

Welcome to Year 1



Infant School

Year 1 Classes



Starfish Class



Miss Gill
Class Teacher



Dolphin Class



Miss Kinge
Class Teacher

Turtle Class



Mrs Shelton
Class Teacher
Monday and Tuesday



Miss Tamblin
Class Teacher and AHT
Wednesday, Thursday and
Friday



Seahorse Class

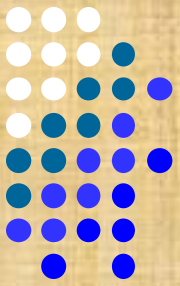


Mrs Cox
Class Teacher Monday,
Tuesday and Wednesday



Miss Cooley
Class Teacher
Thursday and Friday

Learning Support Assistants



Mrs Vincent
LSA



Mrs Tuck
LSA

Additional Staff



Mrs Wilson
HLTA



Mrs Ludwig
HLTA



Miss Thornton
Finance Officer

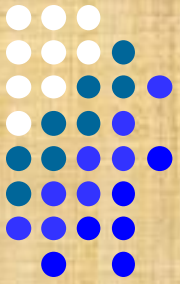


Mrs Ruffman
Admin Officer



Mr Campbell
Caretaker

Support Staff



Mrs Walters
SENDSCO



Mrs Rice
SNA



Mrs Wootton
SNA

Our School Values



Teamwork Tiger

Hook Infant School Values



Kind Koala



Persevering Panda



Respectful Rabbit



Courageous Cat



Attendance

ATTENDANCE MATTERS...WHY IS IT IMPORTANT?

365 days in a calendar year



0 days
absence

Days
year

10 days
absence

190

100%
Attendance

Best chance
of success

Year 1
95.6%

Poor attendance
less chances

Non-term days in a calendar year

All this time for holidays, shopping,
appointments etc.

152
Days in
School

80%
Attendance

Very poor attendance
serious impact on
education and reduced life
chances

47 days
absence
143
Days in
School

75%
Attendance

DID YOU KNOW? A two week holiday in term time means that the highest attendance you can achieve is 94.7%

If your child is unwell

- If your child appears to be only slightly unwell, send them in to school.
 - Book appointments outside of school hours. If this is unavoidable, please book for as late in the afternoon as possible.
 - If your child becomes reluctant to go to school or you need help, please contact the school immediately; we are more likely to be able to work together to solve any problems if we act early.
-
- Worried your child is unwell?
 - Is my child too ill for school?

What your child will need...



- Book bag
- You can include a plastic reading folder or a bottle holder to keep reading book clean and dry.
- A plastic, named bottle, containing only water please.
- School clothes, PE clothes and coat.
- Lunch box.
- **Please name EVERYTHING!!**



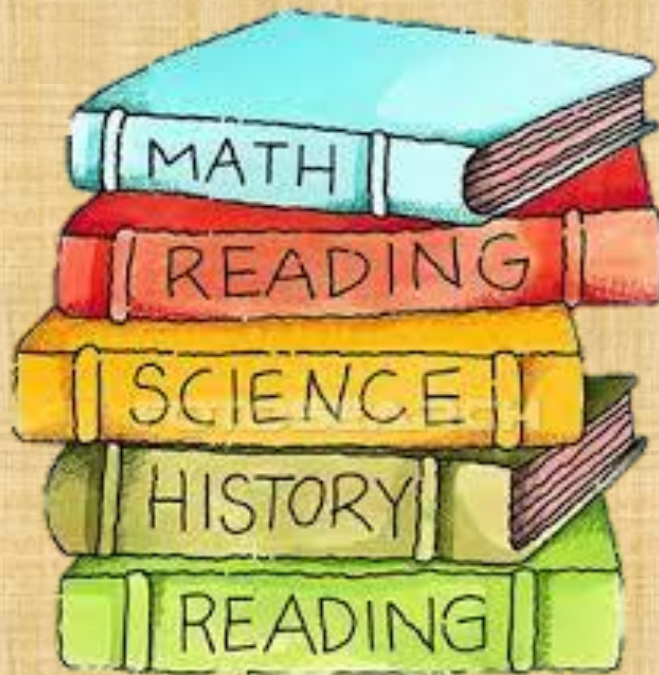
To Year 1 and beyond!

