



Welcome to Year One

Expectations Information

Key Stage One (KS1)

KS1 is Year 1 and Year 2.

At Standhill, we now have three Key Stage One classes.

Class 2 - 28 Year 1 children.

Staff

Class 2 - Mr Worrall

Other adults:

Mrs Thompson (Music on Wednesday)

Mrs Bakewell (JIGSAW on Wednesday)

Mr Ward and Miss Bateman (PE on Wednesday)

Mrs Rickman (works in our new Hub)

Mr Brennan and Mrs Lowe (Reading Voulenteers)

Despite a different curriculum,
lots of things are still the same from last year!

Our School Values



Child of the Day

Each day a different child will be the 'Child of the Day.' They will be the teacher's special helper for the day. They have responsibilities such as taking the register and any messages to the office and lead the line.

Reading Pups -

Each class has a 'Reading Pup'. The 'Child of the Day' takes it home that night and brings it back the next day. This is an opportunity for each child to snuggle up and share a book with the reading pup!

Reward Ladder -

Each child has a peg that starts on Green. They can move up and down the ladder throughout the day. When they reach Rainbow, they receive a Be Proud Sticker. If they go down the ladder, they will receive a sanction.

Marble Jars -

Collective Class Treat when the jar has been filled.

How do we learn?

- Carpet sessions
- Adult Focus Tasks and Continuous Provision - this will build to whole-class sessions as we progress through the year.
- Phonics
- Guided Reading
- Handwriting

PE

- Two sessions per week. One led by Next Level Sport. The second session will be led by either the class teacher, Naomi (YogaBeamz) or Next Level Sport.
- Provide plasters to cover earrings
- Please label P.E kit!
- Warm clothes as the weather gets colder.

Reading books sent home -

- ▶ Your child will bring home a colour banded book matching their reading level. The children have the opportunity to change their book most days in school.
- ▶ Your child participates in weekly guided reading sessions. The teacher will stamp their reading diary to say they have had a guided reading session.

Reading diaries and bookmarks -

- ▶ Please write in your child's reading diary to let us know when they have read.
- ▶ If you have read with your child 3 times (and recorded it in the reading diary) then they will get a raffle ticket
- ▶ Each child will be given a bookmark.

LEARNING MATS

Here is the learning mat for this half term.

THE BIG QUESTION:
How do you know times have changed?

Exciting Texts:

The Great Fire of London &
Samuel Pepys.

FIRE! FIRE!

We will be learning about:
The Great Fire of London

Home Challenge: Create a poster to advertise Standhill's Great Fire of London movie.

Key Vocabulary

Recount, past, history, timeline, Samuel Pepys, Pudding Lane, bakery, river, September 1666, materials, properties, suitability, countries, capital cities, E-safety, personal information, rights and responsibilities.

Sticky Knowledge

History: The Great Fire of London began on 2nd September 1666. Recall the people and events.

Geography: Name and locate the four countries and capital cities of the United Kingdom.

Science: Names of a variety of everyday materials and their properties.

Art/DT: How to join materials.

Skills to practise

- * Recall events in order.
- * Naming and locating the four countries and capital cities of the UK.
- * Naming everyday materials and identifying their properties.
- * Joining materials e.g. felt to card, cardboard tubes to boxes.
- * Spatial awareness.
- * Re-telling Bible stories.

MATHS

Year 1 calculations expectations...

NUMBER AND PLACE VALUE	ADDITION AND SUBTRACTION	MULTIPLICATION AND DIVISION	FRACTIONS
- count to and across 100 forwards, beginning with 0 or 1, or from any given number - read and write numbers from 0 to 100 in numerals - Given a number, I can identify one more and one less - identify and represent numbers using objects/pictures and number lines - use apparatus to understand place value e.g. 33q77 - use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in words - count in multiples of 2's, 5's and 10's	- read, write and interpret mathematical sentences involving addition (+), subtraction (−) and equals (=) sign - Use number bonds and related number facts to 20 e.g. $17 = \square - 9$. - add one-digit numbers to a 2 digit number, using practical resources/pictures - subtract one-digit numbers from a 2 digit, using practical resources/pictures - add tens numbers to a two digit number, using practical resources/pictures - subtract tens numbers from a two digit number, using practical resources/pictures - represent and use number bonds within 20 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations	- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects with the support of the teacher. - solve one-step problems involving multiplication, using a diagram of an array e.g. rows of chairs - recall multiplication facts for 10 x multiplication table - recall facts for the 2 x multiplication table - recall facts for the 5 x multiplication table	- recognise, find and name a half as one of two equal parts of an object/shape - recognise, find and name a half as one of two equal parts of a quantity - recognise, find and name a quarter as one of two equal parts of an object/shape - recognise, find and name a quarter as one of two equal parts of a quantity - recall doubles and halves to 20 e.g. double 4 is 8 half of 18 is 9

WRITING

Year 1 writing expectations...

