

# Year 1 Transition Information



# Year 1 approaches to teaching and learning

- \* COOL time (Choose Our Own Learning time)
  - This is continuous and enhanced provision ensuring a smooth transition from Early Years which allows the children to revise, consolidate and extend their learning in an independent way either in the classroom or in the outdoor area. COOL time is where the children will be choosing their own learning and helping to ensure children develop key learning attributes.
- \* Focus group teaching
  - New knowledge, concepts and skills
- \* Whole class teaching involving elements of mental fluency in maths, reasoning, practice of phonics in English and application of a variety of skills and knowledge.

# Our Aims

- \* To reassure you that your children will be fine.
- \* Give a brief outline of the KS1 curriculum.
- \* Describe what Enrichment afternoon is.
- \* Provide information about Maths and English.



# The Year 1 Maths Curriculum

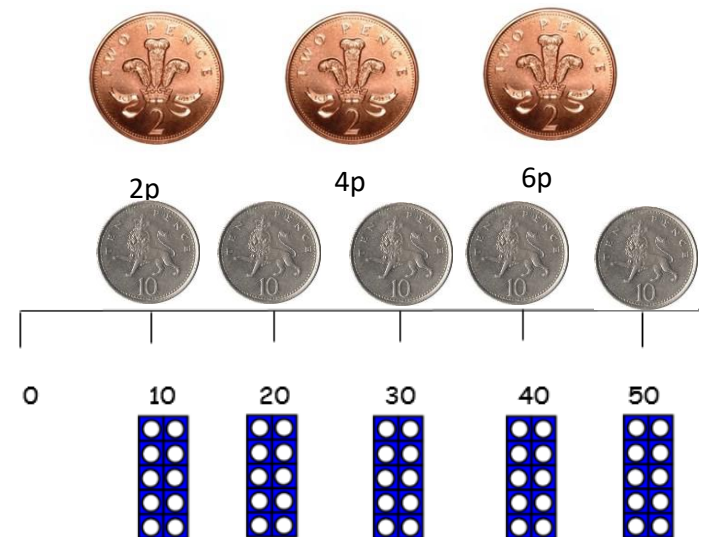
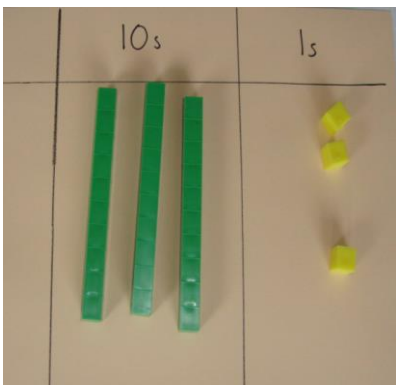
- \* Number and Place Value
- \* Number in Addition and Subtraction
- \* Number in Multiplication and Division
- \* Number in Fractions
- \* Measurement
- \* Geometry – Properties of Shapes
- \* Geometry – Position and Direction
- \* Maths lessons – a learning journey over a few days

# Number and Place Value

- \* Count reliably with numbers from 1 to 20, place them in order and say which number is one less or one more than a given number.
- \* 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.

# How to help with Number and Place Value

- \* Practise different counting strategies, especially with traditional board games.
- \* Make amounts using 10p and 1p coins to support place value.
- \* Describe numbers accurately e.g. 12 is made of 10 and 2.
- \* Count in 10s from any number, not just zero, as this will aid addition and subtraction on the unstructured number line.

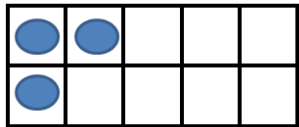


# Number in Addition and Subtraction

- \* Using quantities and objects, add and subtract two single digit numbers and count on or back to find the answers.
- \* 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.

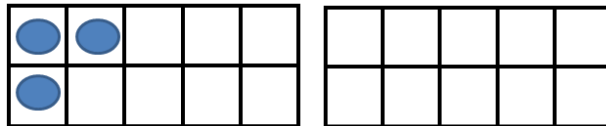
# How to help with Addition and Subtraction

- \* Practise quick recall of number facts within 10 then 20.
- \* If you know  $3 + 12 = 15$  then what else do you know?
- \* Use these facts to play missing numbers e.g.  $13 + ? = 20$ .
- \* Talk about addition and subtraction in real-life contexts.

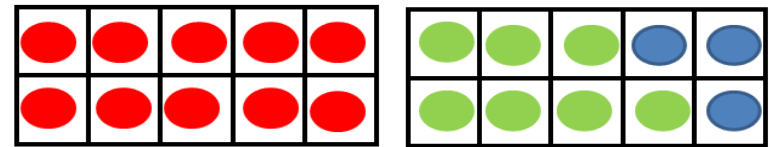


$$\boxed{3} + \boxed{\phantom{0}} = 10$$

Now try with 20



$$20 = \boxed{10} + \boxed{7} + \boxed{\phantom{0}}$$



Commutativity

$$4 + 3 = 3 + 4$$

$$\boxed{\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}} + \boxed{\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}} = \boxed{\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}} + \boxed{\begin{matrix} \bullet & \bullet \\ \bullet & \bullet \end{matrix}}$$