- Year R children work on objectives set by the Early Years Foundation Stage. In Year 1, children will be working on objectives set by the National Curriculum and this continues into Year 2.
- The first part of this half term is organised for transition from EYFS to Key Stage 1.
- Once we have built up to a normal Year 1 day, the week is a fairly busy one with English, maths, phonics and a non-core subject being taught daily, so expect a few tired children.
- If you have any concerns about how your child is coping, please talk to your class teacher.



Books

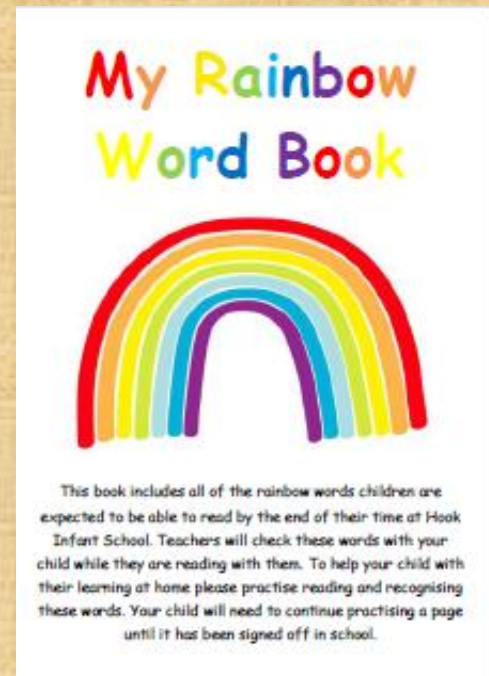
They will have all of their Year One work in exercise books.



Reading



- In Year 1, we aim to hear the children read once a week.
- We encourage children to read at home on a **daily** basis or **at least 5 times** a week.
- Children are taking home 2 books – a phonics reader and a shared reader book.
- Rainbow word book.



This book includes all of the rainbow words children are expected to be able to read by the end of their time at Hook Infant School. Teachers will check these words with your child while they are reading with them. To help your child with their learning at home please practise reading and recognising these words. Your child will need to continue practising a page until it has been signed off in school.



Our reading scheme

- The reading scheme books are organised into coloured book bands according to their difficulty level and skills required to read them. Language within these boxes is progressive as your child moves through the band.
- Each colour band has a range of genre – fiction, non-fiction and poetry.
- Children move through the reading scheme as they progress through the phonics scheme they are learning in class.
- 3 reads approach – decoding, fluency and comprehension.
- Shared reader books are chosen by the children – aim is to read these together at home. Encourages the pleasure for reading.



Book Changes



Monday and Thursday

Seahorse and Starfish

Tuesday and Friday

Dolphin and Turtle

Reading at home

Hearing your child read is one of the most beneficial things you can do because...

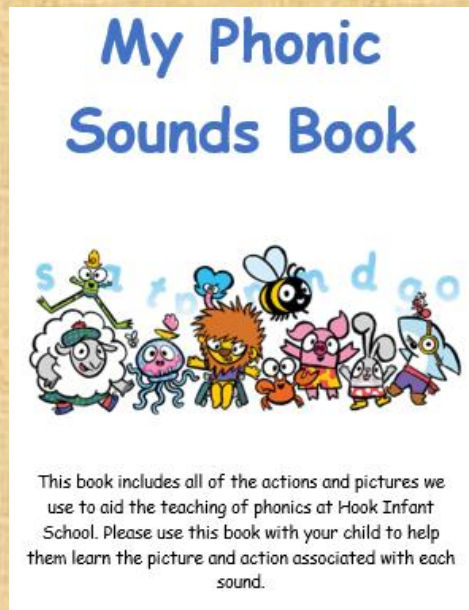
- ✓ You are supporting and reassuring them.
- ✓ You are giving them a reason to read.
- ✓ You are building their confidence.
- ✓ You are helping them with a skill that is integral for life-long learning.
- ✓ You are spending time with your child.



