

# Welcome to Year 1

2022-23





# The Year 1 Team

- **Mrs Kirsty Kingsbury**

Year Leader & Anteaters Teacher  
(Mon-Wed)

- **Mrs Jane Heathcote**

Anteaters Teacher (Thu-Fri)

- **Miss Isabelle Harris**

Alpacas Teacher

- **Miss Lindfield**

Year Leader & Armadillos Teacher  
(Wed-Fri)

- **Miss Beth Rutter**

Armadillos Teacher (Mon-Tues)

# The Year 1 Team

- **Mrs Mel Aisher**  
Teaching Assistant
- **Miss Sam Dyke**  
Teaching Assistant
- **Mrs Stacey Ancell**  
Teaching Assistant
- **Ms Mercedes Sullivan**  
Teaching Assistant



# Year 1 Topics

Autumn 1  
My School & Me  
Geography

Autumn 2  
My School & Me  
History

Spring 1  
All Creatures Great  
& Small  
Geography

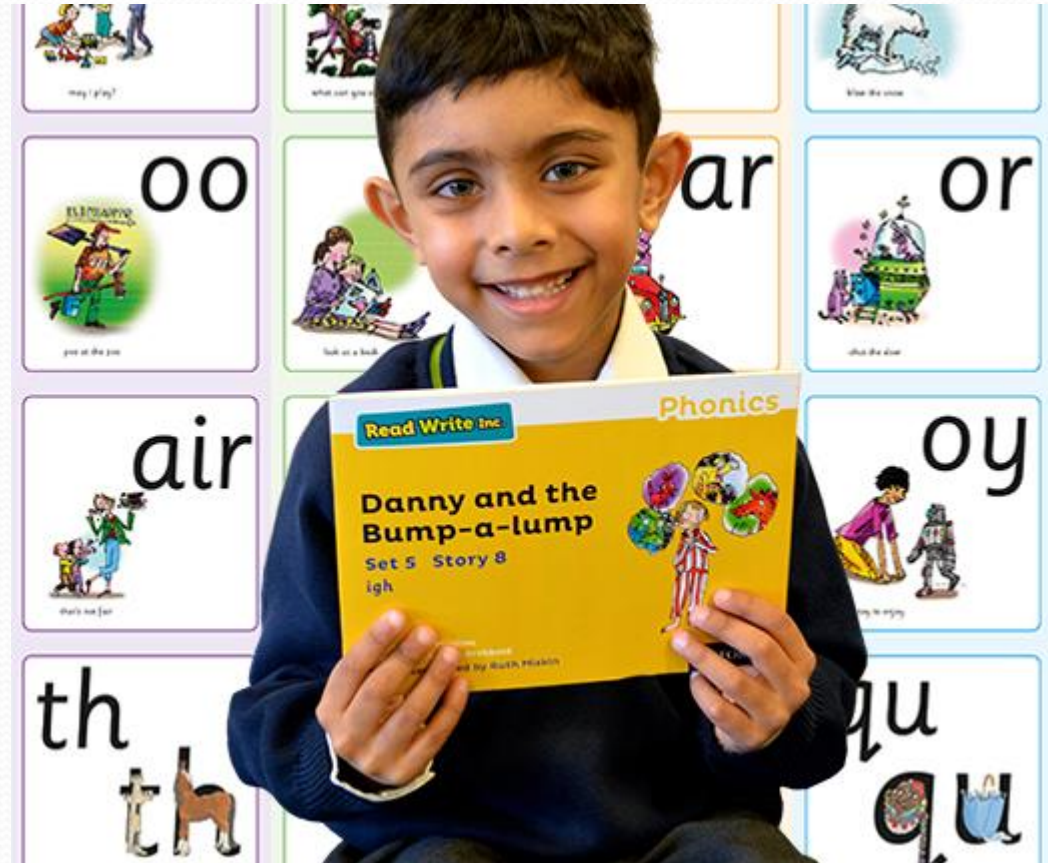
Spring 2  
Oi! Get Off Our  
Train  
History

Summer 1  
Commotion in the  
Ocean  
Geography

Summer 2  
Panic in Pudding  
Lane  
History

# Read Write Inc. (RWI)

- RWI works on the principle of ensuring that your child's phonics teacher knows the exact sounds to target through careful and regular phonic assessments.
- Children are assessed around every 5-6 weeks by Miss Harris (Aardvarks)









# Read Write Inc. (RWI)

- In order for us to target your child's phonic level, following the assessments, your child will be put into a phonics group. As in Reception, your child's phonics group may not be their class teacher. We use this approach to ensure that we can target the needs of the children and match their phonic level. Please be assured that these groups are fluid and your child may move group depending on their progress.
- Your child's phonics group teacher will ordinarily send a message to introduce themselves. Please be aware that these messages have been delayed at the start of autumn due to problems with the school communications system.