Working towards the Expected Standard:	
To use their own simple story ideas or retell a familiar story using short, simplistic sentences.	
To reread their writing to check that it makes sense.	
To use adjectives that have been modelled.	
To use simple sentence structures (which may often be repetitive).	
Has an awareness of:	Capital letters for names, places, the days of the week and personal pronouns 'I'.
	Finger spaces
	Full stops to end sentences.
To spell some words containing previously taught phonemes and GPCs accurately.	
To spell some Y1 common exception words accurately.	
To write lower case letters in the correct direction, starting and finishing in the right place.	

Working at the Expected Standard:	
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.	
Has an awareness and is beginning to use:	Capital letters for names, places, the days of the week and personal pronouns 'I'.
	Full stops to end some sentences
	Question marks
	Exclamation marks
To spell most words containing previously taught phonemes and GPCs accurately.	
To spell most Y1 common exception words and days of the week accurately.	
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 place 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.	

WRITING

Year 1 writing expectations...

Working at Greater Depth within the expected standard:	
To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.	
To use a number of features of different text types and make appropriate topic/subject matter vocabulary.	
To reread their writing to check that it makes sense and independently make changes.	
To use adjectives to describe (sometimes ambitious beyond the year beyond).	
To use simple sentences and compound sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
Are able to regularly use:	Capital letters for names, places, the days of the week and personal pronouns 'I'.
	Full stops to end some sentences
	Fingers spaces.
	Question marks
	Exclamation marks
To spell all words containing previously taught phonemes and GPCs accurately.	
To spell all Y1 common exception words and days of the week accurately.	
To use -s, -es to form regular plural correctly.	
To use the prefix -un.	
To add the suffixes -ing, -ed, -er, -est to root words.	
To spell simple compound words.	
To write lower case and capital letters in the correct direction starting and finishing in the right place with a good level of consistency.	

WRITING

WALT:		WILF:		Wk. beg Supported by T/TA Group Work T. > Ind. Ind.	
Bronze		Silver		Gold	
	 a _	 cat			Y1W

READING

We are aiming for your child to be able to:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words.

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

ELS Phonics Scheme



Harder to Read and Spell Words -

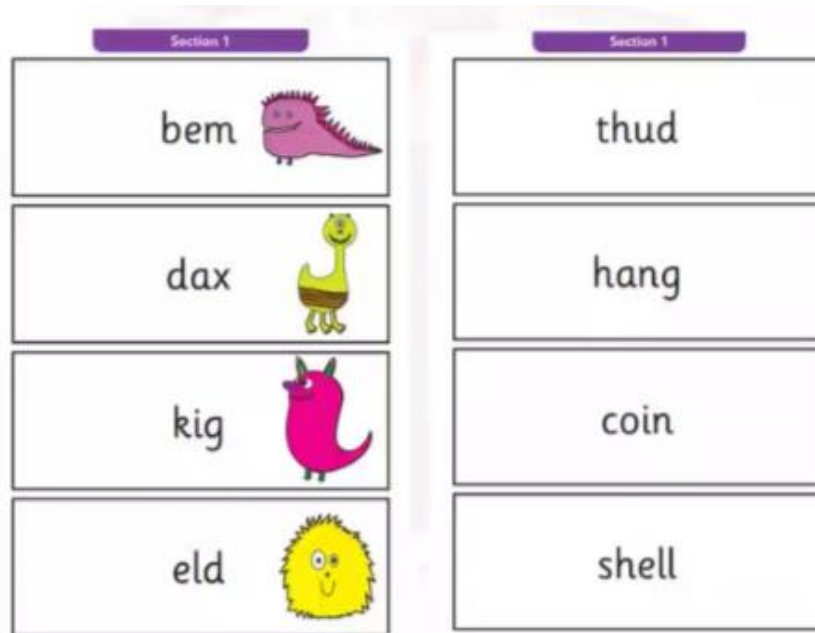
These are words the children will need to read on sight rather than sounding out (blending). Once your child can read them all, they should learn to spell them. You can find the Common Exception Words on the school website and in the middle of your child's reading diary.

Homework

Your child will be given a set of spellings on Fridays that will revisit the sounds they have covered within their phonics lessons.

Phonics Screening

The phonics screening check is a mandatory assessment for Year 1 pupils in England to confirm their phonics decoding skills. It consists of 40 words, divided into two sections of 20 words, containing a mix of real and pseudo-words.



Assessments

- ▶ The children are assessed at regular intervals in reading, writing, phonics and maths. Together with observations made as part of daily lessons, the teachers make informed judgements on whether your child is working at age-related expectations or not.
- ▶ This is then used to inform planning, groupings and identify interventions required to support your child.

Please, please, please:

- ▶ Ensure children's clothing and belongings are clearly labelled.
- ▶ Ensure your child has a labelled water bottle each day.
- ▶ Ensure we are kept up to date with pick up information and we have details of at least two contacts.

Remember!

Any problems however small, please get in touch. You can use the class email to contact us or arrange a suitable time for us to talk.

Class 2 - class2@standhill.notts.sch.uk

Also keep checking in on the school website for photos, learning updates and challenges.