An ability to read well ensures that children can access all areas of the curriculum as they continue on through their education.

Phonics

- Phonics is the method we use to teach children to read and write by using sounds. It is taught for 25 minutes every day.
- The expectation is your children can already use and apply phase 3 phonetic sounds.
- The children will continue to learn some new phonetic sounds during their learning in Year 1.



<u>Terminology</u>	
Phoneme	The smallest identifiable unit in speech sounds.
Grapheme	The written symbol that represents the phoneme.
Grapheme-phoneme correspondence (GPC)	The link between the written grapheme and the spoken phoneme.
Blending	The process of merging the phonemes together to form a word.
Segmenting	The process of splitting a word into its phonemes.
Single letter grapheme	A grapheme consisting of just one letter.
Digraph	A grapheme consisting of two letters e.g. Ai, oa, sh. You may also hear the term 'trigraph' to describe a three-letter grapheme e.g. igh.
Naughty digraph	This is an alternative spelling of a known phoneme e.g. ai and ay.
Split digraph	A two-letter grapheme that is split with a consonant in the middle e.g. the a-e sound in cake and name.
Twin letters	When two identical letters represent the same phoneme.
Silly sound	A known grapheme with an alternative pronunciation e.g. the 'ow' in cow and snow.



Helping your child to read

- Sound out the word e.g. 'c-a-t', 'th-a-t'
- Look at the pictures for clues.
- Read the whole sentence missing out the difficult word, and work out what could go in its place.
- Shared reading is beneficial in building confidence and comprehension skills.



Helping your child to read



Checking understanding:

- What has happened in the story so far? Can you retell the story in the correct sequence and in your own words?
- Who are the main characters?
- Where did the character live?
- Why couldn't Cinderella go to the ball?
- What did Cinderella do when her stepmother and sisters left the house to go to the ball?

Phonics Screening



- Every child in Year One across the country takes part in a phonics screening assessment in June time.
- Each child's knowledge of the phonetic alphabet is assessed.
- This entails decoding 40 words, 20 real words and 20 alien words using their phonics knowledge up to phase 5.

flods



groiks



strom



splaw



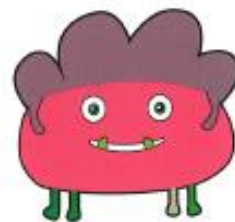
stin



proom



sarps



thend



index

turnip

waiting

portrait

We will advise you how your child has performed in the assessment when their end of year report is sent home. Children that do not reach the expected level are re-assessed at the end of Year 2.

Library

Children will continue to bring a school library book home each week. This is a book of their own choice.



Monday - Dolphin
Tuesday - Starfish
Wednesday - Turtle
Thursday - Seahorse



Writing



The writing curriculum is broken into 3 elements;

