

NORTH CHESHIRE JEWISH PRIMARY SCHOOL

Working in Key Stage 1

Year One



Year One

Year One is the first year with in Key Stage One (infants).

The curriculum and assessment of progress is set by the Government.

We are following the new guidelines for the current National Curriculum.

The curriculum, class environment and daily routines support the flow from Reception to Year One so that children settle in as quickly as possible.

The children are encouraged to work independently at the tables in small groups and to the best of their ability.

The Key Stage One curriculum includes English, (speaking and listening, reading, writing, spelling, handwriting, phonics, grammar and punctuation), Mathematics, Science, Computing, History and Geography topics, Art and Design Technology, P.E. (games, dance and gymnastics), PSHE (Personal, Social and Health Education), Jewish Studies and Ivrit.

All these areas, where possible, are approached in a cross-curricular fashion.

Year One topics of work include:

Science:

- Animals including humans
- Growing plants
- Everyday Materials
- Seasonal Changes

History:

- What changes have happened to our school? – changes in living memory
- Shops in our local area- changes in living memory
- Seaside through the years- changes in living memory

Geography:

- Local area
- Map work
- Comparing and contrasting landscapes/ villages in the local area with abroad
- Studying the coast / the seaside/ changes in the seasons

The children will also follow the National Curriculum in: Computing, Art, Design Technology, Music, PE and Dance.

These are the general expectations by the end of Year 1. However to reflect the wide range of ability, there are opportunities to extend and scaffold where appropriate.



English:

- good speaking and listening skills
- able to write a simple story independently
- apply phonic knowledge and skills as the route to decode words
- re-read books to build up their fluency and confidence in word reading.
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- discussing word meanings, linking new meanings to those already known
- checking that the text makes sense to them as they read and correcting inaccurate reading
- predicting what might happen on the basis of what has been read so far
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- re-reading what they have written to check that it makes sense
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark



Mathematics:

- form digits 0-9 correctly
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- understand tens and units
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
- know and use 2D and 3D shapes
- start work on measuring
- look at tables/organising data
- recognise and know the value of different denominations of coins and notes
- time (hours, minutes and seconds)
- 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
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- describe position, direction and movement, including whole, half, quarter and three-quarter turns

Phonics

We are now following the Rocket Phonics Programme. Please see separate handout.

What is phonics?

- Skills- segmenting and blending
- Knowledge- alphabetic code (how the sounds are represented by letters)
- Concepts- how the code is used in decoding and spelling

Phonics Screening

- The screening check is for all Year 1 pupils
- The test will be administered week commencing in June 2024
- The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.
- All children need to be able to identify sounds associated with different letters, and letter combinations, and then blend these sounds together to correctly say the word on the page. The same skill is needed whether the word is a real word or a non-word.

What happens if my child does not meet the standard?

- The screening check will identify children who have phonic decoding skills below the level expected for the end of Year 1 and who therefore need extra help. Schools will be expected to provide extra help and children will then be able to retake the assessment in Year 2.

What can be done at home?

We will send resources home to help your child with phonics.



Homework

Homework will be given each Friday. It will be work to reinforce what we are doing in class. It needs to be back in school for the following Wednesday **at the latest**, in order to be marked before the next piece of homework is given out. All writing should be completed in pencil only, unless otherwise specified. Please do not allow your children to use biros or felt tips.

Homework will alternate between English and Mathematics work and sometimes it will be Science or History/Geography depending on topics. Please supervise your child completing their homework but do not do it for them. Supervision will ensure that your child gets the best out of the homework and you will be able to see if they are unsure of any concepts. We would appreciate a little note at the bottom of the sheet, indicating how much support was needed to complete the work.

Holidays/Attendance

Attendance in school is a legal requirement and you must make every effort to ensure your child arrives on time. School start time is 8.45am. It is not acceptable to take holidays in term time. The education welfare officer checks school attendance regularly and unauthorised time taken is noted and will go on your child's record.

If there are emergencies (other than illness) you need to write in and the Head teacher will consider authorising absence under certain circumstances.

PE Kits

The class has PE once a week on a **Tuesday** and sometimes additional days depending on weather and hall availability. Please ensure that your child comes to school on these days in their PE kits. We will also be given sessions with the Sports coaches during the year.

A correct PE kit includes;

- The correct sized pumps
- Navy T-shirt (with school house colour logo)
- Blue / black shorts/tracksuit bottoms

Please make sure that each item of clothing has your child's name clearly written.

Year 1 Hebrew lessons

Autumn Term

Revision of all the work done last term.

A new project "My Hebrew Name"

Learning new letters, reading

Different combinations of letters

Names of body parts

Colours (10) counting to 20

Understanding, reading and writing

Instructions given in Hebrew

Looking at objects and pictures and saying the Hebrew word for them

Writing and reading new Hebrew words

Work on the different festivals, Rosh Hashanah, Yom Kippur, Sukkot, Simchat-Torah, Hanukkah

Develop conversation skills

Spring Term

Revision of all the work done last term, revision of all the letters

Listening and undertaking more complicated Hebrew instructions

Work on the festivals

Developing further counting in Hebrew

New Hebrew vocabulary and songs

Tu-Beshevat, Purim, Pesach.

On-going Assessments: verbal assessment for speaking/pronunciation and listening

Reading assessment in groups and one-to-one

Develop conversation skills

My family, big and small

Recognising letters, reading different combinations of sounds

Instructions given in Hebrew

Summer Term

Revision of all the work done last term

Reading different combinations of letters from the alphabet

Working on final letters

Work for the best book

Work on the festivals; Yom-Hatzmaout Lag-Ba Omer, Shavuot

Develop further conversation skills