# Phonics Screening Test

- In June 2021 the national check will take place in schools across the country for all children age 5/6
- The Phonics Screen Check assesses your child's ability to decode against age related expectations
- They will be expected to apply their phonics knowledge to real and nonsense words

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 



# More Information

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SCHOOL CURRICULUM MAP  
ENGLISH  
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PUPIL LEADERSHIP

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## Phonics and Early Reading

“The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you’ll go.”  
-Dr. Seuss

**In this section**

- Handwriting
- Phonics and Early Reading
- Reading Fluency and Comprehension
- Spelling
- Writing

At Balfour Primary School we aim to provide all of our children with an inclusive reading environment; enabling them to engage in in-depth discussions around a range of texts and authors.



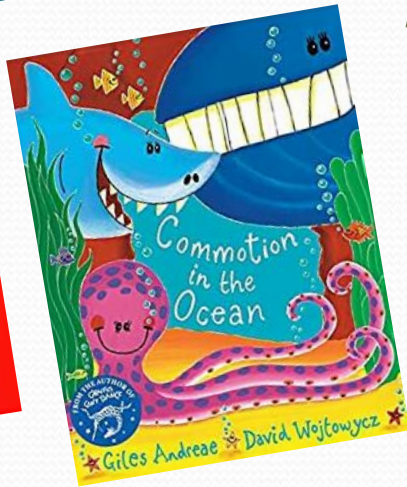
# Reading



- At Balfour, children are sent home with a book or a book level that matches their phonic level.
- This means that your child should be able to fluently read the book that they are coming home with.
- They are taught the sounds within that book during the week and should have secure previous phonic knowledge to support them in accurately reading the book. They could even practise their 'story voice'!
- The aim of reading this book at home is for enjoyment and confidence building.



# Writing



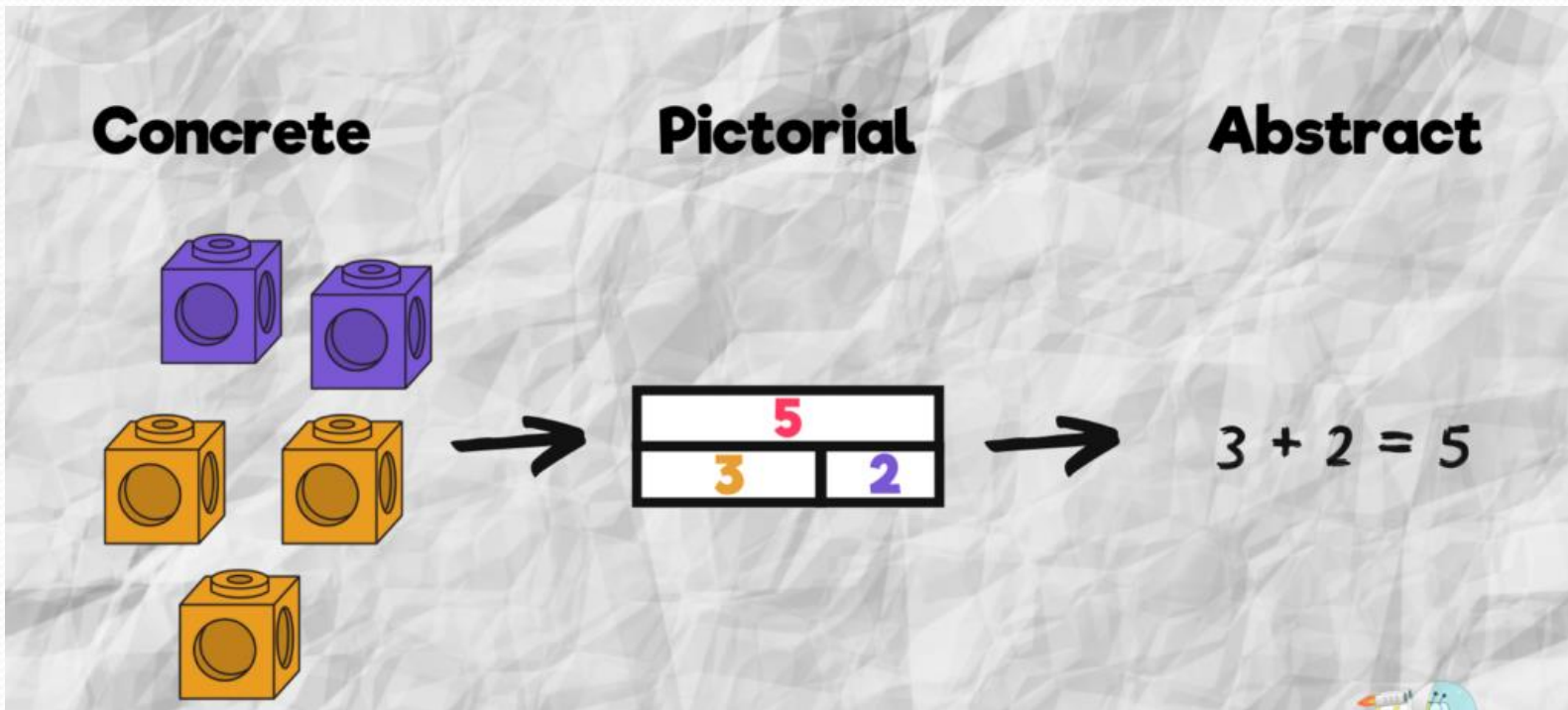
- Children will write various pieces of fiction and non-fiction throughout the year
- All writing will be inspired by a high-quality text and we give children plenty of opportunities to develop their ideas through drama, role play and visitors to the school.



