



High Green Primary School

Welcome to Y1
2017



Important information for parents and carers

Times of School Day

The school day begins at 8.55am.

A bell will sound at 8.50am. This is the signal for the children to line up ready for the start of the day. A member of staff from their class will collect them from the playground.

The school day ends at 3.15pm. Adults can collect the Y1 children from the Y1 outdoor area.

Please remember:

Parents/carers should inform school before 9.30am the reason for absence. If no reason is given, the absence will be recorded as unexplained.

No holidays during term time will be authorised unless exceptional circumstances can be evidenced. Penalty Notices may be issued. For further advice, please contact the school.

A copy of the full attendance policy can be viewed on the school website under the 'Our School' tab.

School Dinners

Every child in Reception, Y1 and Y2 will be provided with a free school meal. They will be asked each morning to select a meal of their choice. If you are worried that your child will not eat what is offered, you may also send a packed lunch.

HOW MANY DAYS DOES YOUR CHILD ATTEND SCHOOL?

There are 190 days in a school year which leaves 175 days to spend on family time, shopping, appointments and other things.



190 days = 100%

Very best chance of success

180 days = 95%

Off to a wobbly start!



171 days = 90%

Less chance of success



161 = 85%

Harder to make progress



152 days = 80%

Very worrying



143 days = 75%

Very best chance of failure



Attendance below 97% will be closely monitored by school.

Attendance below 93% will be closely monitored by school and the LA, through MAST (Multi Agency Support Team)

Attendance below 90% is considered to be persistent absence and may be subject to prosecution.

School Term Dates - 2017/2018

Autumn Half Term 1

- Term starts: Monday 4th September 2017 until Friday 27th October 2017.
- INSET DAYS: Monday 4th September
- Half Term holiday: Monday 30th October 2017 until Friday 3rd November 2017

Autumn Half Term 2

- Term starts: Monday 6th November 2017 until Friday 22nd December 2017.
- INSET DAYS: Thursday 21st and Friday 22nd December
- Christmas Holiday: Monday 25th December 2017 until Friday 5th January 2018.

Spring Half Term 1

- Term starts: Monday 8th January 2018 until Friday 16th February 2018
- Half Term holiday: Monday 19th February 2018 until Friday 23rd February 2018

Spring Half Term 2

- Term starts: Monday 26th February 2018 until Thursday 29th March 2018
- Easter Holiday: Friday 30th March 2018 until Friday 13th April 2018

Summer Half Term 1

- Term starts: Monday 16th April 2018 until Friday 25th May 2018
- May Day Holiday: Monday 7th May 2018
- Spring Bank Holiday: Monday 28th May 2018 until Friday 1st June 2018

Summer Half Term 2

- Term starts: Monday 4th June 2018 until Tuesday 24th July 2018
- INSET DAYS: Monday 23rd and Tuesday 24th July

Holiday dates for 2018/2019 can be found on the Sheffield City Council website at <https://www.sheffield.gov.uk/education/our-schools/terms-and-holidays.html>

The Journey to School

We want all children travelling to our school to be safe, no matter how they travel. We would encourage as many as possible to walk to school. This helps reduce traffic congestion on Wortley Road, as well as encouraging children to exercise.



Children should only cross Wortley Road with the School Crossing patrol or a responsible adult.

If parents bring children to school by car, they should not park on the yellow zigzags, block private drive ways or cause an obstruction for other road users.

The lives of the children and other road users could be endangered.

Wortley Road is a busy and dangerous road. It is classified as a Level Three Road; one of the highest classifications used in Cycling Proficiency. Our children will have the opportunity, during upper Key Stage Two, to train up to Level Two. As a result, we do not advise children to come to school on bikes or scooter unsupervised. We also do not encourage children to be allowed to walk home on their own, until they are in Upper Key Stage Two (Y5/6). This is based on research which shows that children under the age of ten, do not have an accurate perception of speed and distance.

We would also ask waiting parents to supervise children at all times in the playground at the beginning or end of the school day. Please do not allow them to climb on the walls, play football, run around the mobile classrooms or endanger themselves or others in any way. If children do come to school on bikes or scooters, we request that these are not ridden in the school grounds. This is to prevent injury to any other children, during busy periods.

Thank you.

Clothing and Equipment Essentials

All items of clothing and personal equipment should be marked with your child's name.

School Uniform

Black, navy blue or dark grey trousers/skirts/pinafores

White or red polo shirts.

Red fleece/jumpers/cardigans.

Footwear

Black.

