

# Badbury Park Primary School

## Year 1 Summer Term



Be Adventurous



Be Ambitious



Be Curious



Be Kind



Badbury Park Primary

Year 1

Great outdoors



## English

**We will be looking at:**

- Poetry
- Riddles
- A non fiction text
- Recount
- Letter
- Setting descriptions

## Maths

**We will be looking at:**

- Multiplying and dividing
- Fractions
- Position and direction
- Place value to 100
- Money
- Time

## Science

**We will be...**

- Looking at plants and how they change over time.
- Planting out own plants.
- Exploring wild plants around the school fields.

## PE

**We will be...**

- Focusing on Athletics and Team Games. In Athletics looking at running, jumping, throwing and catching.

Our books this term will link to animals and our trip to Cotswold Wildlife Park.

## Music

### We will be...

- Following charanga scheme and looking at the units: your imagination and reflect, rewind and reply.

## Forest School

### We will be...

- How to be safe in the forest
- Creating natural portraits
- Observing the seasons
- Creating natural paints and paint brushes
- Ensuring we look after our environment

## Humanities

### History

Richard Jefferies.  
Visit to Richard Jefferies museum.

### Geography

Seaside towns  
Seaside past and present

## Computing

### We will be...

- Creating media: Digital writing.
- Programming B: Programming animations

## Art/DT

### Art

### We will be...

- Creating a piece of art around Liddington hill.
- Outdoor art- leaf rubbings, bark rubbings, making marks and mixing paint with natural media.

## ESR

- Linking local wildlife

## PSHE/ RE

### We will be looking at:

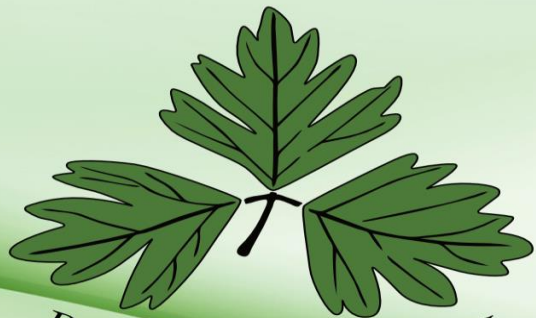
Health and wellbeing  
*Growing up* (including statutory Relationships and sex education)

### We will be looking at:

- How and why do we celebrate special and sacred times? (Eid/ Ramadan)
- How should we care for others and the world, and why does it matter? (Christianity)

# Our Aims for this evening

- What happens in Year 1 in the Summer Term and how you can help
- Please do not go away/have extra days off this summer term these are important days for learning



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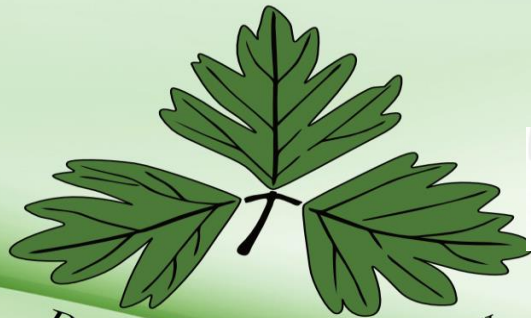
# Assessment and Tracking

We track the children throughout the year using Target Tracker and do assessments throughout the year.

In the Summer Term we are bringing this all together.

There is one government led assessment for Year 1 children- Year 1 Phonic Screening Check

As well as getting the children to  
Age Related Expectations



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# Age Related Expectations

## Reading Word Reading

To blend sounds in unfamiliar words using the GPCs that they have been taught.

To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for **all** of the 40+ phonemes.

To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

To read words containing -s, -es, -ing, -ed and -est endings.

To read words with contractions (for example, I'm, I'll, we'll).

**To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.**

To re-read texts to build up **fluency** and confidence in word reading.



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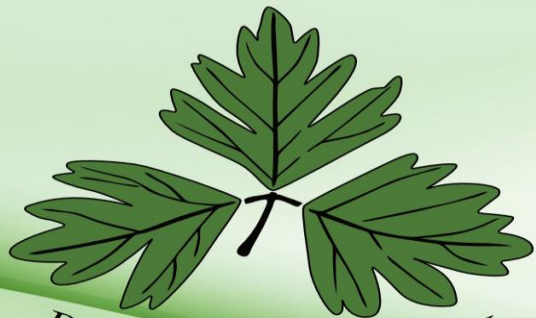
# Age Related Expectations Writing



