LEECHPOOL PRIMARY SCHOOL

Welcome to Year 1

Information for Parents

Contents

Welcome letter from the Year Team

1. Learning at Leechpool

2. 6Rs

3. Successful Learners

English

- Reading
- Writing
- Spelling, Grammar and Punctuation
- Handwriting

Mathematics

- Key Objectives
- Calculation Policy
- Rapid Recall Facts
- Vocabulary

4. Our Curriculum

5. Our Timetable

6. Being Healthy at School

Welcome letter

Dear Parents and Carers,

Welcome to Year 1!

This is an exciting and important year for you and your child as you move from Early Years into a more formal school based approach throughout the year. We aim to provide a smooth transition between year groups as it is of great importance to us that the children are supported in the best way possible to ensure they feel safe and happy to learn.

We are incredibly excited to be starting a new school year with such an enthusiastic group of learners. Ahead of us are some brilliant learning themes, a few exciting extras and a lot of enjoyment.

We hope this booklet will give you a wealth of information about the environment, curriculum and requirements of Year 1 and will answer many of the 'start of year' questions you are likely to have. Each half term you will receive a more detailed version of curriculum specifics however this booklet gives an overview of the year.

On a final note, we would welcome any parents into our year group to help in class on a regular basis or for a specific purpose. If you are able to offer your time, please get in touch with your child's class teacher to arrange a suitable time.

The Year 1 Team

As a school we aim to:

- We aim to promote an exciting, creative and supportive learning environment, which energizes each child to value themselves and maximize their potential
- We aim to give our learners the highest standard of education, through excellence and innovation in teaching, linked with a relevant and engaging curriculum, which recognizes children's needs and individual learning styles.
- We aim to equip each child with life skills so that they may become confident, responsible, caring adults of tomorrow, within an ever-changing, multi-cultural society.

Meet the Year 1 Team ……

Name	Role
Mrs Emily Vowels	Hedgehog Class Teacher and Phase Leader
Mr Martin Coe	Squirrel Class Teacher
Mrs Charlotte Bazeley	PPA Teacher
Mrs Alison Currington	PPA teacher
Mrs Gina Stapley	Learning Support Assistant
Mr Ryan Merritt	Learning Support Assistant
Ms Rachel Price	Learning Support Assistant
Mrs Lauren Smith	Learning Support Assistant

The School Day

Our school day runs from 8:55 a.m. until 3 p.m., with a playtime break at 10:30 and a lunch break from 12:00 - 1:00 p.m. It is important that all children arrive on time every day.

The school gates will be open from 8.30 a.m. and the doors to the Year 1 classroom will be open from 8.35 a.m., with an adult on duty to take messages and welcome the children into school. Pupils in Year 1 go straight to their classrooms, sort out their belongings and complete an early morning activity (EMA). Any child entering the school after their registration time must enter school through the main entrance and sign in at the office to ensure that records are kept up to date in case of a fire (even if your child has been at the doctor or dentist for example).

Absence

Please contact the school before 9.00 a.m. to advise of any absence; a message can be left on the absence line.

Holidays or days off must be authorised beforehand by the Headteacher following completion and submission of an Absence Request form, which can be downloaded from the website.

Homework Expectations

Monday	Tuesday	Wednesday	Thursday	Friday
Reading, spellings and times tables everyday				
		Homework due in.		Maths, Literacy or Topic homework set. Spellings are set 3 weeks in advance and tested weekly (from Autumn Term 2).

In the summer term, the children will be set homework projects which will enable them to demonstrate the skills they have learned over the year. These projects, once completed, can be brought to school to share with the class to celebrate. They will be expected to complete at least 4 pieces of work over the term.

1. Learning at Leechpool

a) Valuing All Learners Equally

Aspirations

As a learning community, we will strive to

- Learn from one another, and with one another
- Have high expectations of each other
- Help each other to develop self-confidence and a positive self-image
- Be constructive, critical and analytical thinkers
- Continue to value and develop our "learning to learn" culture
- Celebrate progress, effort and achievement
- Help our children to develop lively, enquiring minds and encourage them to express themselves clearly in a variety of ways
- Foster strong links with our parents and the wider community
- Work hard to maintain the traditions of our school.

b) Life Skills

In Year 1 we focus on developing the following life skills:

Staying Safe
Internet Safety
Helmet Safety
Footsteps- Crossing the road
Water safety
Home safety

Emotional Health and Well Being
Keeping clean and safe
Feeling good?
Still feeling good?

Drug Education
What is a medicine?

Sex and Relationships
Friendships and family
Relationships
Are boys and girls different?
Keeping Safe – the NSPCC
Pants rules

Economic Well Being and Financial Capability
Why do we have money?

Citizenship
ClassCharter
Joining in
Who likes chocolate (where does our food come from?)

2. 6Rs

LEECHPOOL VALUES
RESPECT
REFLECTIVE
RESPONSIBLE
THE
6
Rs
RELATIONSHIPS
RESOURCEFUL
RISK-TAKING
RESILIENT

Our one School Rule is **RESPECT** – represented by the lion who reminds pupils to be respectful to other people and to take an interest in them.
We encourage the following skills in all pupils at all times:

Owl – Reflective	I remind you to be reflective in your learning and think about how well you are doing.
Meerkat – Relationships	I remind you to have good relationships when you work with other people.
Cat – Risk Taking	I remind you to be a risk taker in your learning and to learn from making mistakes.
Bee – Resourceful	I remind you to be resourceful in your learning and try different ways to solve thing yourself.
Dog – Responsible	I remind you to be loyal and responsible and care for those around them.
Tortoise – Resilient	I remind you to be resilient in your learning and never give up.

a) We Are Golden!

At Leechpool, we want all children to feel safe, happy, and ready to learn. Our behaviour system is built around our Golden Rules, supported by the Zones of Regulation and consistent approaches from all staff. Together, these help us to create a calm, caring and purposeful school where every child can succeed.

We believe that:

- Positive experiences create positive feelings
- Positive feelings create positive behaviour

Our Golden Rules

At Leechpool, our rules are simple, fair, and for everyone:

- Be kind and gentle
- Be honest
- Work hard
- Look after property
- Listen to people
- Always do your best

These Golden Rules guide all our expectations and link closely with how we use the Zones of Regulation to help children understand themselves and make positive choices.

How We Support Behaviour

1. Zones of Regulation

- The Zones are a tool to help children notice and name their emotions.
- They are not about punishment but about *understanding* and *choice-making*.
- Staff use the Zones to talk with children about how they are feeling and to suggest strategies that can move them towards the *Green Zone*, so they are calm, focused and ready to follow our Golden Rules.

