

Year 1

Curriculum PowerPoint
2023-2024

Day in the life of your child

- Staff arrangements
- Timetable
- Playtimes
- Challenges
- P.E Days will be Wednesday and Fridays
- Books will be changed on Mondays
- Class reward system
- Star of the week / assemblies
- Logins



Current Topic: How have I changed?

History of ourselves and family members

How have we changed?

Who is in our family?

How are we different?

Where do we live? (History of the local area)

Recognising items from the past

Sequence events in their life

Use language such as 'old, new, when I was younger, before I was born, a long time ago'.

Topic Outcome: A timeline of me!



The National Curriculum in Year 1.

- English and Maths is taught everyday.
- Science is a core subject
- History and Geography topics are alternated each half term.
- Music is taught weekly
- ICT/Computing is taught weekly
- Art/DT topics alternate each half term
- Phonics is taught daily and discreetly and supported in the majority of lessons.
- We link lessons together to gain a cross curricular approach.
- Phonics Screening at the end of year 1.



English



Suggestions for home

- Encourage children to write in pencil.
- Encourage children to re read what they have written to you.
- Ask children to help with daily jobs e.g shopping lists/reminders/writing a letter to family members.
- Use phonics to spell.
- Encourage use of capital letters, finger spaces and full stops.
- Practice letter formation.
- Look for the digraphs/trigraphs when struggling to read a word.



Maths

Suggestions for home

- Encourage number hunts where ever you are.
- Number formation- facing the right way, 2-digit numbers in the right order.
- Make it fun- use food e.g how many sausages are you having for tea? Sharing sweets/grapes out for a teddy bear's picnic.
- Counting (forwards and backwards) and 2s 5s and 10s
- One more and one less language.



Reading

- Read every night/other night.
- Reading journals updated at home and in school.
- Build it up/don't put pressure on them (couple of pages per night)
- Tricky words
- Take turns reading sentences in book.
- Read books to them.

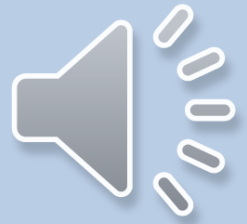
Science in Year 1



We cover: Plants, Animals including humans, Everyday Materials and Seasonal Changes.

- Making predictions.
- Testing ideas
- Experimenting/Exploring
- Grouping
- Observing

Promoting well being



- My happy mind sessions each week.
- Celebrating success both personal and academic.
- Marvellous me
- Star writer board, star of the week
- PHSE and circle time sessions weekly.
- Regular check ins to share how we are feeling

What is phonics?



- Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.

- Children have a 30 minutes phonics lesson each day and they are encouraged to use these strategies to read and write in other lessons.




- This year the children will begin to learn the different ways the same sound can be represented.

What will the children be expected to do?

- The check is very similar to tasks the children already complete during phonics lessons.

- Children will be asked to 'sound out' a word and blend the sounds together, e.g. d-o-g - dog





dog 

- The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'nonsense' words or 'alien words' as we like to call them.

- THIS IS NOT A

- READING TEST

































Section 1	Section 1
sut 	shop
yad 	yell
dop 	peel
uct 	check















Grow the code



Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 yoo ue u-e ew ou ui	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 zh air are ere ear	 su si

*depending on regional accent

How can you help?

- When reading with children, encourage them to put the sounds buttons under a word to highlight the sounds that make the word.
- Encourage the children when they are writing to use their phonics to spell a word rather than spelling it out for them.
- Read regularly at home.
- “Chunk” long words so that children can still read the word independently.
- Make it fun! Pretending you can't do it and getting them to teach you is usually a good trick.





Thankyou for listening!

Contact: If you have any questions, please feel free to speak to one of us at school, arrange a meeting or send us an email at year1@hardenprimaryacademy.co.uk