## Year 1 Writing Checklist

Breakdown of Expected Standard		
Handwriting	Can usually give letters a clear and regular size, <u>shape</u> and orientation (ascenders and descenders above and below the line/use of upper and lower case are usually accurate).	
	Words separated with finger spaces.	
Spelling	<u>The vast majority of</u> the writing must be clearly readable by an adult without the child's help.	
	<u>Is</u> correctly spelling suffix endings -ed and -es	
	Can use logical phonic strategies when trying to spell unknown words.	
Composition	Can write a short narrative/letter/diary entry/report of at least half an A4 in a clear sequence of sentences.	
Punctuation	<b>Shows a clear understanding of what a sentence is.</b> Uses capital letters and full stops accurately and consistently <b>most of the time</b> to separate main clauses.	
	Evidence in books/writing assessments that exclamation and question marks are starting to be used.	
	Uses capital letters for names and personal pronouns	
Conjunctions	Can use 'and' (or other basic conjunctions) to join 2 simple sentences (not using repetitively in an overly long sentence). No more than 2 conjunctions in one sentence.	
Detail and description	<u>Is able to</u> use some simple adjectives for description.	
Examples of GDS	Demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required	
	Uses other conjunctions accurately in sentences that are a not overly long list of clauses (and, but, so, <u>because</u> , then). No more than 2 conjunctions in one sentence.	
	Spelling Year 1 words correctly and making <u>phonically-plausible</u> attempts at others. Spell many common exception words	
	Expanded <b>noun phrases and adjectives</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]	
	Begin to make simple edits and improvements to their writing.	

*(An adult must be able to read without help from the child)*



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# Age Related Expectations

## Maths

By the end of the year children are expected to be able to:

- 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
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

### Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- 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 such as  $7 = ? - 9$

### Multiplication and Division

- 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

### Fractions

- recognise, find and name a half as one of two equal parts
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

### Measurement

Measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds to o'clock and half past)

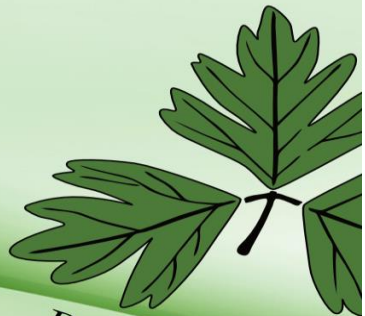
### Properties of Shape

Recognise and name common 2-D and 3-D shapes including:

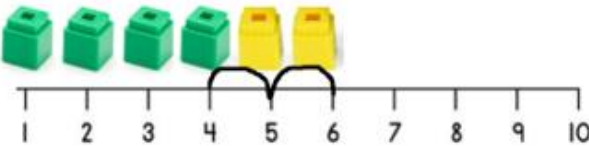
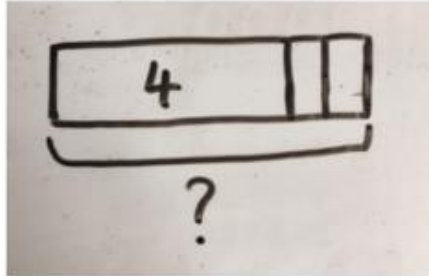
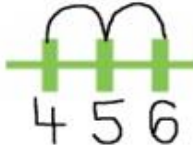
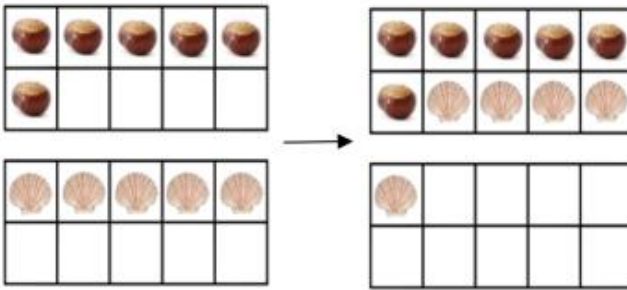
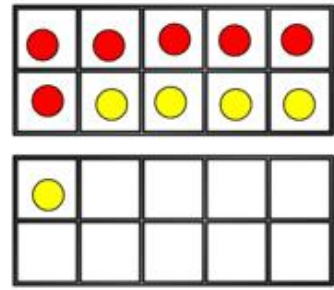
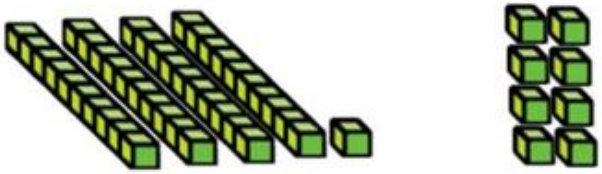
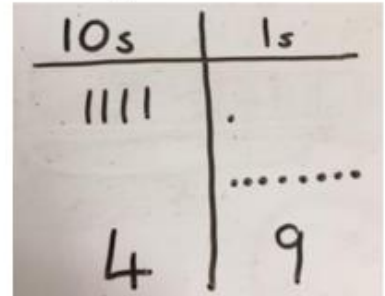
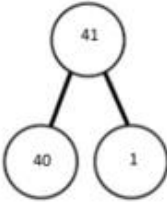
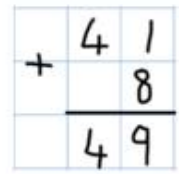
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].