2. Golden Rules and the Zones of Regulation

The Zones help us to keep our Golden Rules in mind, no matter how we are feeling:

- **Blue Zone (sad, tired, bored, unwell):** We can still *Listen to people* by asking for help, or *Work hard* by trying our best even if it's tricky.
- **Green Zone (calm, happy, ready to learn):** This is when it's easiest to *Always do your best* and *Be kind and gentle*.
- **Yellow Zone (frustrated, worried, silly, excited):** We can *Look after property* and *Be honest* by using a strategy (e.g. taking a break, breathing) before our feelings take over.
- **Red Zone (angry, furious, out of control):** It is hardest to follow the Golden Rules here, but adults will support us to calm down, stay safe, and then repair things so we can return to *Be kind and gentle* and *Listen to people*.

Linking the Zones to our Golden Rules helps children see that *feelings are normal, but choices*

matter.

3. Pro-Social and Anti-Social Behaviours

- *Pro-social behaviours* (kindness, honesty, cooperation, effort) are celebrated and encouraged.
- *Anti-social behaviours* (unkindness, dishonesty, disruption, or not respecting property) are addressed calmly and fairly, with opportunities for reflection and repair.

Rewards and Praise

We will use a number of reward systems to develop and sustain positive behaviour:

- **Verbal and/or written praise**
- **Sharing work and achievements** with other teachers and pupils
- **Notes/emails home** to celebrate successes
- **Displaying good work** in class and around school
- **Stickers** – limited and purposeful, given with clear praise

In addition, we will continue to use the following whole-school systems:

- **Dragon Tokens** – every pupil and staff member belongs to a Dragon Team. Tokens can be awarded by any adult for good work or behaviour.
- **Headteacher Awards** – staff may send a pupil to Mrs Davenport with a gold token for exceptional work or behaviour. The child receives a golden sticker, their name in the Golden Book, and recognition in whole-school assemblies.
- **Class Rewards** – classes collect animal-shaped tokens. When they reach 20, they earn a class reward chosen by the children.
- **Class Headteacher Awards** – awarded to a whole class for achievements such as excellent teamwork, behaviour on a trip, or effort in an assembly.
- **Golden Time** – every class ends the week with 15 minutes of Golden Time on Friday afternoons, developing teamwork and pro-social behaviours.
- **Lunchtime Rewards** – yellow slips for good behaviour and manners, stickers for trying new foods or clearing plates.

When Things Don’t Go to Plan

At Leechpool, we know that everyone makes mistakes and that learning how to manage our behaviour takes time. When children do not follow the Golden Rules:

- Adults will respond calmly and fairly
- Children will be supported to think about their choices and how they have affected others
- We will use our behaviour charts to help children understand the link between actions and outcomes, teaching that *every choice has a cause and effect*
- Children will be encouraged to reflect, repair and restore relationships
- Staff will support children to find strategies so that next time things can go better

If behaviours are repeated or more serious, parents will be involved so that school and home can work together to support the child.

a) Our Year Group Continent

Each year group's classes are named after animals from different continents according to size. The foundation stage class is named after the smallest continent, Australasia e.g. Kangaroos and Koalas.

Year group	Continent	Class names
Foundation Stage	Australasia	Kangaroo /Koala
Year 1	Europe	Hedgehog / Squirrel
Year 2	Antarctica	Penguin /Seal
Year 3	South America	Jaguar / Llama
Year 4	North America	Bears / Eagles
Year 5	Africa	Lion / Giraffe
Year 6	Asia	Panda / Tiger

b) Pride in our uniform

Wearing the correct uniform to school is important. Please support us in ensuring your child comes to school wearing their uniform in a smart way. We also ask that they have the correct PE kit in school for their PE and Sport lessons. These must be taken home to wash on a Friday and returned on a Monday morning. Please check the website if you are unsure what our uniform policy includes. Please ensure that all uniform is named so that, should it get lost, it can be returned to the correct person.

3. Successful Learners

Successful Learners
Who…..
Have the essential learning skills of English, mathematics & computing
Have enquiring minds and are creative, resourceful and able to identify and solve Problems
Communicate and collaborate well
Enjoy learning and are motivated to achieve the best they can now and in the future

R.A.P time

'Reflect and progress' time will be given once a week in both Literacy and Maths. Feedback will be provided by the teacher following a piece of completed work by the child and R.A.P time allows the children to 'reflect' on the feedback and then respond to the task given. When looking in the books, it will be evident which tasks were R.A.P as the child will respond using a blue pen.

R.A.Q tasks can vary depending on the child's understanding and the learning objective. They may include making corrections, editing spelling errors, re-reading and improving work or a 'challenge' task to 'progress' the child into the next steps of learning.

Learning Slips

Children are given learning slips in Literacy, Maths and in some Topic work. These show what the children are learning and the steps they need to do to achieve this (success criteria). At the end of the lesson, the children are expected to self-assess (using traffic light colours) against the success criteria. The teacher then monitors their self-assessment and adjusts where necessary.

At the bottom of the learning slip, the children will indicate whether they have learnt independently, in pairs, in a group or with adult support. Additionally, in Literacy, they will indicate what part of the writing sequence they are completing.

a) English

i. Reading

Reading is probably the most important skill children learn during their time in primary school. We would ask that you find time to regularly read with your child, at least 3 times a week, but every day is best. These special times can involve a number of different activities:

- They can read aloud to you
- You read to them (this is really important as you model good reading and can expose them to some books they might find more difficult to read on their own)
- Talk about what you have read, make predictions about what you might think is going to happen next and discuss the characters' thoughts and feelings within the story

For more information on reading, please take a look at the resources on our website.

Year 1 Reading Key Objectives

1	Apply phonic knowledge to decode words
2	Speedily read all 40+ letters/groups for 40+ phonemes
3	Read accurately by blending
4	Read aloud phonically decodable texts

5	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which you can read independently
6	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
7	Make inferences on the basis of what is being said and done
8	Predict what might happen on the basis of what has been read so far
9	Participate in discussion about what is read to you, taking turns and listening to what others say
10	Explain clearly your understanding of what is read to you

In Year 1, children receive 5 x 30-minute whole class phonic sessions. During this time, children will learn new phonetic sounds, blend and segment words as well as consolidating previous phonic knowledge. Children will apply phonic knowledge to texts as well as use to record dictated sentences. Throughout the week, the children will be involved in games, handwriting and activities based on the sounds/words learnt that week.

During Reading lessons children will either be heard reading as part of a small guided reading group or will read 1:1 with an adult at least twice a week. During this time, children will practice their ability to decode unknown words, recall high frequency words and demonstrate an understanding of the text they have read. Your child will also bring home an individual, banded reading book. These reading books are self-selected by your child and we would like you to aim to read a minimum of 4 times a week with your child, daily where possible! We aim to help your child develop a love for reading with confidence.

