

# Welcome to Class 1



Mrs Copeland



Margaret



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## Overview

- Foundation stage to KS1 transition
- A typical day in Class 1
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- Phonics
- English
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- Assessment
- Further information



## Transition to KS1

Reception to Key Stage 1 is a big transition for children as they are now working on the National Curriculum.

Changes include:

- More work in exercise books at tables, less free flow.
- Children will be learning many new subjects (Geography, History, Science, Computing).
- Different classroom layout and responsibilities.
- More classroom transitions.
- Starting assembly!

This transition will happen over a few weeks and children are still being eased into the style of learning which takes place in Year 1.



## A typical day in Class 1

Children come in at 8.45 when the bell goes

Assembly 9.00-9.15

Phonics for 15-20 minutes each morning

English 9.30- 10.15 ( then, 15 mins for handwriting)

Fruit and milk 10.30

Break 10.45-11.00

Maths 11.00-12.00

Lunch 12.00-1.00

Independent reading and a foundation subject (1.00-3.15) Children are having an extra afternoon break in the first few weeks of Year 1.



# Reading



Children are read with weekly by either myself or Margaret. Each week children will have their books changed. Please read with your child at least 3 times a week and write a short comment in their blue reading record so we know that an adult has read with them.

Useful tips when reading with your child at home:

- Ask them questions as they read- predictions, who's their favourite/least favourite character? Why?
- Encourage them to expand their answers, why do they think that? What gives them a clue?
- Encourage children to use their phonics robot when sounding out their words as they read- they can do this aloud!
- Talk about the illustrations in the book, discuss what they like/dislike about them.



# Phonics

ee ur ow  
wh y au

Phonics is taught daily in Class 1 through interactive morning sessions. This half term we will recap on phase 3 sounds which were covered in Reception (such as sh, ch, igh) and then we will move onto phase 5, which focuses on alternative spellings of the same sound (ai, ay, eigh). Children are encouraged to robot and segment their sounds (example sh-i-p). We then think about how we can use that word in a sentence and children talk to their partner/write it on their whiteboard. During phonics, children do a mixture work on mini whiteboards on the carpet and work at tables to keep the lesson interactive.

Any questions about phonics?



# English

The Tiger  
Who  
Came  
to Tea



Children have an English session each morning in Class 1, straight after phonics. This half term we are looking at the text *The Tiger Who Came For Tea* by Judith Kerr. During our English sessions we will be looking at;

- Using capital letters, full stops and finger spaces in our sentences.
- Using adjectives and connectives.
- Writing character and setting descriptions .
- Writing in first person e.g. diary entries.
- Clearly reading back our written work and identifying mistakes.
- Part of our English sessions also include handwriting which takes place 3 times a week.

Any questions about English?