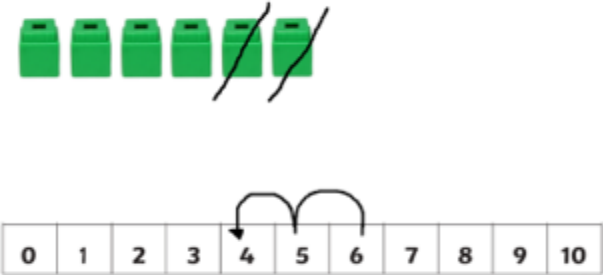
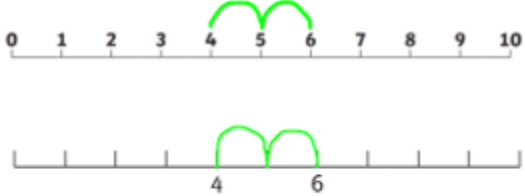
### Position and Direction

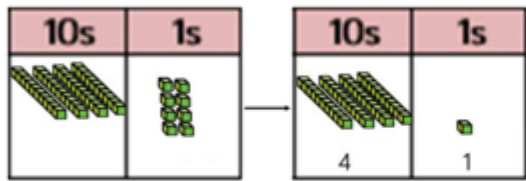
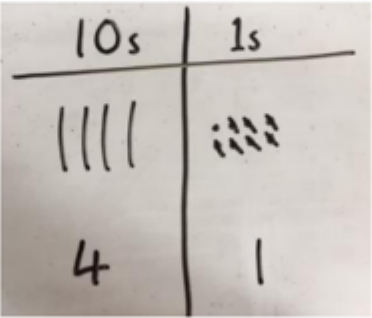
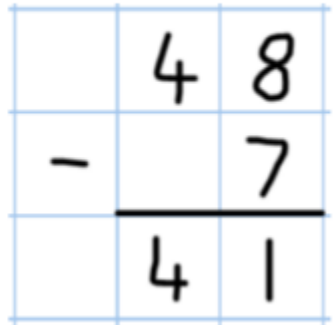
- describe position, direction and movement, including whole, half, quarter and three quarter turns.

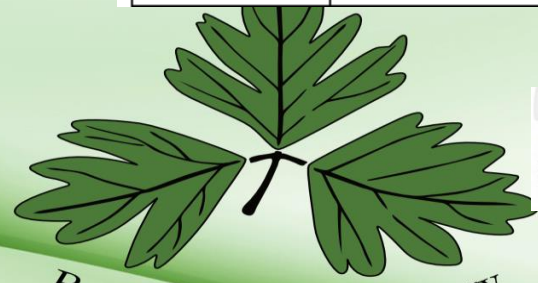




<p>Year 1</p>	<p>Counting on using number lines, by using cubes or other resources.</p> 	<p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>The abstract number line:          What is 2 more than 4?          What is the sum of 2 and 4?          What is the total of 4 and 2?  <math>4 + 2</math></p> 
<p>Year 1</p>	<p>Regrouping to make 10; using ten frames and counters/cubes/natural resources.  <math>6 + 5</math></p> 	<p>Children to draw the ten frame and counters/cubes.</p> 	<p>Children to develop an understanding of equality e.g.</p> $6 + \underline{\quad} = 11$ $6 + 5 = 5 + \underline{\quad}$ $6 + 5 = \underline{\quad} + 4$
<p>Year 2</p>	<p><math>10 + 0</math> using base 10.          Continue to develop understanding of partitioning and place value.  <math>41 + 8</math></p> 	<p>Children to represent the base 10 <u>e.g.</u> lines for tens and dots/crosses for ones.</p> 	<p><math>41 + 8</math></p>  $1 + 8 = 9$ $40 + 9 = 49$ 