Please do record each time you read with your child in their reading diary. It allows us to see that your child has read and also how successful they have been. These reading diaries are checked every day and allow us to track the children's progression through each book band before moving them up as appropriate.

ii. Writing

Purple Polishing Pens

Purple polishing pens are used by the children to edit their written work. They are expected to use these independently after completing a writing task to correct spellings and punctuation and improve vocabulary and sentence structure. This can also be used in peer marking where

another child may suggest improvements and record their initials on their partner work to show this.

Year 1 Writing Key Objectives

1	Compose a sentence orally before writing
2	Spell words phonetically using their phonic knowledge
3	Spell common exception words
4	Form all letters correctly and in the correct place on the line
5	Leave clear finger spaces between words
6	To use some full stops at the end of sentences
7	To use some capital letters for start of sentences and names.
8	Name the letters of the alphabet in order
9	Write the days of the week
10	Sequence sentences to form short narratives
11	Read writing aloud audibly and clearly
12	Join words and clauses using 'and'
13	Understand spelling rules for adding 's'
14	Use suffixes •ing, •er, •ed, and •est
15	Re-reading what they have written to check it makes sense

iii. Spelling, Grammar and Punctuation

Spelling in Year 1

Vowel digraphs and tri-graphs

Vowel digraphs and tri-graphs	Example words
ai ay a_e	rain, wait, train, paid, afraid day, play, say, way, stay
ee ea e_e	see, tree, green, meet sea, dream, meat, each

igh ie i_e	high, night, light, bright lie, tie, pie, cried,

oa ow oe o_e	boat, coat, road, coach, goal own, blow, snow, grow, show toe, goes home, those, woke, hope, hole
oo (/u:/) ue ew u_e	food, pool, moon, zoo, soon blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw June, rule, rude, use, tube, tune

ar	car, start, park, arm, garden
oi oy	oil, join, coin, point, soil boy, toy, enjoy, annoy
ir ur er	girl, bird, shirt, first, third turn, hurt, church, burst, Thursday her, term, verb, person, summer, sister, under
ea (/ɛ/)	head, bread, meant, instead, read (past tense)
oo (/ʊ/)	book, took, foot, wood, good
ou ow	out, about, mouth, around, sound now, how, brown, down, town
ie (/i:/)	chief, field, thief
or aw au ore	for, short, born, horse, morning saw, draw, yawn, crawl author, August, dinosaur, astronaut more, score, before, wore, shore
air ear (/ɛə/) are (/ɛə/)	air, fair, pair, hair, chair bear, pear, wear bare, dare, care, share, scared
ear	dear, hear, beard, near, year

Statutory requirements	**Example words**
Words ending –y (/i:/ or /ɪ/)	very, happy, funny, party, family
New consonant spellings ph and wh	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	Kent, sketch, kit, skin, frisky
Adding the prefix –un	unhappy, undo, unload, unfair, unlock
Compound words	football, playground, farmyard, bedroom, blackberry

Common exception words	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, here, there, where, love, come, some, one, once, ask, friend school, put, push, pull, full, house, our – and/or others, according to the
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ss, zz and ck	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k	bank, think, honk, sunk
Division of words into syllables	pocket, rabbit, carrot, thunder, sunset
•tch	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root	grander, grandest, fresher, freshest, quicker, quickest

Spellings

In Year 1, children will be set spellings in 3 week blocks. Each week the teacher will set homework of how they would like the children to practise their spellings. At the end of the three-week block they will be tested on a Friday.

Grammar & Punctuation in Year 1

Word	Regular **plural noun suffixes** –*s* or –*es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*) How the **prefix** *un*– changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives

Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*

Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

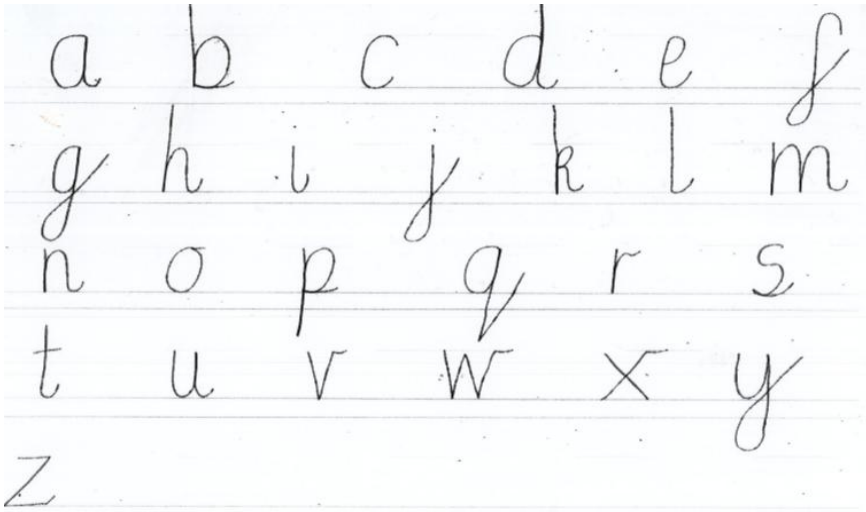
Half termly spelling lists can be found on eSchools and weekly lists will be stuck into spelling books every Friday after the spelling test.

iv. Handwriting

During Year 1 pupils will be taught to:

- 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
- form digits 0-9
- understand which letters belong to which handwriting 'families' and practise these

We use the 'Penpals' Handwriting publication to develop fluent, legible handwriting. Teaching progresses from developing gross and fine motor skills to confident letter formation and accomplished joins. In year 1 children will be given a training pen and once they have mastered joining they will be given a pen license where they can choose which style pen they use. Children are expected to have gained their pen license by the end of Year 3 where they will be consistently joining their handwriting to a high standard.



