

Welcome to 'Meet the teachers'!



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Aims of the afternoon

- Give you an overview of Year 1
- How we work in Year 1 at Cherry Orchard
- How you can support your child at home

School Planners

- Vital piece of your child's education.
- Children are expected to bring them into school every day.
- Allowing children to develop their independence and take responsibility for their learning.
- Children can use them to find spellings and recap new vocabulary they have learned.
- Teachers can record spelling test results, guided read sessions, personalised targets specific for your child.

Reading in Year 1



- Children will have a reading book – Oxford Story Sparks/Floppy’s Phonics/Lighthouse
- Have access to the class library and take one or more books home each week.
- Can choose to bring in books from home for independent reading time and playtimes.
- Daily phonics lessons. Your child may be given spellings to practise that will be written in their planner or on the homework sheet for a spelling test later that week.
- Shared story time at the end of the day.
- At Home: Use page 27 and 28 in your child’s planner to support questioning when sharing a book.



Spelling and Grammar in Year 1

- Use pages 9, 10 and 11 to support your child in reading and spelling the common exception words. Children need to be able to spell ***all of the Reception/Year 1 words to be a Year 1 expected writer at the end of the year.***
- Children will also be given a weekly spelling test which may be from the common exception words or taken from the National Curriculum guidance for Year 1/2.
- Grammar terminology is listed on pages 18-19 in your child's planner. In Year 1 we focus on full stops, exclamation marks and questions marks for punctuation. We also focus on nouns, adjectives, verbs and conjunctions for grammar.
- Children do a termly Spelling, Punctuation and Grammar test. This is where they may be asked to identify the adjective, to correct the punctuation etc.

Handwriting and presentation

- Nelson handwriting scheme
- Most of the children's letter formation must be the correct size, shape and orientation to be Year 1 EXPECTED by the end of the year. This includes upper case letters being larger than lower case letters. We have invested in new literacy books to encourage letter size.

Writing

- Writing non negotiables for Year 1. See page 15 of the planner.
- Vocabulary (vocabulary ladders, planners and knowledge organisers)
- Cohesion (purpose and audience)

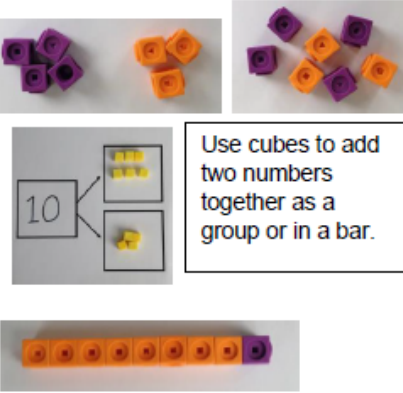
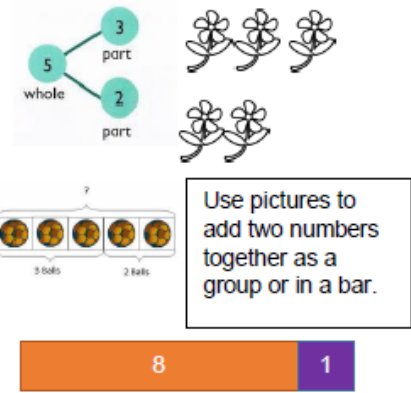


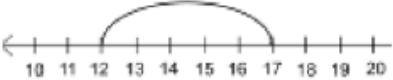
Maths in Year 1

- Basic skills (number bonds to 10 and 20, 1 more and 1 less than a given number, counting forwards and backwards from any given number in steps of 1, 2, 5, and 10, number facts, shape recall, times tables for 2, 5 and 10).
- Please practise this daily for ten minutes. This will be on your child's homework sheet.