<p>Year 1</p>	<p>Counting back (use number lines or number tracks)</p> <p><math>6 - 2</math></p>  <p>A number line from 0 to 10. Six green blocks are placed above the numbers 1 through 6. Two curved arrows are drawn above the line, starting at 6 and ending at 4, and another starting at 5 and ending at 3, representing counting back 2 units.</p>	<p>Children to represent what they can see</p>  <p>Six green blocks are shown, with the last two crossed out with diagonal lines. Below is a number line from 0 to 10 with two curved arrows starting at 6 and ending at 4, and another starting at 5 and ending at 3.</p>	<p>Children represent the calculation on a number line to show their jumps. Encourage use of an empty number line.</p>  <p>Two number lines are shown. The top one is a full number line from 0 to 10 with two green curved arrows starting at 6 and ending at 4, and another starting at 5 and ending at 3. The bottom one is an empty number line with two green curved arrows starting at 6 and ending at 4, and another starting at 5 and ending at 3.</p>
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<p>Year 2</p>	<p>Column method using base 10.</p> <p><math>48 - 7</math></p>  <p>Two tables representing base 10 blocks. The first table has 4 tens rods and 8 ones units. The second table has 3 tens rods, 1 ten rod (representing 10 ones), and 1 one unit, with the number '4' written below the tens column and '1' below the ones column.</p>	<p>Children to represent the base 10 pictorially.</p> <p><math>48 - 7</math></p>  <p>A hand-drawn diagram showing 4 vertical lines in the '10s' column and 8 small dots in the '1s' column. Below the lines is the number '4' and below the dots is the number '1'.</p>	<p>Column method or children could count back 7.</p> <p><math>48 - 7</math></p>  <p>A grid-based column method for 48 - 7. The top row contains '4' and '8'. The second row contains a minus sign '-' and '7'. A horizontal line is drawn below the '7'. The bottom row contains '4' and '1'.</p>
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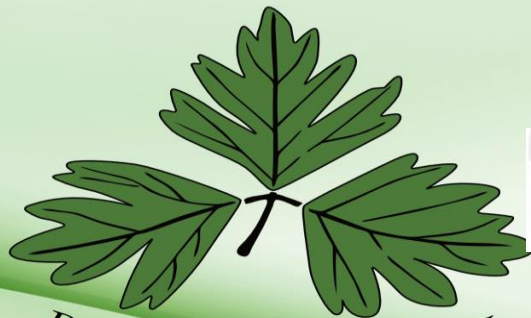


Be Kind



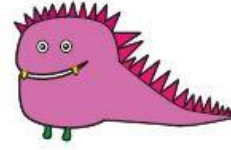
# Year 1 Phonic Screener

- All children in Year 1 and those children in Year 2 who did not pass, will sit the Phonics Screening Check .
- In previous years the pass mark has been 32 words out of 40.
- The 40 words are built up of 20 real words and 20 'nonsense' / Alien-Beegu words containing taught sounds.
- Children work 1:1 with their teacher to read each word aloud.



Section 1

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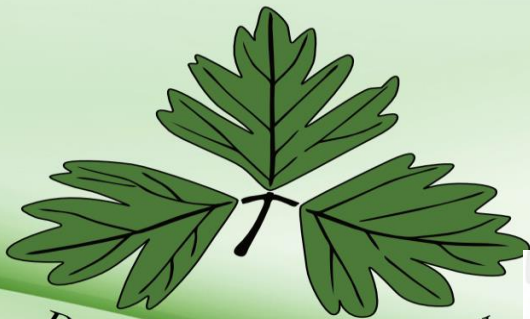
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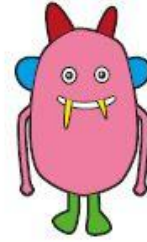
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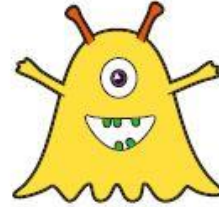
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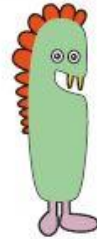
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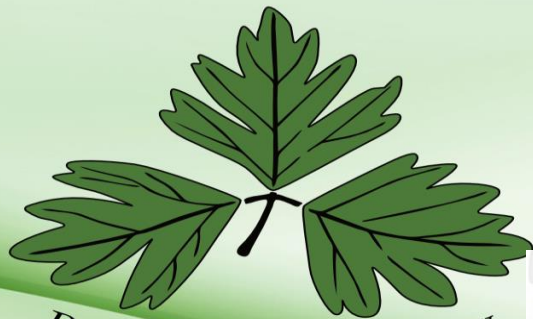
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Section 1