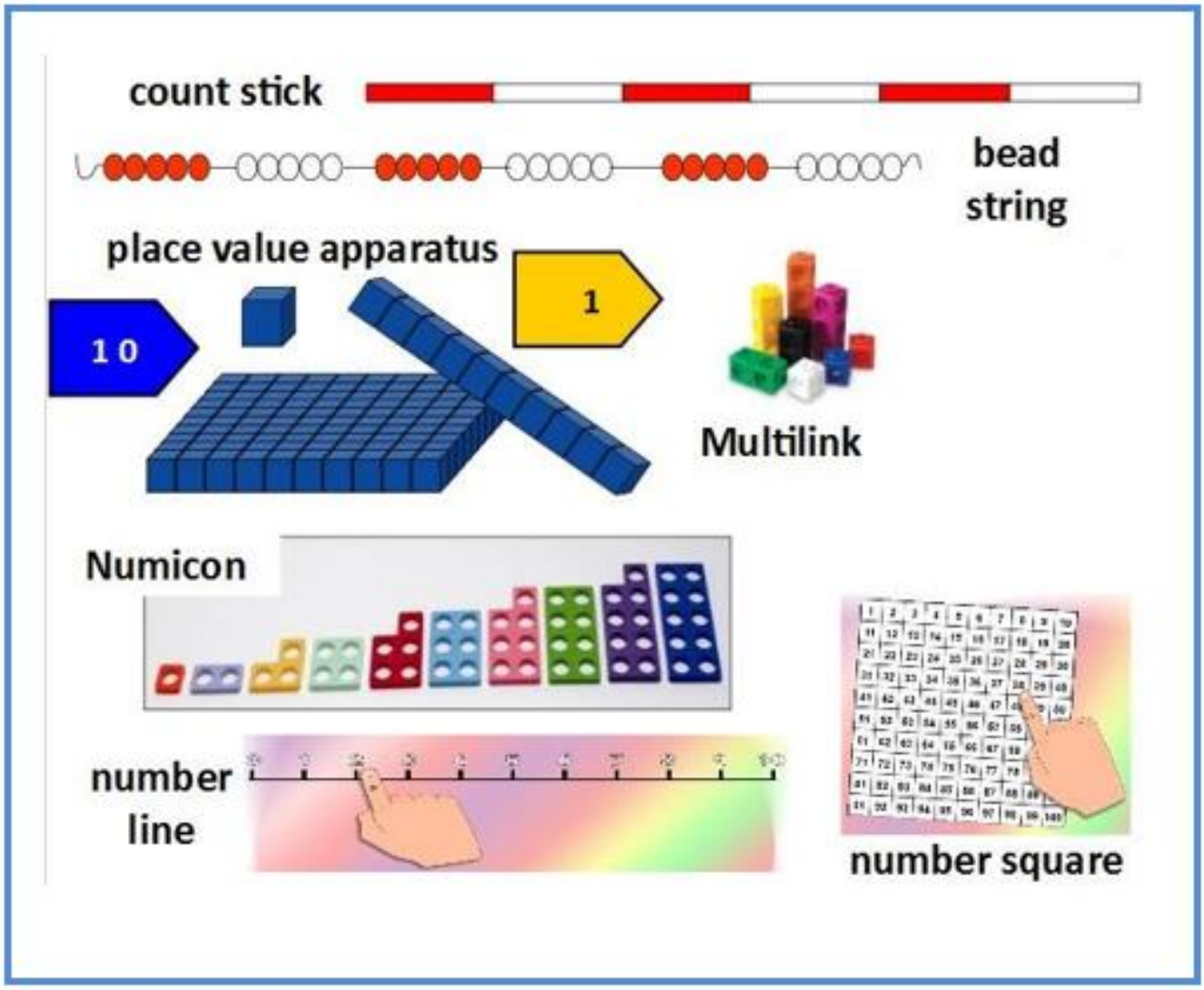
b) Mathematics

Year 1 Maths Key Objectives

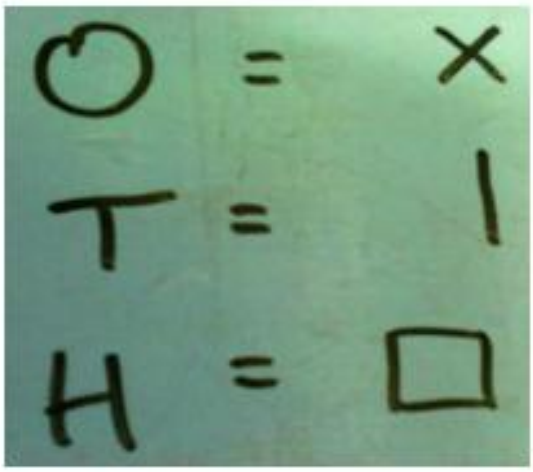
1	Count to and across 100 from any number forwards and backwards
2	Count, read and write numbers to 100 in numerals
3	Read and write mathematical symbols: +, - and =
4	Identify "one more" and "one less" of a 2 digit number
5	Solve 'real life' problems involving addition, subtraction, division and multiplication
6	Use number bonds and subtraction facts within 20
7	Add and subtract 1-digit and 2-digit numbers to 20, including zero
8	Find half (1/2) of a shape or number
9	Find quarter (1/4) of a shape or number
10	Measure and begin to record length, mass, volume and time
11	Recognise and know the value of all coins and notes
12	Use language to sequence events in chronological order
13	Recognise and use language relating to dates
14	Tell the time to the half-hour, including drawing clocks
15	Recognise and name common 2-D shapes
16	Recognise and name common 3-D shapes

Resources

A range of resources may be used however the following should be available to all children.



Pictorial jottings- The following representations should be used for pictorial representations by teachers and by children when working in their books.



Written Calculation Methods

As children progress in their ability to solve mathematical calculations we teach the children specific ways to record their working out. It is important that children progress through each stage of the progression chart as this ensures they fully grasp the mathematical concepts that underpin the calculations they are doing.

Key Vocabulary

Children should be introduced to the correct mathematical language at the earliest opportunity. The following language can be used within calculations.

Addend- a number which is added to another

Sum/Total- the total amount resulting from the addition of two or more numbers, amounts, or items.

Minuend- a quantity or number from which another is to be subtracted.

Subtrahend- a quantity or number to be subtracted from another.

Difference- the result of subtracting one number from another.

Multiplicand- a quantity which is to be multiplied by another.

Multiplier- a quantity by which a given number is to be multiplied.

Product- the result of multiplying.

Dividend- a number to be divided by another number.

Divisor- a number by which another number is to be divided.

Quotient- a result obtained by dividing one quantity by another.