Children should come to school wearing flat, sensible shoes. If it is raining or snowing, they should bring a change of shoes for inside school. In the summer months children can wear white trainers.

PE Kit

White T-shirt

Black shorts

Trainers or plimsolls

Jewellery

For health and safety reasons jewellery is not allowed. Children can wear a watch and a pair of small stud earrings. These have to be removed by the child for PE and Swimming.

The School Uniform is compulsory.

It helps to reduce incidents of bullying and helps all children to fit in and feel part of our community.

Uniform carrying the school logo can be purchased from the school office.

Water - the best option!



Why does the body need water?

- ✓ Water is one of the body's most essential nutrients.
- ✓ Water accounts for up to 75% of body weight.
- ✓ Water keeps body temperature constant at about 37°C.
- ✓ Water transports nutrients and oxygen to all cells and carries waste products away.
- ✓ Water helps maintain blood volume, and it helps to lubricate joints and body tissues such as those in the mouth, eyes and nose.

Why should we choose water?

- ✓ The fluoride in tap water helps children develop strong teeth and bones.
- ✓ Other drinks are high in sugar and can lead to dental problems and obesity.
 - Fruit juice is high in sugar and calories, just like fruit drinks, flavoured mineral water, energy drinks and soft drinks. For example, a 250ml cup of apple juice or cola contains up to six teaspoons of sugar. Just one can of soft drink per day means you're adding 18 kilos of sugar to your diet each year!
 - Researchers found that children aged between 4 and 12 years who drank 500ml or more of fruit juice or cordial per day were twice as likely to be overweight or obese as children who consumed none.
- ✓ Water is sugar free, caffeine free and calorie free!

How much should we drink per day?

- ✓ 5 to 8 year olds - 1 litre
- ✓ 9 to 12 year olds - 1.5 litres
- ✓ 13+ years - 2 litres

This is only a guide. We should drink more on a hot day or if we have been exercising. We don't often feel thirsty when our bodies need fluid, so it's a good idea to drink water regularly throughout the day.

How can I get my child to drink water?

- ✓ Be a role model.
- ✓ Add fruit pieces or fresh fruit juice to chilled water (melon, lemon, orange etc.)
- ✓ Explain & educate
- ✓ Talk to us and let's work together.



Our school policy is for all children to have access to and drink **WATER** throughout the day. Children will be encouraged to eat fruit at break and dinner times. We will educate, encourage and support children in helping them to make healthier choices for themselves.

Teaching & Learning in Y1

PHONICS - Glossary

Phoneme - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

Grapheme - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

GPC - This is short for **Grapheme Phoneme Correspondence**. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

Digraph - A grapheme containing two letters that makes just one sound (phoneme).

Trigraph - A grapheme containing three letters that makes just one sound (phoneme).

Oral Blending - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

Blending - This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

Oral Segmenting - This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

Segmenting - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

L & S - Letters and Sounds

Phase - The development of Phonics is broken down into six phases. Phase Five is the expected age related attainment for the end of Y1. This will be checked in the Phonics Screening Check done in June 2018. Children will continue to embed knowledge and understanding of Phase 5 and 6 during KS2.

Cursive Script - Why and how?

Research shows that there are a number of key advantages to this system:

- ✓ By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape.
- ✓ Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q).
- ✓ There is a clearer distinction between capital letters and lower case.
- ✓ The continuous flow of writing ultimately improves speed and spelling.
- ✓ Learning to write in cursive is shown to improve brain development in the areas of thinking, language and working memory. Cursive handwriting stimulates brain synapses and synchronicity between the left and right hemispheres, something absent from printing and typing.
- ✓ The physical act of writing in cursive leads to increased comprehension and participation.

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

abcdefghijklmnopqrstuvwxyz

Spelling – work for year 1

Revision of reception work

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance	Example words
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest
Words ending -y (/i:/ or /ɪ/)		very, happy, funny, party, family

New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, l and y .	Kent, sketch, kit, skin, frisky
Adding the prefix – un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used
Vowel digraphs and trigraphs	Rules and guidance	Example words
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	Ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a–e		made, came, same, take, safe
e–e		these, theme, complete
i–e		five, ride, like, time, side
o–e		home, those, woke, hope, hole
u–e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in Y1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Y1 READING