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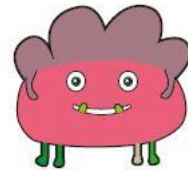
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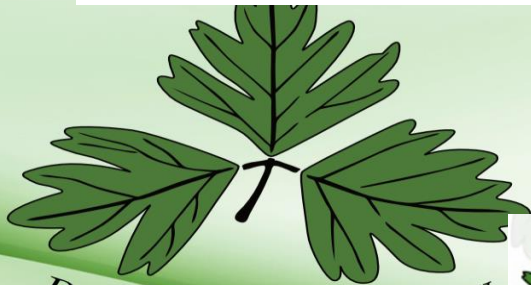
Section 2

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concrete



## Online Resources

<https://www.gov.uk/government/publications/phonics-screening-check-2023-materials>

<https://www.theschoolrun.com/english/phonics>

<https://www.phonicsplay.co.uk/>



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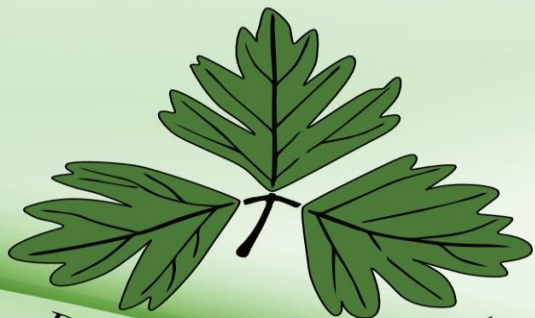
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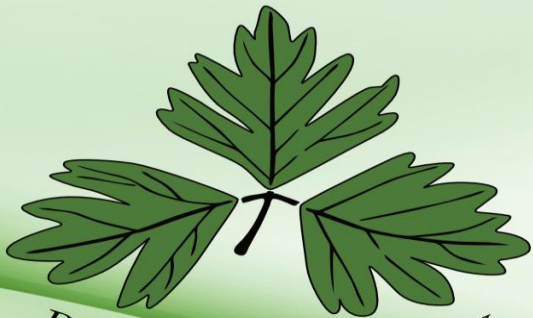
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# Our door is always open...

We would like all of our parents and carers to know that we are always here and ready to support you, so please ask if you aren't sure or come and discuss things. Especially if something isn't quite working.

We are here to help!

Class WhatsApp groups are not the place to share concerns. If you would like something to change, your concern, query or complaint must be reported into school. By using the procedures in place, we can work together to best support your children.



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## Safeguarding

We aim to promote wellbeing and maintain a safe, secure and caring environment where everyone is treated with respect.

If you have any concerns about a child, please report it to **Mrs L Dance** as the designated safeguarding lead or **Mrs Christmas, Mrs T or Mr Hanks** as the deputies.



Mrs Louise Dance



Mrs Eleanor Christmas



Mr Ian Hanks

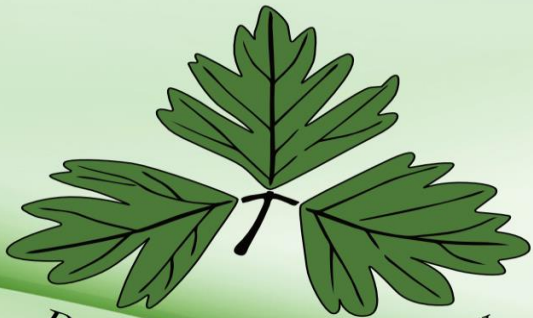


Mrs Michelle Tkocz



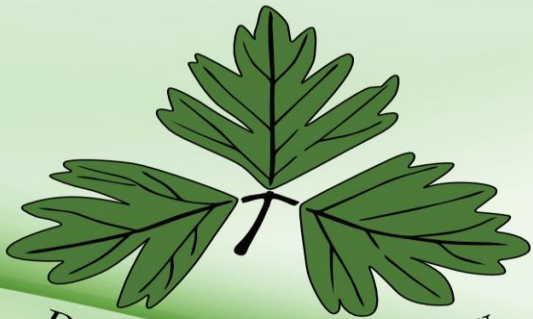
# Dates for the Diary!

- Proposed Richard Jefferies museum Tuesday 14<sup>th</sup> May
  - Trip to Cotswold Friday 21<sup>st</sup> June
- WC 10.06.24 phonics screener (this does not need to be shared with the children)



# Thank you for listening!

Are there any questions?



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