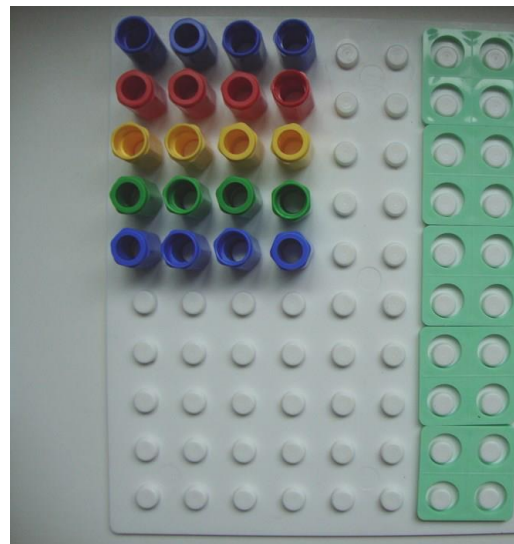


# Number in Multiplication and Division

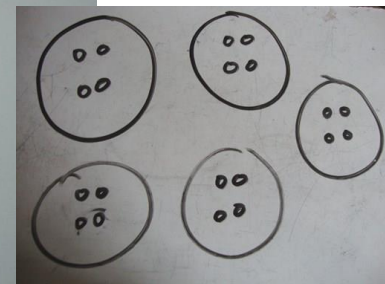
- \* Solve problems including doubling, halving and sharing.
- \* Solve one step problems that involve multiplication and division, using objects, pictorial representations and arrays.



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Year 1  
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

- \* Solve problems including doubling, halving and sharing.
- \* Recognise, find and name a half as one of two equal parts of an object, shape or quantity and a quarter as one of four equal parts of an object, shape or quantity.



# Measurement

- \* Using everyday language, talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- \* Compare, describe and solve practical problems for length, height, weight, capacity and time; measure and begin to record length, height, weight, capacity and time.
- \* Recognise and know the value of different denominations of coins and notes.
- \* Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- \* Recognise and use language relating to dates, including days of the week, weeks, months and years.
- \* Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

# Geometry

- \* Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
- \* Recognize and name 2-D and 3-D shapes.
- \* Recognise, create and describe patterns.
- \* Describe position, direction and movement including whole, half, quarter and three quarter turns.

# The Year 1 English Curriculum

- \* Speaking and listening
- \* Phonic sessions
- \* Guided reading
- \* Spelling
- \* English lessons – 2/3 week units of work

# Reading End of Year Expectations

- \* Reading an age appropriate text with 95% accuracy.
- \* Use punctuation to aid fluency and expression.
- \* Re-reads to self correct if meaning is lost.
- \* Answer simple question about what they have read.
- \* Explain why characters behave as they do.
- \* Understand the difference between fiction and non-fiction texts.

# Example of Reading Book



"I'm not in danger," said Nok, excitedly.

"This is my ..."

Nok stopped speaking as a blue, glowing light surrounded him. Then he vanished!

# Writing End of Year Expectations

- \* Write in grammatically accurate sentences beginning to punctuate them correctly
- \* Use capital letters correctly
- \* Exclamations and questions
- \* Use 'and' to join ideas
- \* Add 'ed' to create past tense verbs
- \* Use 's' and 'es' to make plurals
- \* Spell Year 1 Common Exception Words correctly



# Year 1 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	my
here	there	where	love	come	some	one
once	ask	friend	school	put	push	pull
full	house	our				

# Example of Writing

One day George was reading his book  
in bed. Then he heard a noise at the  
window. It was his dragon. George ~~got~~  
on his his dragon's back. George saw  
a dark black castle. George crept  
into the castle. In the courtyard  
George saw a big soot black dragon.  
How will I get past?  
Then he saw a heavy wooden door.  
He went in. ~~he~~ He saw lots of eggs  
but there was an evil wizard.

# Year 1 Phonic Screening Check

**The national Phonics Screening Check is a statutory assessment that was introduced in 2012 to all Year 1 pupils and is a quick and easy check of your child's phonics knowledge.**

- \* It is a list of 40 real words and nonsense words.
- \* It will assess phonics skills and knowledge learnt through Reception and Year 1.
- \* Your child will read one-one with their class teacher.
- \* They will be asked to 'sound out' a word and blend the sounds together.
- \* Undertaken in June each year.

# What does the check look like?

beg

twinkl.co.uk

at

twinkl.co.uk

sum

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in

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index

twinkl.co.uk

turnip

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waiting

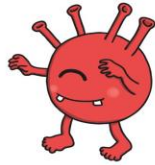
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portrait

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# What are nonsense or pseudo words and why are they included?

vap



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osk



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ot



twinkl.co.uk

ect



twinkl.co.uk

flods



twinkl.co.uk

groiks



twinkl.co.uk

strom



twinkl.co.uk

splaw



twinkl.co.uk

# How can you help your child?

- \* Letter formation – videos on website
- \* Phonic knowledge – videos on website
- \* Speaking/answering in sentences
- \* Blending games
- \* Read, read and read some more!
- \* Writing numbers
  
- \* Highest possible attendance and good punctuality