# Year 1 - Maths

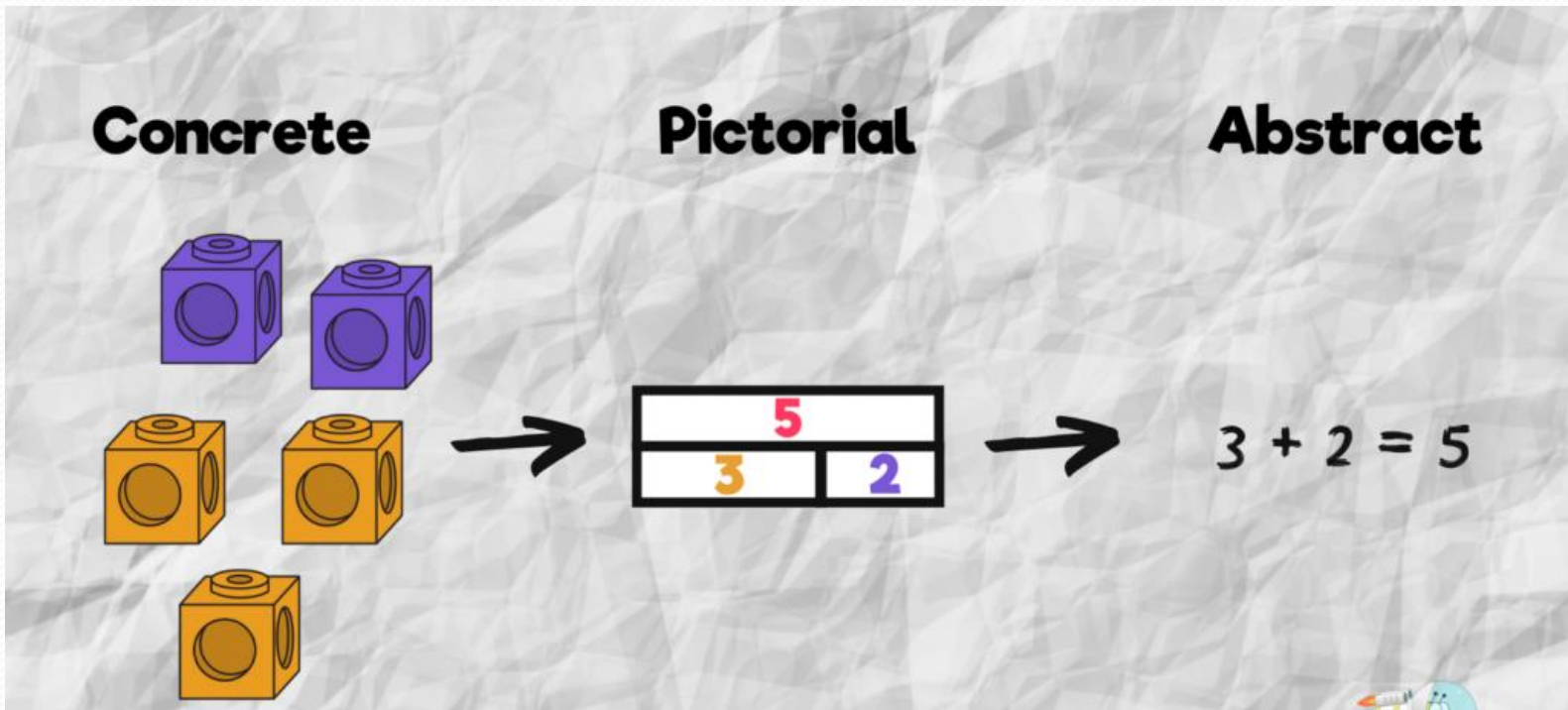
This year, the children will:-

- **Count within 100**, forwards and backwards, starting with any number
- **Reason about the location of numbers to 20** within the linear number system, including comparing using  $<$   $>$  and  $=$
- **Develop fluency in addition and subtraction facts within 10**
- **Compose numbers to 10** from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers
- **Count forwards and backwards in multiples of 2, 5 and 10**
- Identify common **2-D** and **3-D shapes**
- With support, beginning to explain their methods when problem solving.