Addend + addend = sum or total

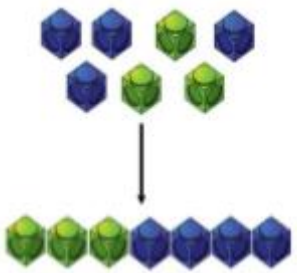
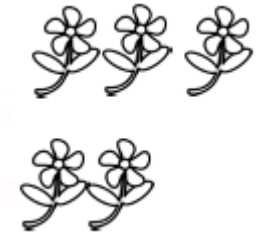
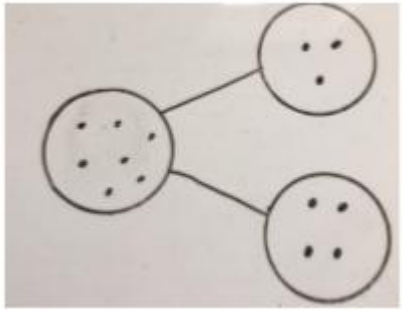
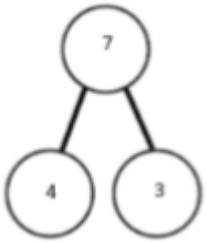
Minuend – subtrahend = difference

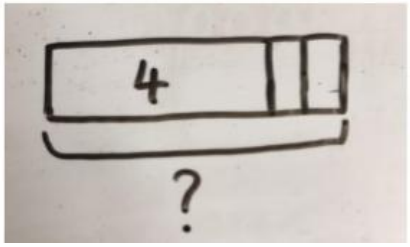
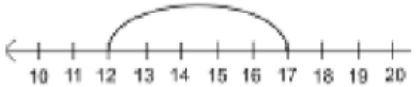
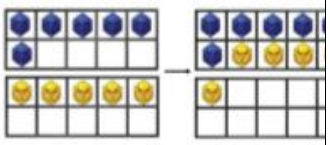
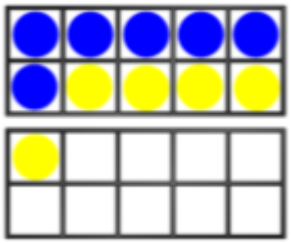
Multiplicand x multiplier = product

Dividend ÷ divisor = quotient

Subject specific language can be found at the end of each calculation section. ***Posters for all four operations can be found in appendix 1.***

Written Methods for Addition

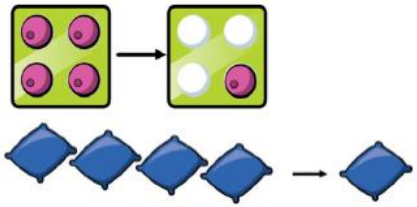
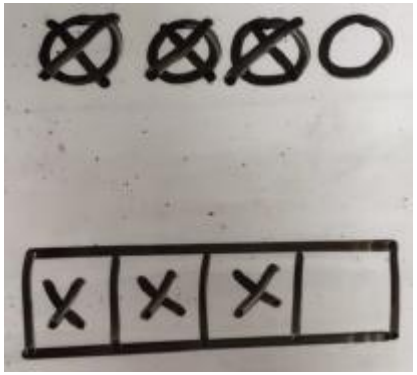
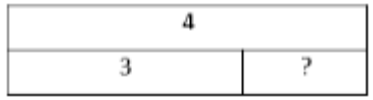
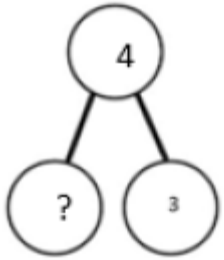
YEAR GROUP & RELEVANT OBJECTIVES	STRATEGY	CONCRETE	PICTORIAL	ABSTRACT / WRITTEN
Y1: Add one-digit numbers to 20 including 0 Y1: Add two-digit numbers to 20 Y2: Add numbers using concrete objects and pictorial representations, including adding three one-digit numbers	Aggregation – combining two parts to make a whole	3+4=  Possible resources: cubes, numicon, teddies, etc.	  Part-whole model where the numbers are represented by dots	4 + 3 = 7 

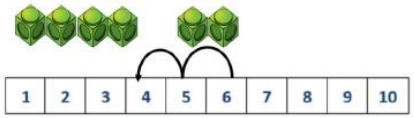
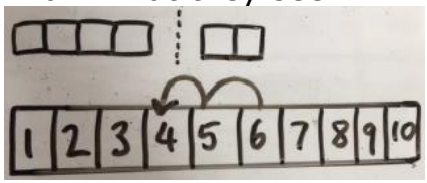
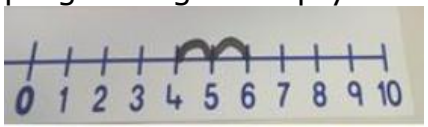
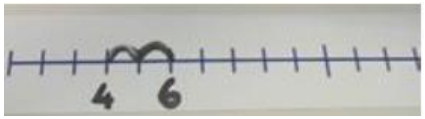
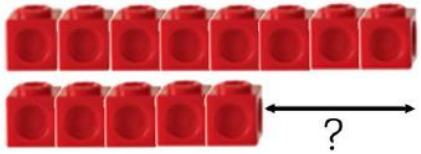
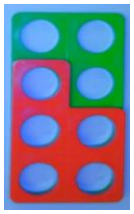
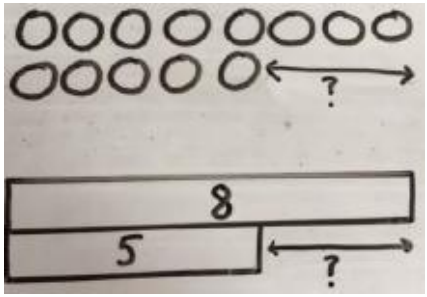
Y1: Add one-digit numbers to 20 including 0 Y1: Add two-digit numbers to 20 Y2: Add numbers using concrete objects and pictorial representations, including adding three one-digit numbers	Augmentation – increasing a quantity by an amount (starting with the largest number and counting on)	 Possible resources: bead string, number lines with cubes or numicon	 Bar model which encourages children to count on, rather than count all  Counting on using a number line, beginning at the largest number and counting on in ones or in one jump	4 + 2 = 6 The abstract number line.
Y1: Add one-digit numbers to 20 including 0 Y1: Add two-digit numbers to 20 Y2: Add numbers using concrete objects and pictorial representations, including adding three one-digit numbers	Regrouping – i.e. to make 10	 Possible resources: ten frames and cubes, numicon	 Children draw their own ten frames and dots	Children develop an understanding of equality and look for links between numbers. 6 + [ ] = 11 6 + 5 = 5 + [ ] 6 + 5 = [ ] + 4 11 = [ ] + 6