OBJECTIVES*	END OF YEAR EXPECTATIONS
Apply phonic knowledge and skills as the route to decode words	Pupil can apply phonic knowledge to decode words: e.g. <i>high, hand, cream, park</i> .
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Pupil can speedily respond with the correct sound to graphemes at Phase 5 L&S or equivalent: e.g. /ee/, /or/, /ar/
Read accurately by blending sounds in unfamiliar words containing GPCs ² that have been taught	Pupil can read accurately by blending taught GPCs at Phase 5 L&S or equivalent: e.g. <i>coach, morning, cried</i> .
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Pupil can read most common exception words at Phase 5 L&S or equivalent: e.g. <i>their, people, asked</i> .
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Pupil can read all common suffixes listed in Appendix 1: e.g. -s, -es, -ing, -ed, -er, -est.
Read other words of more than one syllable that contain taught GPCs	Pupil can read most multi-syllable words containing taught GPCs at Phase 5 L&S or equivalent: e.g. <i>December, measurement</i> .
Read words with contractions: e.g. <i>I'm, I'll, we'll</i> , and understand that the apostrophe represents the omitted letter(s)	Pupil reads contractions and understands the use of apostrophe to represent omitted letters: e.g. <i>I'm, I'll, we'll, can't, hadn't</i> .
Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading	Pupil can read aloud phonically decodable texts at age-appropriate level (Phase 5 L&S level or equivalent).
Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Pupil can listen attentively to a wide range of poems, stories and non-fiction. Contributes relevant ideas and thoughts to discussion: e.g. <i>There's a pig that gets into the boat, like the three pigs in the other story but there's only one in this story</i> .
Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences	Pupil can identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play: e.g. <i>I've got a dog too, I've been to the castle/beach/city</i> .
Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Pupil can recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics: e.g. <i>what typically happens to good and bad characters, differences between story settings</i> .

Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases	Pupil can identify the predictable phrases in a text and usually enjoys saying them aloud with the class: e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'.
Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart	Pupil demonstrates enthusiasm for listening and responding to rhymes and poems: e.g. Pupil comments on rhymes, word choice, humour, favourite poems. Usually joins in with reciting some by heart.
Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known	Pupil can usually draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. Pupil knows the meaning of tooth and brush and reads compound word toothbrush, deducing its meaning.
Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher	Pupil can usually ask and answer 'how' and 'why' questions about what they have read and know where to look for information: e.g. Pupil asks 'Why do bees like flowers? How long do worms grow?' and can find pages in a non-fiction book to answer own questions.
Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading	Pupil can usually check that the text makes sense to them as they read and goes back to self-correct inaccurate reading: e.g. Pupil reads 'The Fairy Godmother wanted her magic wand and the pumpkin changed into a coach' and then self-corrects 'wanted' to 'waved'.
Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events	Pupil can discuss the link between events and the text title: e.g. when discussing the title and events around the book 'We are Going on a Bear Hunt', pupil might comment: 'It is a good title because the children looked and looked everywhere for bears. When you hunt you look everywhere.'
Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done	Pupil can demonstrate simple inference: e.g. Pupil identifies who is speaking in a story: 'It must be Mr Gumpy who tells them to come for a ride another day because it is his boat.'
Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far	Pupil can usually predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. Mr Gumpy is saying yes to everyone and telling them all to behave themselves but I think some of them won't be able to be good all the time.
Participate in discussion about what is read to them, taking turns and listening to what others say	Pupil can contribute ideas and thoughts to discussion, remembers significant events/key information and usually follows the agreed rules for effective discussion with a partner or in threes without support: e.g. some simple comments about preferences, sometimes with reasons.
Explain clearly their understanding of what is read to them	Pupil can express views about events or characters in the story and explain clearly their understanding of what is read to them: e.g. Mr Gumpy was kind because he let all the animals and the children on his boat and they all went to his house for tea, too.

Y1 WRITING

OBJECTIVES*	END OF YEAR EXPECTATIONS
Spell words containing each of the 40+ phonemes already taught	Pupil can usually correctly spell high-frequency words at L&S Phase 5 level or equivalent: e.g. <i>playground, complete</i> .
Spell common exception words	Pupil can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: e.g. <i>pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you'</i>
Spell the days of the week	Pupil can correctly spell all the days of the week.
Naming the letters of the alphabet in order	Pupil can name the letters of the alphabet in order.
Using letter names to distinguish between alternative spellings of the same sound	Pupil can use letter names to distinguish between alternative spellings of the same sound: e.g. <i>pupil says letter names when spelling 'ai' as in rain and 'ay' as in play</i> .
Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Pupil can independently and with some inconsistencies use the spelling rule: e.g. <i>cats, thanks, catches</i> .
Add prefixes and suffixes using the prefix un-	Pupil can independently use the prefix un- in own writing: e.g. <i>unhappy, undo, unfair</i> .
Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. <i>helping, helped, helper, eating, quicker, quickest</i>	Pupil can independently use the suffixes -ing, -ed, -er and -est in own writing: e.g. <i>buzzing, buzzed, buzzer, grander, grandest</i> .
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Pupil can independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most of them correctly: e.g. <i>Tom had a lot of gifts and cards for his sixth birthday</i> .
Sit correctly at a table, holding a pencil comfortably and correctly	Pupil can sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand.
Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Pupil can write letters, most of which are correctly formed.
Form capital letters	Pupil can correctly form most capital letters.

