

# Victoria Dock Primary School

A curriculum guide  
for parents

Year 1

*Working together for your children*

## Welcome to Year 1

In Year 1 we adopt a creative and enthusiastic approach to our curriculum. We encourage independence and a love of learning.

- The Year 1 teachers this year are Mrs Marrow and Miss Argent.
- Other adults working with your child may include; Mrs Stephens, Mrs Hague, Miss Liversedge, Mrs Smith and P.E. coaches.
- The classroom will be based in the lower school near to the school Library.

### Dismissal

- Dismissal is at 15:10 and will take place from Miss Argent's class - child's classroom.  
Mrs Marrow's Class—the double doors before the classroom
- Named individuals can collect children.
- Please ensure school are made aware of changes to regular parent/carer pick-up.

## A typical day in Year One

Everyday consists of phonics/spelling, English, Maths and reading sessions. All other subjects are taught throughout the week as well as through our core subjects.

P.E. will take place twice a week with an indoor and an outdoor session.

### P.E. Kits to be worn on P.E. Days

Indoor: Plain white t.shirt, plain black shorts and sandshoes. ***These will need to be in a named bag and kept in school for the half-term. Our indoor P.E. session is on a Thursday.***

Outdoor: Jogging bottoms, t.shirt, sweatshirt and trainers. ***These can be brought into school on the day of the outdoor P.E. session and taken home the same day.***

***Our outdoor P.E. session is on a Wednesday.***

## English Writing Curriculum

In Year 1 your child should build on work from the Early Years Foundation Stage.

They will learn to:

- Spell words containing each of the 40+ phonemes already taught
  - Write common exception words
  - Write the days of the week
  - The letters of the alphabet:
    - Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes: □ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Use the prefix un– ing , –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
  - Apply simple spelling rules
  - Write from memory simple sentences

## Handwriting

- 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’ (i.e. letters that are formed in similar ways) and to practise these

## Writing Composition

- Write sentences by saying out loud what they are going to write about
  - Compose a sentence orally before writing it
  - Sequence sentences to form short narratives
- Re-Read what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and teacher

## Writing – vocabulary, grammar and punctuation

- Leave spaces between words □
- Joining words and joining clauses using and
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

# English Reading Curriculum

In Year 1, your child will begin to become more fluent readers. During year 1 your child will develop:

## Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
  - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings; read other words of more than one syllable that contain taught GPCs
    - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
  - Re-read these books to build up their fluency and confidence in word reading.

## Comprehension

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - Being encouraged to link what they read or hear read to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - Recognising and joining in with predictable phrases
  - Learning to appreciate rhymes and poems, and to recite some by heart
- Discussing word meanings, linking new meanings to those already known; understand both the books they can already read accurately and fluently
  - Drawing on what they already know or on background information and vocabulary provided by the teacher
    - Discussing the significance of the title and events
    - Making inferences on the basis of what is being said and done
    - Predicting what might happen on the basis of what has been read so far
  - Participate in discussion about what is read to them, taking turns and listening to what others say
    - Explain clearly their understanding of what is read to them

## Maths Curriculum

Your child will:

### Number and Place Value

- 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
- Be 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  $7 = \square - 9$ .

### Multiplication and Division

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations .

### Fractions

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

## Measurement

- Compare, describe lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Mass/weight [for example, heavy/light, heavier than, lighter than]
- Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following:
  - ◇ Lengths and heights
  - ◇ Mass/weight
  - ◇ Capacity and volume
  - ◇ Time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language [for example, 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

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

## Science Curriculum

During Year 1 your child will learn:

- To use the following practical scientific methods, processes and skills
- Ask simple questions and recognising that they can be answered in different ways
  - Observe closely, using simple equipment
    - Perform simple tests
    - Identify and classify
  - Use observations and ideas to suggest answers to questions
  - Gather and record data to help in answering questions

### The topics we will cover are:

- Plants
- Animals (Including Humans)
  - Everyday Materials
  - Seasonal Changes

## **Exploring Year 1 Topics**

Foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, all schools are required to include Religious Education in their broader curriculum. In our school, foundation subjects are taught through exciting and engaging topics.

### **Topic – The Great Fire of London**

**Year 1 start the year learning all about the Great Fire of London. We will be learning how things have changed between now and then including homes, toys and fire safety. We will also be learning the geography of the UK, locating London on a map and talking about what makes London special. We will be learning about Samuel Pepys as an historical figure and why he played an important part in the fire. Our science will also be linked and we will be looking at materials and their purposes. We will be producing some fire themed art work and London Skyline sketches inspired by the Artist Monet.**

### **Topic – Fables and Fairy tales**

In the Spring term, we will be diving into the land of make believe! We will be immersing ourselves in Fairy tales and Fables and exploring how these differ from real life. The morals of the fables will become a discussion point for making the right choices. We will be exploring animals and plants and how they grow and change whilst also looking at their habitats. We will also be observing seasonal change as Winter turns to Spring. As geographers, we will be looking at and drawing our own maps and using compass points to find our way around. The settings of the fables and fairy tales will become inspiration for our own artwork and we will also evaluate the work of other artists.