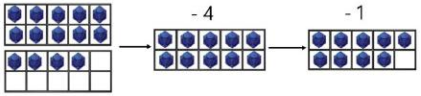
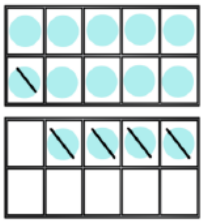
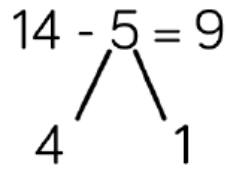
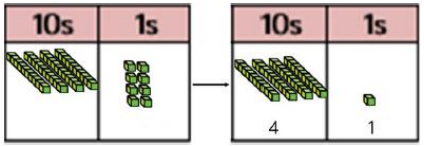
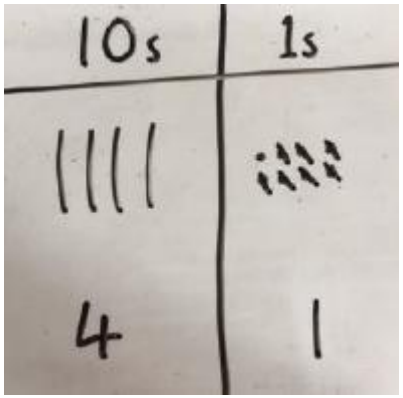
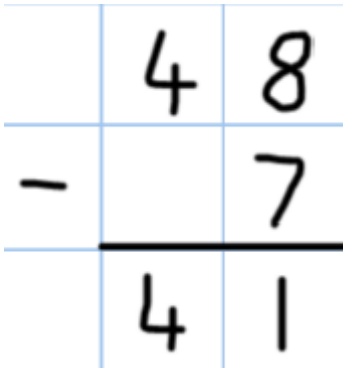
Key vocabulary for addition:

sum, total, parts and wholes, plus, add, altogether, more, 'is equal to', 'is the same as, addend

Written Methods for Subtraction

YEAR GROUP & RELEVANT OBJECTIVES	STRATEGY	CONCRETE	PICTORIAL	ABSTRACT / WRITTEN
Y1: Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ☐ - 9. Y2: Solve problems with addition and subtraction : using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods.	**Partitioning** Taking away and removing objects from original set	4 – 3 = 1  Possible resources: numicon, bean bags, cubes, tens frame	Children draw resources and cross out 	4 – 3 = _ = 4 – 3  

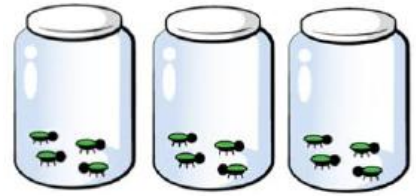
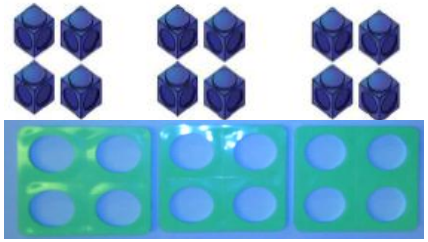
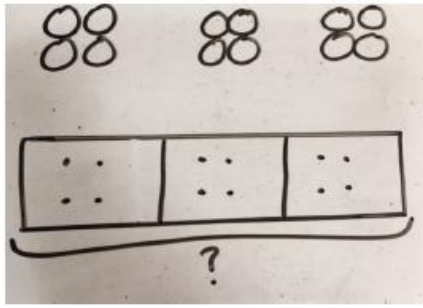
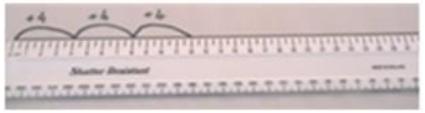
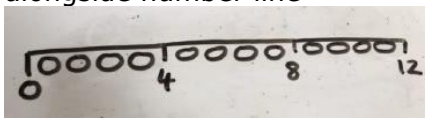
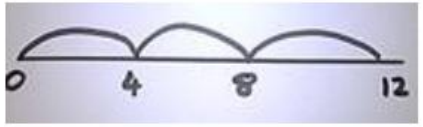
Y1: Subtract one digit and two-digit numbers Y2: Add and subtract numbers using concrete objects, pictorial representations and mentally	**Reduction** Start at and count back	6 – 2 = 4  Possible resources: cubes or number tracks	Draw what they see  	Children represent on a numberline or track, progressing to empty line  
Y1: Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ☐ - 9. Y2: Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	**Comparison** Finding the difference between two numbers	8 – 5 = 3   Possible resources: cubes, base 10, numicon	Children draw the cubes or objects, bar model can also be used to show what they need to calculate  	Find the difference between 8 and 5. 8 – 5, the difference is ☐ Children to explore why 9 - 6 = 8 – 5 = 7 – 4 have the same difference.

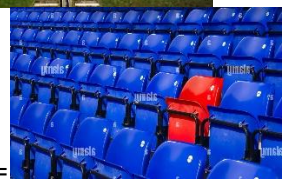
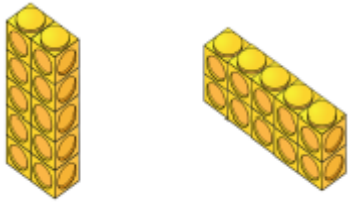
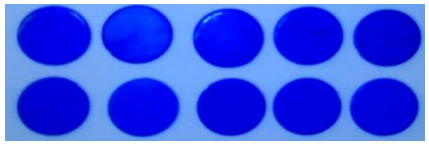
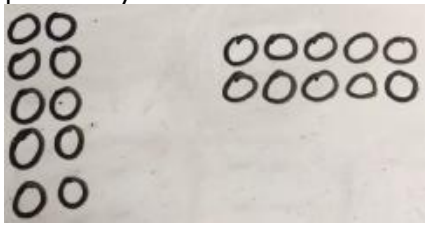
Y1: Represent and use number bonds and related subtraction facts within 20 Y2: Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	**Making 10** (bridging 10)	14 – 5 = 9  Possible resources: number tracks, number lines, 10s frame, numicon	Children represent 10s frame pictorially. Children should be encouraged to explain what they have done 	Children  14 – 4 = 10 10 – 1 = 9 demonstrate partitioning of subtrahend
Y1: Subtract one digit and two-digit numbers Y2: Add and **subtract** numbers using concrete objects, pictorial representations and mentally Y3: add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	**Column method** T U	48 – 7 = 41  Possible resources: base 10, PV counters	Children represent base 10 with I and x  	Children use column method and apply number facts to 10 

Key vocabulary for subtraction:

take away, less than, the difference, subtract, minus, fewer, decrease, subtrahend, minuend

Written Methods for Multiplication

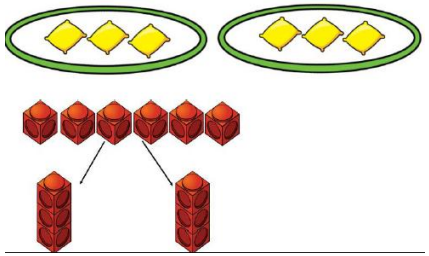
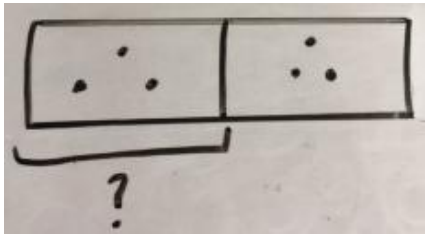
YEAR GROUP & RELEVANT OBJECTIVES	STRATEGY	CONCRETE	PICTORIAL	ABSTRACT / WRITTEN
Y1: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Y2: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	**Repeated addition**	3 x 4 4+4+4 Ther are 3 equal groups with 4 in each group.  	Children represent physical resources in a bar model 	3 x 4= 12 4+4+4= 12
Y1: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with	**Repeated addition on a number line**	3 x 4 	Pictorial representation alongside number line 	Abstract showing jumps of 4 3 x 4= 12 