Form digits 0-9	Pupil can independently write all digits 0-9, most of which are correctly formed.
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	Pupil can correctly identify all handwriting families and sort most letters into them: e.g. pupil can say that 'the long ladder family' contains the letters: l, b, I, j, t, u. and uses this knowledge to remember correct letter formation when writing.
Write sentences by: saying out loud what they are going to write about	Pupil can usually decide on a topic for writing and say what they will write about.
Write sentences by: composing a sentence orally before writing it	Pupil can independently compose a sentence orally ready to replicate it in writing.
Write sentences by: sequencing sentences to form short narratives	Ideas are sequenced appropriately: e.g. stories have a beginning, middle and an end.
Write sentences by: re-reading what they have written to check that it makes sense	Pupil, usually and independently, re-reads what they have written to check that it makes sense and is beginning to be able to put things right if it doesn't.
Discuss what they have written with the teacher or other pupils	Pupil can listen and sometimes respond by making comments in discussion with teacher about what they have written: e.g. 'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'
Read aloud their writing clearly enough to be heard by their peers and the teacher	Pupil can read their writing aloud clearly enough to be heard by their peers and teacher.
Develop their understanding by: leaving spaces between words	Pupil can usually leave spaces between words.
Develop their understanding by: joining words and joining clauses using and	Confidently and correctly joins words and clauses with 'and': e.g. I went to the park and played on the swing.
Capital letters, full stops, question marks and exclamation marks to demarcate sentences	Pupil can demonstrate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing.

Y1 MATHS

OBJECTIVES*	END OF YEAR EXPECTATIONS
NUMBER	
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	The pupil can count forwards from 94 to 120 and backwards from 125.
Given a number, identify one more and one less	The pupil can answer 27 when asked 'I have 28 grapes and eat one of them. How many are left?'
Count in multiples of twos, fives and tens	The pupil can count beads in groups of two, five and ten.
Read and write numbers to 100 in numerals	The pupil can record the page number in their reading book and identify a friend's house from the number.
Read and write numbers from 1 to 20 in words	The pupil can match the numeral 13 to the word 'thirteen' and fill in the missing word or numeral for numbers to 20.
Identify and represent numbers using objects and pictorial representations including the number line	The pupil can place numbers on an empty number line.
Use the language of: equal to, more than, less than (fewer), most, least	The pupil can compare three numbers using sets of counters, making statements such as 12 is more than 5; 27 is the number with the most counters; 5 is fewer counters than 12. They use the language of 'first', 'second' and 'third'.
Solve number problems with number and place value from the Year 1 curriculum	The pupil can solve problems such as 'There are five birds in a nest. One flies off, how many are left?'
Represent and use number bonds and related subtraction facts within 20	The pupil can deduce from $3 + 12 = 15$, that $15 - 12 = 3$ or $4 + 12 = 16$ or $3 + 13 = 16$.
Begin to understand multiplication, division and doubling through grouping and sharing small quantities	The pupil can arrange a set of 12 counters into two groups of six each.
Mentally add and subtract one- and two-digit numbers to 20, including zero	The pupil can find pairs of numbers below 20 with a difference of four or a sum of 18.
Mentally double numbers up to 10	The pupil can answer six when asked to double three.
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	The pupil can use counters to work out the missing number in $8 + ? = 14$.