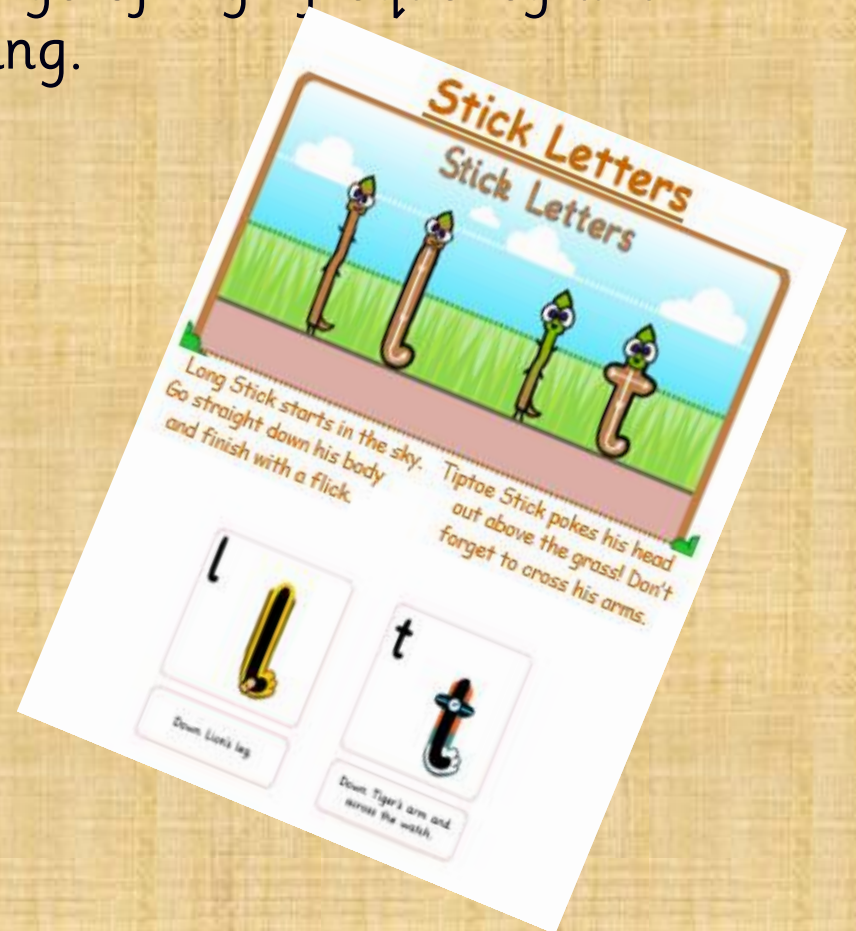
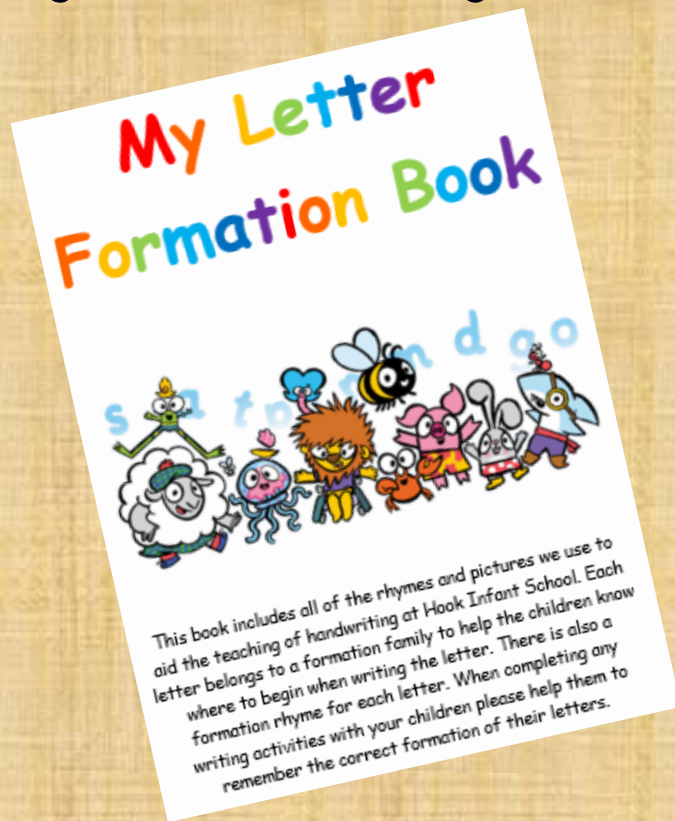
- Transcription - spelling and handwriting
- Composition and vocabulary – articulating ideas and structuring sentences with fluency
- Vocabulary, grammar and punctuation

Our writing is based around books and exploring texts linked with our topic each half term. Feel free to explore our topics through additional texts at home too – the more ideas the children have, the more confident they will feel when thinking up their own sentences.