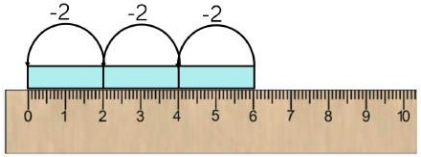
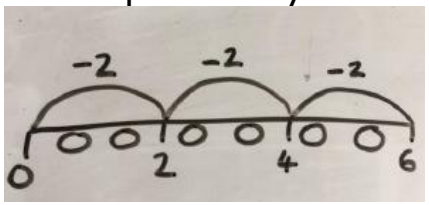
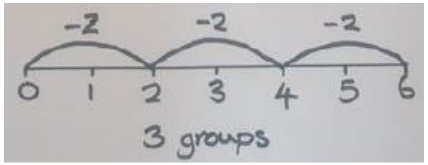
the support of the teacher. Y2: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.				
Y1: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Y2: Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	**Commutative Law** Key vocab: columns and rows (it is important to spend time ensuring children know what each one is) Column=  Rows=	2 x 5 = 5 x 2  2 lots of 5 5 lots of 2  Counters and Unifix can be used	Children represent arrays pictorially 	Children are able to write a range of calculations based upon an array Eg. 10 = 2 x 5 5 x 2 = 10 2 + 2 + 2 + 2 + 2 = 10 10 = 5 + 5

Key vocabulary for multiplication:

double, times, multiplied by, the product of, groups of, lots of, equal groups

Written Methods for Division

YEAR GROUP & RELEVANT OBJECTIVES	STRATEGY	CONCRETE	PICTORIAL	ABSTRACT / WRITTEN
Y1: 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. Y2: Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	**Equal Sharing**	6 ÷ 2  Counters, bean bags, unifix	Children to represent pictorially using the bar model 	6 ÷ 2 = 3 3 | 3 Children to be encouraged to make link with 2 times tables

Y1: 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. Y2: Calculate mathematical statements for multiplication and **division** within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	**Inverse of multiplication** (repeated subtraction)	Base10 above a ruler 6 ÷ 2  3 groups of 2	Children to represent pictorially  	Children represent the equal groups on a number line 

Key vocabulary for division:
share, group, divide by, half

Key Essentials

To aid children with their mathematical learning, there are certain 'key essentials' that your child should know as they progress through school. The table below details these:

Year 1	I can use objects to work out one more and one less.
	I can read and write numbers from 0 to 10.
	I can show an understanding of + - and =.
	I can recall number bonds within 5.
	I can understand that the total number will change when objects are added or taken away.
	I can count to 20.
	I can name some common 2-D shapes.
Year 2	I can work out one more and one less of a given number.
	I can count, read and write numbers from 0 to 100.
	I can read and write number statements using +. – and =.
	I can recall number bonds within 10.
	I can add 1 digit and 2 digit numbers to 20 using objects and pictures.
	I can subtract 1 digit and 2 digit numbers to 20 using objects and pictures.
	I can find and name ½ (half) of an object, shape or amount.
	I can recognise and name some common 2D and 3D shapes.
Year 3	I can read and write numbers to 100 in numerals.
	I can count in steps of 2, 5, 10s.
	I can find the place value of each digit of a number with tens and ones.
	I can answer simple addition and subtraction questions in my head as well as by writing them down.
	I can remember and use multiplication and division facts for the 2, 5, 10 times tables.
	I can find, name and write fractions of a length, shape, set of objects or amount.
	I can notice and explain the properties of 2D and 3D shapes.
	I can read measurement scales in 1s, 2s ,5 s and 10s.
Year 4	I can use number bonds for all numbers up to 20.
	I can use the 3 times table fluently, including multiplication and division facts.
	I can use the 4 times table fluently, including multiplication and division facts.
	I can use the 8 times table fluently, including multiplication and division facts.
	I can recall facts about durations of time (e.g. days in the week, minutes in an hour, hours in three days, months of the year).
	I can tell the time to the nearest minute.
	I can recognise a right angle and name its value.
Year 5	I can use number bonds to 100.
	I can use the 12 x 12 fluently, including multiplication and division facts.
	I can recognise decimal equivalents of fractions for ½, ¼, ¾ and any number of tenths and hundredths.
	I can multiply and divide single digit numbers by 10 and 100.
	I can round any number to the nearest 10 or 100.
	I can add and subtract numbers up to 4 digits using the formal column method.
	I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals.
	I can recall fact relating to the conversion of measurements (e.g. cms in a m, mls in a l).
Year 6	I can use times tables up to 12 x 12 fluently.
	I can understand the value and order of each place value columns from 3dp to 10,000,000.
	I can mentally calculate addition and subtraction calculations where regrouping is not required.
	I can multiply and divide whole number by 10, 100 and 1000.

	I can use written column addition and subtraction, regrouping where necessary.
	I can read the time on both a 12 and 24 hour clock to 1 minute intervals.
	I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals.
	I can recall decimal number bonds to 1 and 10.
	I can recall facts relating to the conversion of measurements (e.g. cms in a m, mls in a l).

Within our teaching, the key essentials for each year group contain learning the children have already experienced as they have moved through the school. Whilst we will revisit these topics and show the children how these can be used to answer questions across all areas of the maths curriculum, a strong knowledge of the 'key essentials' will help them maximize their learning in their new year group.

In order to assist further practice of this, we will be using a scheme across all year groups: Dragon, Rainbow, Solar and Infinity maths. More details of this can be found on our website and will be available on the 'Meet the teacher' evening in September.

It is key that you support your child in learning these 'key essentials' using games, websites and oral practice at home. If you need any advice, please do not hesitate to ask your class teacher.

iii. Vocabulary

New Mathematics Vocabulary for Year 1

Number & Place Value	
more	numeral
less	figure
digit	compare
Addition & Subtraction	
+ add	number bond
+ more	number line
+ plus	= equals (the same as)
+ make	difference
+ sum	- subtract
+ total	- take away
+ altogether	- minus
inverse	
Multiplication & Division	
x times	÷ divide
x lots of	÷ divided by
x groups of	÷ share equally
x multiply	column
repeated addition	row
array	
Fractions	
whole	half
equal parts	quarter
Properties of Shapes	
cube	square
cuboid	flat
pyramid	curved
sphere	straight
cone	round
cylinder	face
circle	side
triangle	edge
Position & Direction	
over	before
under	after
underneath	opposite
outside	middle
inside	edge
around	close
behind	far
Measurement	
full	seasons
half full	day
empty	week
container	month
weighs	year
balances	quickest
heavier	slowest
lighter	oldest
scales	newest

4. Our Curriculum

We will be using different themes throughout the year, which will allow us to expand our knowledge and skills to make us super scientists, great geographers and handy historians.