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	The pupil can work out how many grapes each child gets if 12 are shared between four children using counters to represent the grapes.
Begin to memorise number bonds to 10 and 20, including noticing the effect of adding or subtracting zero	The pupil can recall number bonds to 10 and 20 and reason with them.
Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	The pupil can use counters to demonstrate $3 + 7 = 10$ and write the correct number sentence for five counters, remove two counters to leave three counters.
Use arrays to represent multiplication and record grouping when doing division	The pupil can draw two lines of five dots to represent repeated addition independently.
Recognise, find and name a half as one of two equal parts of an object, shape or quantity	The pupil can identify when a shape, such as a rectangle is divided into two equal pieces and so each is a half, and when the two pieces are unequal and so each is not a half.
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	The pupil can identify four equal parts of a rectangle and choose one of them as a quarter.
MEASUREMENT	
Sequence events in chronological order using language	The pupil can describe events in chronological order such as 'Monday comes before Tuesday', 'Yesterday evening I did my homework, then I went to bed' and 'Tomorrow afternoon I have to visit the dentist'.
Recognise and use language relating to dates, including days of the week, weeks, months and years	The pupil can say the date 'Tuesday the 2nd of June' and describe future events as 'in two weeks' time' and 'In three years I shall be in Year 4'.
Recognise and know the value of different denominations of coins and notes	The pupil can role play buying an item in a shop. The pupil can select the correct coins to pay for an item costing 23p and know that, if they hand over a £5 note, they should get some change.
Use non-standard units to measure length, mass and capacity	The pupil can measure weight by balancing an object with a number of plastic cubes, for example.
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	The pupil can tell when it is 12 o'clock and half past two and draw a clock face with hands to show these times.

Measure and begin to record time (hours, minutes, seconds)	The pupil can draw hands on a clock face and identify the correct answer from a number of possibilities to questions about time.
Measure and begin to record lengths and heights, mass/weight, capacity and volume	The pupil can measure the length of the playground using non-standard units such as paces and a trundle wheel to measure it in metres. The pupil can use both standard and non-standard units to measure capacity and weight, recognising the advantages of standard units.
Compare, describe and solve practical problems for time	The pupil can pour water from one container to another and describe the water as pouring more quickly or more slowly than on a previous occasion.
Begin to handle coins and become familiar with coins up to 20 pence	The pupil can sort a collection of coins up to 20p and form equivalences such as two 1p coins are worth the same as one 2p coin, up to four 5p coins are worth the same as one 20p coin.
Compare, describe and solve practical problems for lengths and heights, mass or weight and capacity/volume	The pupil can solve problems such as 'Using a balance, compare four boxes to find out which is heaviest'.

GEOMETRY

Recognise common 2-D shapes in different orientations and sizes i.e. including rectangles (including squares), circles and triangles	The pupil can independently and spontaneously identify rectangles, triangles and circles around the classroom and in the outdoor area.
Name common 2-D shapes in different orientations and sizes i.e. including rectangles (including squares), circles and triangles	The pupil can name rectangles, triangles and circles around the classroom correctly.
Recognise and name common 3-D shapes in different orientations and sizes i.e. including cuboids (including cubes), pyramids and spheres	The pupil can select a pyramid from a set of 3-D shapes.
Describe position using everyday language e.g. top, middle, bottom, in front of, between, near, inside	The pupil can arrange nine objects in a 3 by 3 array and describe the position of one of them by referring to another object or the array.
Recognise and create simple repeating patterns with objects and shapes	The pupil can identify a sequence such as RBBGRBBGRBBG and continue it (R=red, B=blue, G=green).
Describe movement in straight lines using everyday language and describe turns, including half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face	The pupil can give instructions to another pupil to walk to a particular place including the turns either left or right. The pupil can give instructions to another pupil to walk around a shape including the quarter turns either clockwise or anti-clockwise, referring to a clock face to establish the direction.

Y1 SCIENCE

Key Skills	Objective*	End of Year Expectations
BIOLOGY		
Life exists in a variety of forms and goes through cycles - Plants	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Identify a range of local plants.
	Identify and describe the basic structure of a variety of common flowering plants, including trees	Name parts of a range of familiar plants.
	Explore and compare the differences between things that are living, dead, and things that have never been alive	Compare and contrast a collection of items, sorting into categories: 'living', 'dead' and 'things that have never been alive'.
Life exists in a variety of forms and goes through cycles - Animals	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Name a variety of common animals.
	Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Identify and group a range of familiar animals.
The human body has a number of systems, each with its own function	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Identify key features of a range of common animals.
	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Relate each of the human senses to organs.
CHEMISTRY		
Materials have physical properties which can be investigated and compared	Distinguish between an object and the material from which it is made	Correctly identify both object and material.
	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	Identify and name a range of materials.
	Describe the simple physical properties of a variety of everyday materials	Describe a range of properties of a variety of materials.
	Compare and group together a variety of everyday materials on the basis of their simple physical properties	Classify a variety of materials into groups based on physical properties.