- We teach maths using objects for children to explore number and calculation. They then progress to using pictorial representations of the objects, and ultimately, abstract symbols (written numbers).

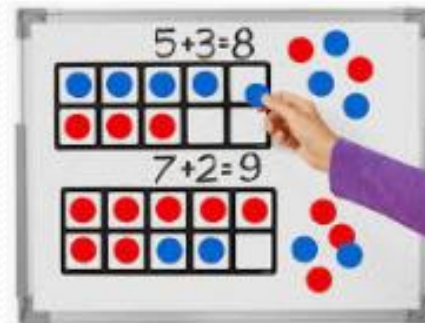
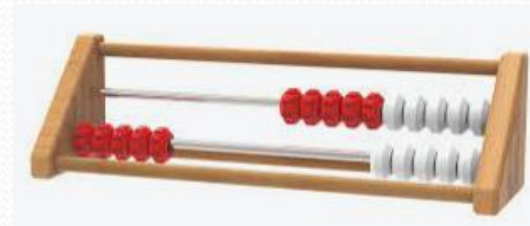




Children often find maths difficult because it is abstract. The CPA approach helps children learn new ideas and build on their existing knowledge by introducing abstract concepts in a more familiar and tangible way.

# Maths

**Concrete** is the 'doing' stage, using concrete objects to solve problems. It brings concepts to life by allowing children to handle physical objects themselves. Every new abstract concept is learned first with a 'concrete' or physical experience.





# Maths

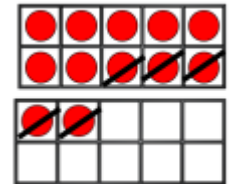
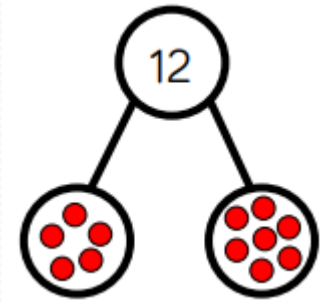
**Pictorial** is the 'seeing' stage, using representations of the objects involved in maths problems. This stage encourages children to make a mental connection between the physical object and abstract levels of understanding, by drawing or looking at pictures, circles, diagrams or models which represent the objects in the problem.



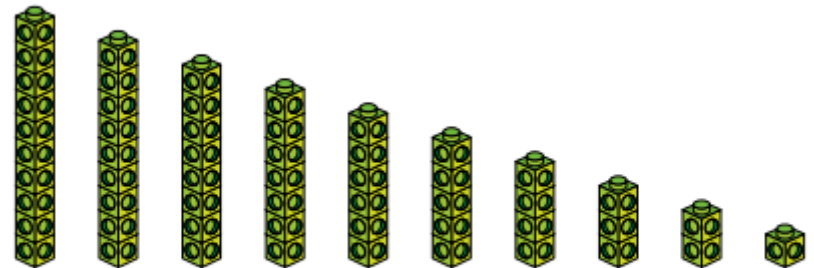
There are  horses.

There are  sheep.

There are  animals altogether.



Complete the number track.

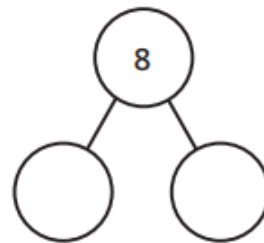


# Maths

**Abstract** is the 'symbolic' stage, where children are able to use abstract symbols to model and solve maths problems.

Once a child has demonstrated that they have a solid understanding of the 'concrete' and 'pictorial' representations of the problem, the teacher can introduce the more 'abstract' concept, such as mathematical symbols.

Complete the part-whole model and the fact family.



$$\square + \square = 8$$

$$\square + \square = 8$$

$$8 - \square = \square$$

$$8 - \square = \square$$

Can you write each number sentence a different way?



# More Information



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## Maths

At Balfour Primary School, our maths curriculum is ambitious for all learners. We want children to have practical maths lessons which encourage exploration, so that children can see the bigger picture, deeper understand the mathematics and make powerful mental connections between concepts. Our intent is to follow an ambitious, connected mathematics curriculum which is structured, coherent and accessible to all pupils from EYFS to Year 6 and develops them as mathematical thinkers.

We want our pupils at Balfour to develop fluency and the quick and efficient recall of facts and procedures. We also want our children to have the flexibility to move between different contexts and representations of

### In this section

- [Our Curriculum](#)
- [Assessment](#)
- [Useful Links](#)

# Dates for your diary

- Parents evenings – Tuesday 18<sup>th</sup> October, 2022 & Thursday 20<sup>th</sup> October, 2022



# Email Addresses

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