### **Topic – Journeys**

In the Summer term we will be looking at Famous Journeys including that made by Florence Nightingale. We will spend some time exploring who she was, where she travelled and the impact she had on modern day medicine. We will be using our journeys as an opportunity to compare and contrast different countries and look at the physical and human features of the different environments. In Science, we will explore the weather and climates in different countries and how these are suitable for different animals. As artists, we will be developing our skills and techniques whilst creating artwork based on the different journeys we have encountered.

# Year 1 and 2 Common Exception Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



## Behaviour in Key Stage One

We have high expectations of behaviour at Victoria Dock.

- We have a traffic light system to signal children's behaviour (green—expected behaviour, amber—warning regarding behaviour, red - unacceptable behaviour).
- We expect the majority of children to stay in Green and give regular reminders of what 'Green behaviour' looks like.
- Rewards and praise is offered to those showing green behaviour.
- Visits to the Head Teacher are encouraged for good work and attitudes.
- Good work assembly shows the best of their work and behaviour from the week.
- Children in amber may miss minutes from their break-time. Children in red will miss their break-times for the following day.

## Reading in Key Stage One

Reading is a key skill within Key Stage One.

- Children will continue to follow the school colour banded reading scheme.
- The correct colour band is a small sticker with TTS written on.
- Children can change their books regularly but are encouraged to read them thoroughly.
- Please comment in the reading record if your child has read at home (this can include their own books too!)
- Although numbered stages are still on the books, they are out of date and not relevant.
- Teachers will decide to move a child up a band based on their work in class. Reading books taken home are designed for fluency, enjoyment and developing a love of reading.

## Handwriting in Key Stage One

Handwriting in Year 2 is also a key skill which holds central focus.

- Handwriting is practised daily.
- Children will learn their letters in letter families through the course of Year 1 and 2.
- Cursive handwriting is expected in Key Stage One and begins its development in Year 1 moving on to joined handwriting in Year 2.
- Extra support is put in place for those finding handwriting a little hard.
- Pencil grips and Stabilo pencils are available for those who are not ready for standard pencils.
- Extra handwriting at home is always beneficial to all pupils.
- Should you require any information about the correct formation of cursive letters, please see your child's class teacher.

### **Holidays in Term-Time**

Outstanding attendance is expected at Victoria Dock Primary School and holidays in school time are discouraged.

Work will not be set for children going on holiday during term time.

### **Permission for Trips**

Letters to inform you of trips will go out in advance. Please ensure prompt return of permission slips and payment (if required) to ensure the children are able to attend.

### **Pupil Details**

Please ensure up to date medical information is shared with the school.

Addresses and telephone numbers should also be kept up to date in the case of an emergency.

### **Lunch and Breaktimes**

- Breaktime is at 10:45 and 14:00 daily unless it is a P.E. day.
- Lunch begins at 12:00 and children are called into lunch by Year group.
- Bands are issued for children having lunches.
- Free lunches and fruit are offered to Key Stage One children.

### **Key Events in the year**

- Christmas Show 2019 will take place in December.
  - A class assembly and class workshop will be held so you can celebrate your child's achievements.
  - Parent's Evening will be held twice a year with an optional third evening in the summer.
- All key events will be on the school's website.

### **School Start and Finish Times**

The school doors open at 08:40 daily and children should be in school, in the classroom by 08:50. Children access maths and reading tasks on entering the classroom. If they are late then they miss out on extra provision.

School finishes at 15:10 and children should be picked up on time. Children who are late will be taken to the office.

## Safeguarding

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and will follow our procedures to ensure that children receive effective support, protection and justice.

Victoria Dock Primary - Safeguarding Team	
Designated Safeguarding Lead	Mrs Juggins
Safeguarding Lead Support	Mrs Stephens
E-Safety Lead	Mr Hague
Designated Governor for Child Protection and Safeguarding	Mr Comfort

If you have any safeguarding concerns, please contact the school immediately.

Please see the school's Safeguarding and Child Protection Policy

## E-Safety

We take E-Safety very seriously in school. Children are taught from a young age about staying safe online.

- Children are taught about what to look for and what to do if they see something they think they shouldn't.
- Incidents are reported to Mr. M. Hague and investigated. These can also be reported by yourselves through the school office.
- Children can log incidents themselves through an online form.
- E-Safety updates will be sent home should a concern or new 'craze' become relevant and/or a concern for our pupils.
- Sites, where possible, are screened by teachers to reduce the risk of incidents.

## Homework

Homework is given in the form of a menu for Key Stage One pupils to reduce pressure on parents. These menu choices will be on your child's class page.

- There will be a variety of homework tasks to suit individuals. Pick and choose as you want.
- Tasks will be relevant to the topic each term.
  - Homework books will be provided.
- Homework will be marked on a Thursday and returned by Friday.
- Relevant spellings will be set weekly and sent home to practise.

## Any questions...?

- If you have any concerns or questions then please ask your child's class teacher.
- Mrs Inchbold is the Key Stage Lead and can also be contacted via the school office.
- Alternatively you can contact the admin office who will try to help you with your query.
- Mrs Saunders (Head Teacher) and Mrs Juggins (Deputy Head) are available should you require further assistance.
- Mrs Taylor is our SEN leader and available should you have any concerns regarding progress and attainment.