PHYSICS		
Day, night, month, seasonal change & year are caused by the position and movement of the Earth	Observe changes across the four seasons	Describe seasonal changes.
	Observe and describe weather associated with the seasons and how day length varies	Relate weather patterns and day length to seasons.
WORKING SCIENTIFICALLY		
Planning Investigations	Pupils can ask questions.	Pupil can, with prompting, ask simple questions that can be tested, e.g. about plants growing in their habitat.
	Pupils can plan an enquiry and suggest ways of answering a question	Pupil can offer ways of gathering evidence to answer a question, e.g. by deciding on the best material to use for a particular application.
Conducting experiments	Pupils can use equipment to take measurements and make relevant observations	Pupil can examine objects to note key features, e.g. observe growth of plants they have planted.
	Pupils can use equipment to take measurements.	Pupil can, with support, conduct simple tests, e.g. comparing the properties of different materials.
Recording evidence	Pupils record work with diagrams and label them	Pupil can, with prompting, identify what might usefully be recorded, e.g. drawing structures of plants or recording changing day length.
Reporting findings	Pupils process findings to develop conclusions and identify causal relationships	Pupil can identify key findings from an enquiry, e.g. noting how plants have changed over time.
Conclusions and predictions	Pupils can analyse data	Pupil can collect data, e.g. comparing and contrasting familiar plants.
	Pupils can draw conclusions, using observations to suggest answers to questions	Pupil can suggest answers to enquiry questions using data, e.g. describe how to group plants.

*Assessments made against these objectives will be reported to parents via Classroom Monitor.

There are six stages of development throughout each year; ENTERING, ENTERING+, DEVELOPING, DEVELOPING+, MASTERY and EXCEEDING. The age related expectation for the end of the year is MASTERY. This shows that your child has met most or all of the objectives in Reading, Writing, Maths and Science.

Skills, Knowledge and understanding Foundation Subjects - Y1

HISTORY	<p>1. HISTORICAL STUDY</p> <ol style="list-style-type: none"> 1. Identify old and new from pictures 2. Use stories as sources for answering questions about the past 3. Observe and handle artefacts, and use this to ask and answer questions 4. Ask further questions about what they have heard or seen <p>2. HISTORICAL KNOWLEDGE AND AWARENESS</p> <ol style="list-style-type: none"> 1. Develop a simple awareness of the past 2. Tell stories from the past 3. Identify some differences between past and present 4. Know some of the main events and people studied in a topic 5. Show some understanding of aspects of the past beyond living memory 6. Recognise a past and a present in their own and other people's lives 7. Identify some things from their own past <p>3. CHRONOLOGY AND CHANGE</p> <ol style="list-style-type: none"> 1. Use simple words and phrases to describe the past - after, before, between 2. Arrange objects in order of their age 3. Begin to use very simple time lines to order some recent events 4. Understand about time passing through birthdays 5. Understand BC and AD <p>Find out about the life and works of an inspirational person from recent or past history.</p>
ART AND CRAFT	<p>1. EXPLORING AND DEVELOPING</p> <ol style="list-style-type: none"> 1. Explore different drawing and painting tools 2. Explore simple pattern 3. Design and make images / artefacts 4. Respond to ideas <p>2. USING MATERIALS</p> <ol style="list-style-type: none"> 1. Use primary and secondary colours 2. Use and investigate a variety of visual and tactile materials <p>3. CONTROL AND EXPERTISE</p> <ol style="list-style-type: none"> 1. Mix colours randomly 2. Use some control when drawing and painting <p>4. EVALUATING</p> <ol style="list-style-type: none"> 1. Talk about drawings and paintings and say what they feel 2. Talk about what they have done <p>Find out about the life and works of a famous artist/sculptor from recent or past history.</p>
MUSIC	<p>1. COMPOSING</p> <ol style="list-style-type: none"> 1. Create and choose sounds in response to different starting points <p>2. LISTENING</p> <ol style="list-style-type: none"> 1. Respond to different moods of music, in different ways <p>3. PERFORMING</p> <ol style="list-style-type: none"> 1. Use their own voices in many different ways 2. Copy and perform simple rhythm patterns <p>Find out about the life and works of a famous musician/composer from recent or past history.</p>