Handwriting

Letters must be formed correctly and sitting on the line for them to reach the end of year expectations at the end of Year 1, and children must be able to spell a range of high frequency and tricky words correctly in their writing.



Mathematics

When transition is complete children will be participating in maths lessons on a daily basis during the morning.

The lessons will build upon work they have completed in Year R and will be fun and practical.



Mathematics

Main Year One Objectives:

- Counting 1 – 100 forwards and backwards
- Addition and subtraction to and within 20
- Counting in 1s, 2s, 5s and 10s
- Number bonds of 10 (10+0, 9+1, 8+2 etc) as well as related subtraction facts.
- Doubling and halving
- Money – teach through experience!
- Time – o'clock and half past
- 2D and 3D shapes
- Simple division and multiplication
- **A useful home booklet is available outlining all objectives**



Maths Rocket Challenges

Challenge 1: When you are out, look at a car registration plate and read the numbers. Can you add up the 1-digit numbers and find the total? Write the number sentence calculation you have found.



Challenge 2: Find 6 different sticks outside and order them from smallest to largest. Is there anything else you can order in terms of length?



Challenge 3: Practise counting back from 20. Challenge someone to complete a task in the time, e.g. can they put their shoes on whilst you count down from 20? Can they spread butter on toast whilst you count down from 20?



Challenge 4: Ask a grown up for a food item that can be shared easily, e.g. raisins, orange segments, chocolate buttons, grapes etc. Can you share them fairly within your family? How do you know each group has an equal amount?



Year 1 Autumn 1 Maths Rocket Challenges



Challenge 5: Collect 12 autumn leaves from the ground. Collect 5 more things you can find on the ground. How many have you got altogether? Write a number sentence to record your findings.



Challenge 6: Ask permission to help sort out the clean washing. How many single socks have you got? Can you put the socks into pairs? What has happened to the number? Line up the pairs of socks and count how many you have got. Can you count in multiples of 2 to find out how many socks there are altogether?



Challenge 7: Find 10 shoes. Close your eyes and ask someone to hide some of the shoes. Count how many you have left. Can you work out how many are hidden? Find them and check your answer. Can you write a subtraction number calculation to record one of your turns?



Challenge 8: Fill up a small empty container (e.g. yoghurt pot) with water and pour it into a larger container (e.g. pint glass). Count how many times you repeat this until the larger container is full. Can you use a measuring jug to see how many millilitres the larger container can hold?



Challenge 9: A cooking challenge! Ask a parent to help you find a recipe to make a meal or bake a treat of your choice. Can you help by weighing all the ingredients accurately?



Challenge 10: Count how many steps it takes you to travel across your kitchen. Is this more or less than your living room? Can you ask someone else to do it with you and see if they get the same number of steps? Think of a reason why it may have changed.



Record the challenges in any way you choose. For practical tasks, adults may want to sign to say the children have completed it. Bring your work into school when it is all completed for a special certificate!

English

Reading

- To accurately read words of two or more syllables.
- To develop their comprehension and response to texts.
- To read words accurately without overt sounding and blending.

Writing

- To form their letters on the line correctly, starting and finishing at the right place.
- To correctly demarcate their sentences with a capital letter and full stop.
- To use adjectives to form expanded noun phrases.
- To use 'and' and 'because' to extend their sentences.

At home you could:

- o Continue reading with your child on a regular basis.
- o Ask your child questions on what they have read.
- o Practise retelling and writing stories split into beginning, middle and end.
- o Ensure your child is forming their letters correctly when writing.

Science

- To recognise and sort things that are alive, have never been alive and were once alive.
- To learn the seven life processes for all living things.
- To understand simple food chains.
- To name a range of habitats and discuss adaptations some animals have made to live in these places.

At home you could:

- o Identify which plants and animals live in your garden.
- o Sort items to show they are alive, not alive, were once alive or never alive.

DT

- To explore and use mechanisms (wheels and axels).
- To design, build and evaluate.

At home you could:

- o Make a vehicle with moving wheels and axels out of junk.