Maths and calculation policy

For more guidance, go to our school website/our amazing school/policies/calculation policy

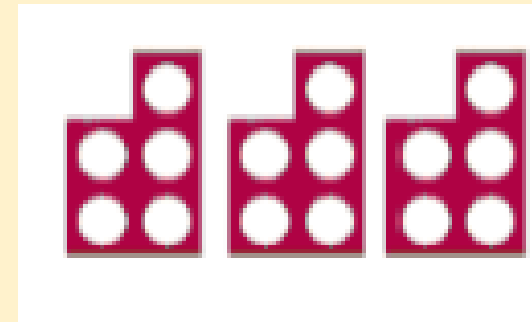
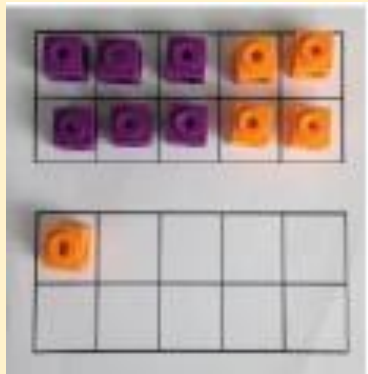
Addition

Objective and Strategies	Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole: part-whole model</p>	 <p>Use cubes to add two numbers together as a group or in a bar.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p>	<p>$4 + 3 = 7$</p> <p>$10 = 6 + 4$</p>  <p>Use the part-part whole diagram as shown above to move into the abstract.</p>
<p>Starting at the bigger number and counting on</p>	 <p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p>	<p>$12 + 5 = 17$</p>  <p>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>	<p>$5 + 12 = 17$</p> <p>Place the larger number in your head and count on the smaller number to find your answer.</p>

Maths Toolkits and Representations

- Children have access to a maths toolkit during every lesson.

Representing numbers in different ways




Maths- Reasoning and Problem Solving

- Children begin each lesson with a problem where they should be able to apply skills learnt so far.


Topic Weeks

- Knowledge organisers
- Topic weeks happen at the start and end of every half term

Geography | Where do we live? | Autumn Term 02.09.2019



Continents and Oceans



Map of the United Kingdom

		Vocabulary
1	Area	A place or region.
2	Local	To do with a particular place such as a neighbourhood or city.
3	Country	A country is land that is controlled by a single government.
4	Atlas	A book of maps.
5	Globe	the world; planet Earth.
6	Aerial	Having to do with or done by means of flying
7	Ocean	A large body of salt water.
8	Continent	Large area of land.
9	City	A place where many people live and work.
10	Compass points	North, south, east and west.

Questions and Answers		
1	What is a continent?	A continent is a very large area of land made up of lots of countries and islands. There are 7 continents in the world.
2	How many continents are there in the world?	There are seven continents. Ordered from largest to smallest: Asia, Africa, North America, South America, Antarctica, Europe, and Oceania.
3	What continent do we live in?	The continent that we live in is Europe. It is made up of 44 separate countries.
4	Can you name the five oceans?	The five oceans are the Arctic, Atlantic, Indian, Pacific and Southern Oceans.
5	What four countries make up the United Kingdom?	Scotland, England, Wales and Northern Ireland are the four countries that make up the UK.
6	What features might you find in your local area?	Houses, shops, post office, school, parks, train station, river, roads, trees, zebra crossing, letter boxes.

Rights of the Child/Global Goals	
Article 13	You have the right to find things out and share what you think.
Article 29	Your education should help you learn to live peacefully, protect the environment and respect other people.
Global Goal 11	Sustainable cities & communities
Global Goal 15	Life on Land

Class charters

- Linked to the Rights of the Child.
- These are also on the knowledge organisers and linked to within lessons.



Assessment in Year 1

- Teacher assessments are ongoing throughout the year in all areas of the curriculum.
- Children will all sit the phonics screening in June 2020.
- The screening consists of 20 real words and 20 nonsense words that they need to be able to read independently using their phonetical knowledge.
- For more information and past phonics screening papers visit:
<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#phonics-screening-check-resources>

Online Safety

- Parental control (be aware of what your child is using/watching online, online games)



Stay in touch!

- Please browse our website for any information including policies, schemes of work, handy tips etc.

www.cherryorchard.bham.sch.uk

- Twitter
- School newsletters are on the website and updated fortnightly.

Evaluation Form

- Please fill in an evaluation form before you go 😊