GEOGRAPHY	<p>1. GEOGRAPHICAL STUDY and FIELD WORK</p> <ol style="list-style-type: none"> 1. Show interest in what they see in field work 2. Record what they have seen, in simple ways, including pictures and diagrams with labels 3. Use a digital cameras to record what they see 4. Collect simple statistics - longest, shortest, highest Fill in and use a class weather chart 5. Remember and talk about what was seen <p>2. MAPS</p> <ol style="list-style-type: none"> 1. Use simple blocked maps and plans 2. Make simple plans and talk about them 3. Mark the location of the school on a simple local map 4. Identify where they have been on holiday, using a map <p>3. KNOWLEDGE AND UNDERSTANDING</p> <ol style="list-style-type: none"> 1. Describe places using their characteristics and simple vocabulary - e.g. house, street, wood 2. Make lists of places with similar characteristics - e.g. the seaside, towns 3. Talk about places seen in books, videos, internet 4. Describe different types of buildings 5. Understand the concept of close and far away <p>Find out about the life and works of a famous explorer from recent or past history.</p>
DESIGN TECHNOLOGY	<p>1. DESIGN AND DEVELOP</p> <ol style="list-style-type: none"> 1. Generate ideas from their own experience 2. Talk about their ideas and say what will be done 3. Describe what they want to do using pictures and words 4. Make lists of materials they will need <p>2. MAKING</p> <ol style="list-style-type: none"> 1. Know about basic hygiene and safety 2. Know the features of some familiar products 3. Join two materials together, often with glue 4. Use scissors or a knife to cut, sometimes with help 5. Make simple models, not necessarily with a purpose 6. Use simple construction kits - e.g. Lego <p>3. PRODUCT AND EVALUATION</p> <ol style="list-style-type: none"> 1. Use simple terms to talk about their own and others' work 2. Know how some moving objects work 3. Know the benefits of fruit and vegetables 4. Recognise the characteristics of familiar products 5. Identify materials and mechanisms in familiar products <p>Find out about the life and works of a famous inventor from recent or past history and the impact their work has had on society.</p>

RELIGIOUS EDUCATION	<p>Know about & Understand</p> <ol style="list-style-type: none"> 1. I can describe and show in my drawings the differences between different places of worship. 2. I can retell the main events of a religious story. 3. I know some symbols that are seen in different places of worship. <p>Express and Communicate</p> <ol style="list-style-type: none"> 1. I can ask relevant questions about different places of worship in my community. 2. I know how to show respect for different religions and places of worship. 3. I can identify some similarities between different places of worship within my community. <p>Gain and deploy skills</p> <ol style="list-style-type: none"> 1. I can ask questions and find out what it means to belong to a community. 2. I can share my ideas about being different and be sensitive to other people's views. 3. I know about right and wrong and can share my thoughts with others.
COMPUTING	<ol style="list-style-type: none"> 1. NETWORK AND INTERNET <ol style="list-style-type: none"> 1. Children know what is meant by personal information and develop awareness of why it is special. 2. Discuss with children, school rules for using the Internet. 3. Discuss how to use this if children see something that makes them feel confused or scared when they are using the Internet and tell a trusted adult. 4. Children know that the Internet can be used to communicate with other people. 5. Know that email is a method of sending and receiving messages through the Internet. 6. Participate in the sending of class emails/blogs e.g. messages to Santa, Barnaby Bear, partner classes, website 7. Identify things they see on screen 8. Remember and recall information they have seen on screen 9. Recognise ICT around them 10. Explore information from various ICT sources 11. Know that information comes in different forms 2. USING ICT <ol style="list-style-type: none"> 1. Use a mouse or key pad to make marks 2. Write simple ideas and make lists 3. Use names for ICT components - e.g. mouse 4. Record their own voice and that of others 5. Use a simple art program 3. MAKING THINGS HAPPEN <ol style="list-style-type: none"> 1. Enjoy simple computer games 2. Play computer games 3. Move objects around on a screen 4. Repeat a series of actions for a purpose 5. Recognise things around them which respond to signals and instructions

PHYSICAL EDUCATION	<p>1. GYMNASTICS AND DANCE</p> <ol style="list-style-type: none"> 4. Copy some movements 5. Jump in different ways 6. Change their body shape in a range of ways 7. Perform simple and random dance moves 8. Show some rhythm in movement and dance 9. Enjoy movement <p>2. PLAYING GAMES</p> <ol style="list-style-type: none"> 1. Move a ball using simple throwing techniques 2. Explore different ways of moving a ball 3. Sometimes catch a ball 4. Stop a ball moving in other ways 5. Play simple ball games involving kicking, catching or throwing 6. Enjoy participation <p>3. EVALUATING AND IMPROVING</p> <ol style="list-style-type: none"> 1. Comment on others' actions 2. Suggest simple improvements 3. Talks about how their body feels during activity 4. Understand that physical activity is good for them 5. Enjoy winning!
SPEAKING & LISTENING	<ol style="list-style-type: none"> 1. Remember and recall information 2. Listen and respond to each other and to adults, and sometimes express their feelings 3. Begin to maintain attention and articulate clearly 4. Recall, repeat and remember ideas 5. Define key points of a lesson, a story, a visit ... giving brief descriptions 6. Make verbal lists and memorise information 7. Use basic key vocabulary and build on this through listening, practice, trial, and error 8. Ask questions to extend understanding