Our themes this year are:

Subject	Autumn		Spring		Summer	
Topics	**Splendid Skies The Magic Garden**	**Splendid Skies**	**International Fortnight London's Burning**	**The Magic Garden London's Burning**	**British fortnight Splendid Skies**	**The Magic Garden London's Burning**
Art	Understanding primary and secondary colours	Printing – creating London landmarks in the style of Paul Klee	Study of an artist linked to chosen country	Experimenting with lines, textures and rubbings	Exploring with paint techniques.	Sculptures – Henry Moore. Exploring by pinching, rolling and smoothing
Computing	Understanding Seesaw – accessing, capturing, recording, uploading	Using search engines – accessing, researching, downloading, saving	Understanding E-safety – making good choices, being kind online, keeping personal information private	Coding – using programmable toys	Grouping Data - To know how to organise online images into groups.	Skills project – using pic collage
Design Technology	Food and Nutrition. Where does our food come from?		Textiles Joining materials (animal puppets)		Mechanisms Wheels and axles	
Geography	The UK and their capital cities	Human and physical features Weather and climate in the UK	Human and physical features of chosen country and London	Weather and climate in the UK	Human and physical features	The UK and capital cities
History	My family and my living memory How travel has changed over time.	Significant individuals – Amelia Earhart	Brief history of chosen country Significant event - Great Fire of London	Significant individuals – Samuel Pepys	History of UK countries. Significant individuals – Wright brothers	Significant individuals – David Attenborough
MFL			French - Counting to 10	Easter in France	French – Simple greetings	French – wild animals
Music	Singing and Listening – singing simple song, recognising instruments in music, understanding rhythm and pitch.		Composition – Improvising with instruments		Instrumental – Knowing crotches and quavers and read simple notation	
PSHE	Roles of different people and their responsibilities at home and in school	Fun, Food and Fitness – Special cultural foods, active playground games Anti-bullying – being a good friend and the importance of being kind	Staying safe and looking after myself – personal safety and germs	What goes into and onto our bodies?	Good feelings and bad feelings	Money – Where does money come from and the importance of saving
Physical Education	Fundamental skills – Throwing, catching, balancing, travelling, Orienteering - teamwork	Fundamental skills – Throwing, catching, balancing, travelling Dance – Christmas performance	Fundamental skills – Throwing, catching, balancing, travelling Dance – responding to music	Fundamental skills – Throwing, catching, balancing, travelling Gymnastics – positions, jumps and rolls	Athletics – Throwing, running, jumping Invasion games – applying skills to games	
Religious Education	Wonderful world – creation stories for different religions	Christmas story	Special book – Torah, Bible and Qur'an	What did Jesus teach us?	What do Hindus celebrate?	What do Muslims celebrate?
Science	The human body parts and senses	Seasonal changes – Autumn and Winter Plants – naming common garden and wild plants and plant structure	Materials – names and describing	Animals – naming and classifying Seasonal changes- Spring	Investigating Materials STEM Fortnight	Plants – naming trees and investigating where plants grow best. Seasonal changes- summer

See our subject pages on our website for English and maths for more information about these subjects.

Websites we use at school

At school we use a number of websites to support the children's learning. The children will be given the log in details for all these websites and they will spend some time in school getting used to accessing them. All are accessible from home devices. Here are the main ones:

- TT Rockstars – www.ttrockstars.com
- My Maths - https://www.mymaths.co.uk/
- Spelling Shed – https://www.edshed.com/en-gb/menu
-

5. Our Timetable

As a school we keep the timetable quite flexible to enable us to better meet the needs of the children. However, there are a few lessons which are fixed each week. Please ensure your child has the correct equipment in each day. This includes:

- An art apron – this should be named and can be kept in the art cupboard
- PE kit – this should be named. These need to be in school every day with the appropriate clothes for the time of year. Please ensure your child has a change of socks.
- Reading Record - this should be in school every day along with the book your child is reading. They will have time every day from 8:35-8:50 to change their reading book once it is finished. Children should place their book in the correct box in the classroom to show whether they have read the previous evening and may get a dragon token if they have.

The children will need their PE kits in school on the following days:
Tuesday and **Thursday**

	8.35 - 8.55					10.30 - 10.45				12.10 - 13.10	13.10- 13.10				14.40 - 15.00
Monday	Registration	Assembly	Literacy – handwriting (S)	Maths – Dragon Maths (S)		Break	Literacy – handwriting (H)	Maths – Dragon Maths (H)		Lunch	Registration	Topic	1.30-2.30 – provision and reading group 1	Story	
			Phonics	provision (H)			Phonics	provision (S)							
Tuesday		Phonics and spelling	9.30-10.30 – Maths (S)			Break	Assembly	11-12.00 – Maths (H)		Lunch		1-1.45 PE (S)	1.45-2.30 (H)	Story	
			Literacy	Provision (H)				Literacy	Provision (S)			provision and reading group 2 (H)	provision and reading group 2 (S)		
Wednesday		Phonics and spelling	9.30-10.30 – Literacy (S)			Break	10.45 – 12.00 – Literacy (H)			Lunch		1-1.45 – Topic	provision and reading group 3	Story	
			Maths	Provision (H)			Maths	Provision (S)							
Thursday		Phonics and spelling	Music (H)			Break	Assembly	Literacy (H)		Lunch		1-1.45 PE (H)	1.45-2.30 (S)	Story	
			Computing/Library					Feedback lesson (S)				provision and group reading 4	provision and group reading 4		
Friday		Assembly	Maths (S)	Maths (H)		Break	Literacy (S)			Lunch		Phonics and Spelling	1.30-2.30 – provision and group reading 5	Story	
			Provision – spelling test				Feedback lesson (H)								

6. Being Healthy at School

We are proud to be a Healthy School. At break times the children can bring into school a healthy snack. We ask that **no** sweets, chocolate or biscuits are eaten at this time.

We ask that all pupils bring in a water bottle to be brought in daily and kept in specific boxes in the classroom for easy access during the day.

At lunchtime the children can either bring a packed lunch to school or have a hot meal provided by Chartwells. These meals need to be pre-ordered via their website:
https://www.parentpay.com/

Children in Year 1 eat lunch at 12.00.

(01403) 210233

reception@leechpool.w-sussex.sch.uk