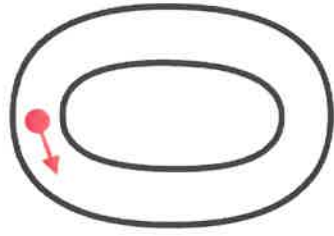
1. I like cake.

2. I went to town.

3. He is my friend.

Number Formation ★

Can you trace the numbers?





I can write my numbers...

1

2

3

4

5

6

7

8

9

1

2

3

4

5

6

7

8

9



My 0-20 Number Formation

0 1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20



twinkl.co.uk

My 0-20 Number Formation

0 1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20



twinkl.co.uk

Name:

Rec - 20 seconds



BIG MATHS...



BEAT THAT!



My 'Beat That'
score was...

$4 + 4 =$

$3 + 3 =$

$5 + 5 =$

$1 + 1 =$

$2 + 2 =$

$2 + 3 =$

$2 + 1 =$

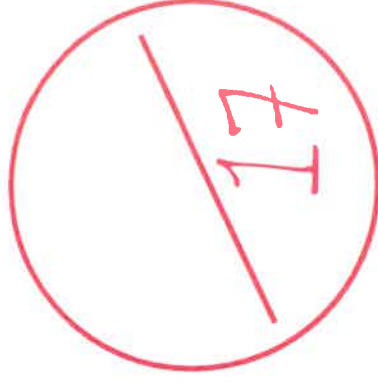
Name:

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

$$1 + \square = 10$$

$$5 + \square = 10$$

$$6 + \square = 10$$

$$7 + \square = 10$$

$$2 + \square = 10$$

$$4 + \square = 10$$

$$9 + \square = 10$$

$$8 + \square = 10$$

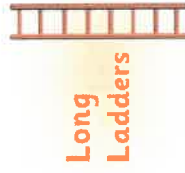
$$10 + \square = 10$$

$$3 + \square = 10$$

10

My Alphabet Writing Mat ★

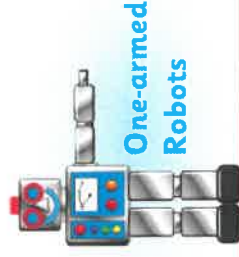
i l t j u y



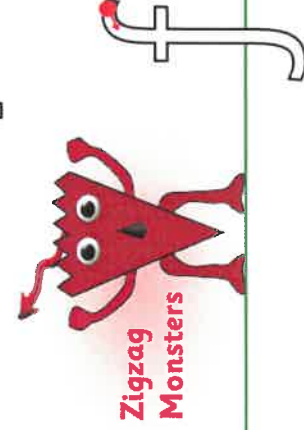
c o a d g q e



h n m r b p k



v w x z f s



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