HOMWORK POLICY

Aims

- ❖ to encourage independent learning
- ❖ to consolidate prior learning
- ❖ to raise self-esteem of children
- ❖ to raise individual achievements
- ❖ to further involve parents and families in the learning of their child and to forge active partnerships with parents
- ❖ to educate children about, and encourage lifelong learning

The Homework Programme

Your child will be expected to read for approximately 10 - 15 minutes every day.

They are also expected to practice spellings and basic number work, e.g. - times tables and number bonds, on a daily basis.

Each week, to support their learning, younger children may be given 1, and older children 1 or 2 pieces of homework in addition to the above.

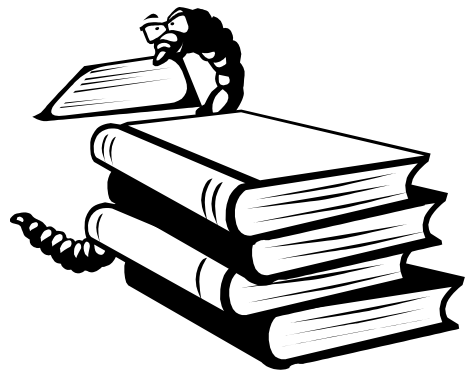
To encourage imagination and creativity, children will be given a selection of options each half term for homework. This will form the basis of a longer term project and be linked to the current topic.

Children who are supported at home on a regular basis make much better progress.

Daily Spelling Homework

Encourage your child to:

- ❖ look at each word in turn
- ❖ try to remember how to spell each word in turn
- ❖ cover up the word
- ❖ have a go at writing the word
- ❖ check



Daily Reading Homework



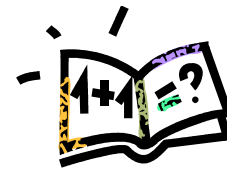
For fluent readers, ask your child:

- ❖ What is the story about?
- ❖ Who is your favourite character and why?
- ❖ What do you think will happen and why?
- ❖ Are there any unusual or difficult words? What do they mean? Why has the author chosen them?

For less fluent readers:

- ❖ Sit close to your child
- ❖ Share a favourite or familiar book (an easy book is fine; we want them to enjoy it!)
- ❖ If they get stuck, ask them to read the other words in the sentence and think about the meaning of the whole sentence.
- ❖ Encourage them to break the word down and sound it out.
- ❖ Talk about the book afterwards; what was their favourite part? Why?
- ❖ Praise them!

Daily Mathematics Homework



Encourage your child to:

- ❖ Learn their tables
- ❖ Practice mental addition & subtraction
- ❖ Practice mental multiplication & division
- ❖ Learn facts related to measures (weight, time, length, capacity)

The world is full of maths.

Encourage your child to learn maths at a practical level and help them to see how maths is part of everyday life.

- ❖ Let them check change when shopping
 - ❖ Bake together
 - ❖ Check the weights on food packets, tins - add some together
 - ❖ Teach them to tell the time - analogue, digital and 24 hour
 - ❖ Encourage them to read timetables
- ❖ Ask questions - How long before a particular programme begins or ends? What time is the next bus? How long will the journey be? How long before we reach our destination? How many days/hours/minutes to your birthday?

A People Place

If this is not a place where tears are understood,
Where do I go to cry?
If this is not a place where my spirits can take wing,
Where do I go to fly?
If this is not a place where my questions can be asked,
Where do I go to seek?
If this is not a place where my feelings can be heard,
Where do I go to speak?
If this is not a place where you'll accept me as I am,
Where can I go to be?
If this is not a place where I can try to learn and grow,
Where can I be just me?

William J. Crocker

We hope that will be that HGPS place for your child;

*A place where fears are understood
And friends are there to care.
Where hopes and dreams take flight
And everyone is keen to share.
Where questions deepen learning
And awe and wonder grow.
Where feelings are heard and respected
And love is always on show.
Where everyone is special
And unique in every way.
Where children love coming to school
And treasure every day.*

We hope your journey with us this year will be a rewarding one, filled with many treasured memories of your child growing up. We value this partnership and hope to work together to help your child achieve success.

If you have any queries or comments, at any time, please do not hesitate to contact school or speak to your child's teacher.