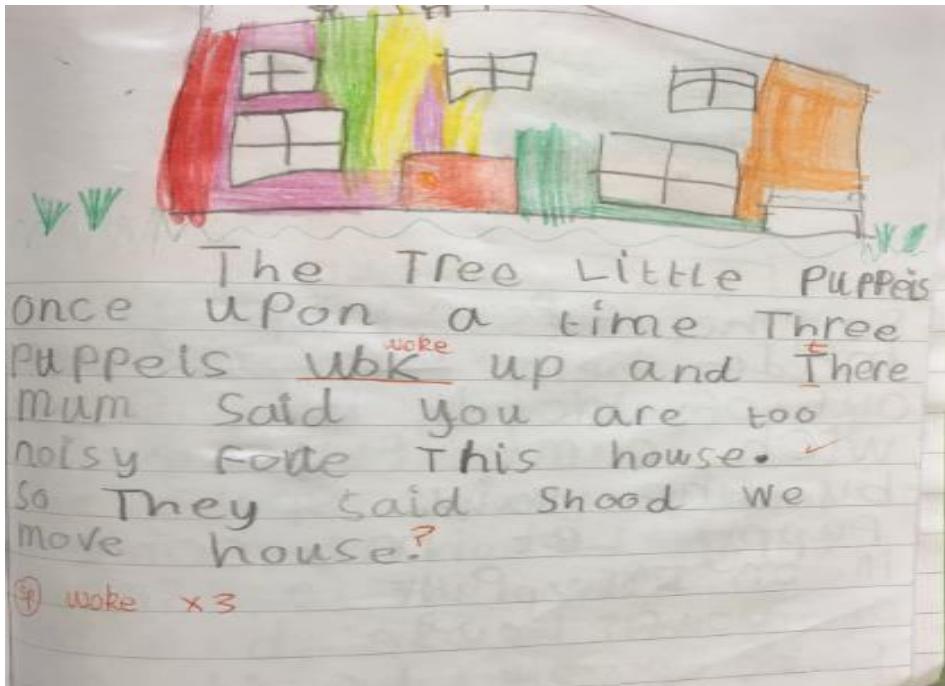


# Writing

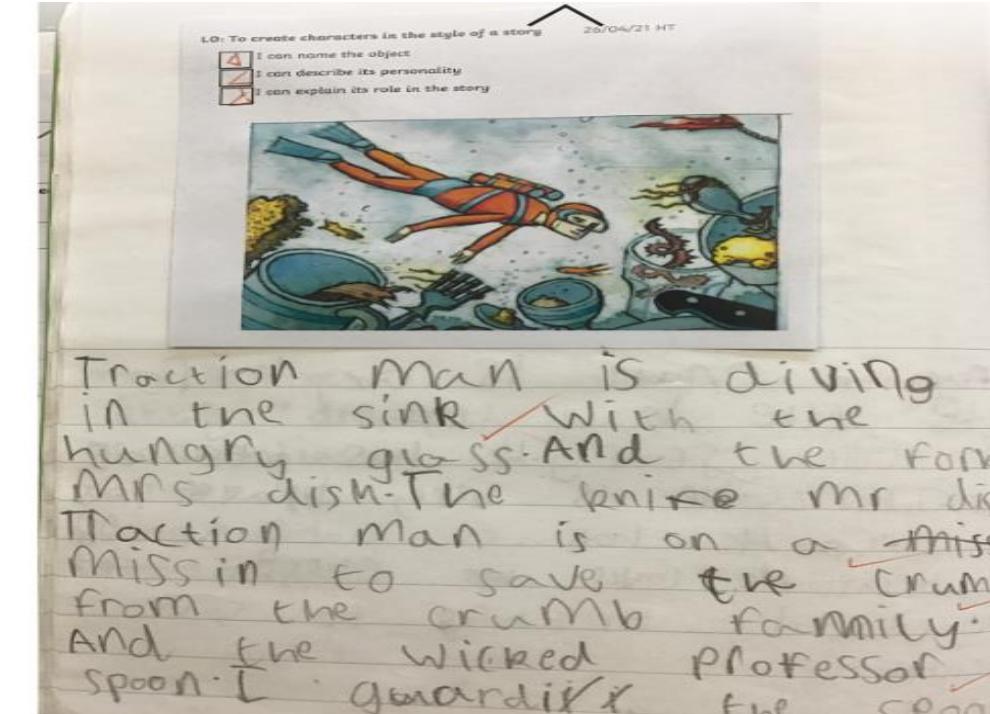
In Class 1, children are expected to produce much more writing than in Reception. Written work not only takes place in English, but also in foundation subjects such as Science, RE and History.

Children are encouraged to produce written work with the following:

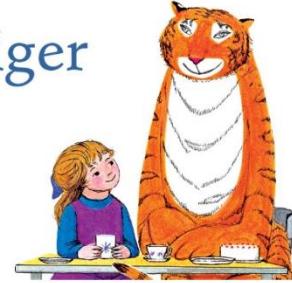
**capital letters, finger spaces and full stops.** Handwriting is taught frequently to support children with their letter formation and the presentation of their work.



Expected standards of writing for the end of Year 1.



The Tiger Who Came to Tea





# Maths



Like English, children have maths every morning in Class 1.

This half term, children will become more familiar with using resources such as number lines, 100 squares and cubes during maths.

Some of the things we will be looking at in maths will include; number formation, writing addition and subtraction number sentences, 1 more and 1 less than a given number, number ordering and bonds to 10.

To support your child with maths at home you could;

- Discuss where you see numbers around the house/what do they mean?
- Count cooking ingredients or other household items, practise 1 more and 1 less
- Count the rooms in your house, how many cars can you see outside etc...

Any questions about Maths?



## PSHE in Year 1

Class 1 will learn about:

- Their physical health and well-being.
- Keeping safe and managing risk including how to be a good listener; how to be kind and people who keep us safe outside of the home.
- Mental health and emotional well-being including different feelings and how to manage them; considering the impact of our decisions and sharing our opinions.
- Identity, Society and equality, including what makes you and others special; co-operation and mindfulness.
- An introduction to money, including where money comes from and how it can be spent.



# Computing in Year 1

In computing, Class 1 will:

- Learn how to use the internet in a safe and responsible way
- Learn different uses of technology outside of school such as in libraries and supermarkets
- Develop their ability to code through logical reasoning using Beebots
- Learn basic digital literacy skills e.g. organising and renaming files
- Learn the fundamentals of Scratch Junior where they will change features, such as the sprite, and create simple programmes

As we move into a more digital world, it is imperative that children are safe online.

Information about how you can support your children at home can be found through the following link: <https://www.internetmatters.org/resources/online-safety-guide-0-5-year-olds/>



# Assessment

- Children are formally assessed three times over the year, once every term.
- Formal assessment papers are sent away and marked then returned to school. Teachers use these assessments to find out where the gaps are in children's learning and to help with planning for the class.
- Teacher assessment is continuous throughout the year during marking, conversations with children and observations which take place daily.
- Children are sat in ability groups in the morning for English and Maths. This is to ensure all children are supported appropriately and are able to work at a pace suitable for them. These groups are not fixed and children may move tables throughout the year.
- Learning styles vary for English, Maths and foundation subjects. Children complete some independent, paired or grouped work, with teaching sessions usually taking place on the carpet first and then children moving to their tables.
- In June all children will sit the Phonics Screening Check- more information about this will be given nearer the time.



## Further information about Class 1

- I will be outside at 8.40 every morning for any quick concerns or questions from parents.
- Children will start getting spellings after Christmas and will have weekly spelling tests.
- PE is on a Wednesday, please bring in PE kits on a Monday and children will be given them to take home on Fridays.
  - Jogging bottoms are optional for outdoor PE, navy shorts are to be worn indoors (not cycling shorts).
  - Please label all clothing items and water bottles!
- Show and tell will be on a Friday, all children are welcome to bring in items for this.
- Reading Eggs

Thank you for listening.