Maths

- To count to and across 100 forwards and backwards.
- To partition numbers into tens and units.
- To find ten more and ten less of a number.
- To use the greater than, less than and equals symbols $<$ $>$ $=$.
- To count in steps of 2, 5 and 10.
- To find different combinations of coins that make the same amount.
- To add and subtract numbers.
- To compare and measure different lengths.

At home you could:

- o Partition numbers (e.g. 64. $60 + 4$ or $10 + 50 + 2 + 2$)
- o Practise recognising odd and even numbers.
- o Find ten more and ten less of a number.
- o Continue a number pattern (e.g. 2, 4, 6, 8, ... 5, 10, 15, ... 10, 20, 30 ...)
- o Practise 2x, 5x and 10x tables.
- o Order items depending on length, width or size.

Geography

- To recognise key places on a simple map.
- To develop an understanding of the location of our school.
- To recognise the difference between physical geographical features.

At home you could:

- o Draw a map of the route you take to school.
- o List human and physical features in the area around your house.

PSHE

- To recognise their own strengths.
- To understand why rules are useful.
- To explore their identity.
- To know how to keep their teeth clean and important.
- To recognise what makes a good friend.

Our Curriculum

- o Use lego to explore, make and improve simple designs.

At home you could:

- o Make a list of rules (for example ones that you have at home or road safety rules).
- o Discuss our school values and ways these can be shown outside of school.

Computing

- To type simple sentences confidently using the space bar, enter and caps lock.
- To design and make their own maze game.
- To fix problems in their work (debug).

At home you could:

- o Research different topics, for example: www.bbc.co.uk/schools/scienceclips
- o Play some games that require you to use the directional arrows on the keyboard to move.

Music

Following the Charanga music scheme:

- To explore pitch, pulse and rhythm.
- To compose their piece using a song.
- To perform their work.

At home you could:

- o Listen to a range of classical, contemporary and popular music.
- o Clap to the beat of the music.
- o Ask your child to perform a song or rhyme to you.

RE

- To identify and talk about thankfulness.
- To recognise how the concept of thankfulness is expressed by Christians at Harvest and Sikhs during Baisakhi.

At home you could:

- o Make a list of what you are thankful for.

PE

- To be able to confidently move in different ways.
- To be able to balance on different parts of their bodies.
- To move with control.

At home you could:

- o Practise balancing and moving with control.
- o Practise following instructions to complete a route.
- o Practise throwing and catching a ball.

School Website



LATEST NEWS: We are OUTSTANDING in all five areas from our recent Ofsted



Current Parents ▾

Prospective Parents ▾

Key Documents ▾

Performances

Contact



Current Parents ▾

Prospective Parents ▾

Our School Day

Vision & Values

News

Our Green School

Calendar

Term Dates

Lunchtime and Menus

Support Our School

Governing Body

Curriculum Subjects

Curriculum Statement

SDP overview

Year R

Year 1

Year 2

Welcome to Year 2 and Curriculum Maps



Trips

- Milestones Victorian School in Spring Term
- Living Rainforest trip in Summer Term



PE

Monday and Wednesday – Turtle

Tuesday and Thursday – Starfish

Wednesday and Thursday – Seahorse
and Dolphin

Come into school in your PE kit on this
day – please make sure earrings are
removed before school and long hair is
tied back.



Keeping Up to Date

- Letters and notices
- Parents Evening October
- Website
- Arbor
- School office
- Hook Infant School facebook
- Instagram @hookinf

We need your help!

If you are able to give some of your time to help us in school it would be greatly appreciated. We look for volunteers to help with reading, games and for walks and trips. A DBS check will need to be obtained from the school office.



Supporting your children and the school

- Read every night
- Talk to your child about their learning
- Volunteer if you can
- Amazon wishlist
- Donate boxes of tissues to your child's class



Every child matters

Children learn at different rates and through different experiences. We are here to ensure the progress of every child whatever their ability.



If you have any queries please make an appointment to see us.

THANK YOU

