St Mark’s Primary School

Year 1 Curriculum Morning

20th September 2019
The Year 1 Team

**Teachers**

Mrs Carter  
(Head of Year)

Miss Jamieson

Miss Hall

**Other adults who support in Year 1:**

Mrs Hygate  
Mrs Gatfield  
Mrs Parramore  
Miss Weller-Evans  
Miss Poet  
Mrs Beattie
The year to come

Concept lead

Year 1 Projects

Autumn 1 – Sensational Senses
Autumn 2 – Poles Apart

Spring 1 – Use your Imagination
Spring 2 – On the Move

Summer 1 – Flower Power
Summer 2 – Into The Woods
A typical day

• Early morning work and register
• Worship
• Phonics
• English
• Snack and playtime
• Maths
• Book Club
• Lunchtime
• Topic and challenges (discovery time)
• Afternoon playtime
• Handwriting
• Storytime
• Home-time

Please encourage your child to come into class on their own and put their belongings away.

Please ensure they have PE kits on Mondays, ready for the week and ensure all their kit is named.
Write sentences using finger spaces and begin to use punctuation (full stops, question marks, exclamation marks).

Spell common exception words, high frequency words and days of the week.

Name letters of the alphabet in order and use these names to show understanding of alternative spellings of the same sound, e.g. ai, ay, a-e.

Use phonics and spelling patterns taught to help spell unknown words.

Use joining words such as and to extend ideas.

Form all letters (lower and upper case) and numbers correctly starting and ending in the correct place.

Sequence sentences to form short narratives, e.g. story retells, information writing, instructions.

Write with increasing independence, composing a sentence orally before writing it.

Write Expectations
Read a wide range of stories, poems and non-fiction books.

Become familiar with traditional tales and fairy stories, retelling them and talking about their characteristics.

When reading, make predictions about what they think will happen next.

Use their increasing phonics knowledge to help decode unknown words.

Segment, blend and read real and unreal words.

Read common exception words and high frequency words with increasing confidence.

Read words with contractions, knowing that the apostrophe means an omitted letter(s).

Re-read books to build up their fluency and confidence in reading.
Please don’t read them before!
Year 1 Maths Expectations

- Count to and across 100, forwards and backwards from any number.
- Read and write numbers to 100; writing numbers to 20 in words and numerals.
- Count in multiples of 2, 5 and 10.
- Tell the time to the hour and half past the hour.
- Measure and begin to record length, height, weight, capacity and time.
- Find one more and one less than any given number.
- Add and subtract one and 2-digit numbers within 20.
- Know and use number bonds to all numbers within 20.
At Home
Please ...

Read with your child regularly.

Practise key words sent home.

Did you know a child who reads for 1 minute a day That is 180 minutes in a school year Learning 8,000 words.

A child who reads for 20 minutes a day 3,600 minutes in a school year Learns 1,800,000 words

Every Minute Counts

Allow your child time to play and explore their world around them.

Practise writing letters, their name and simple sentences.

Play with play doh and use scissors to develop hand control.
Mathematics at St Mark’s

Memory is the residue of thought.
Daniel Willingham

Maths is fun!
Why is maths so important?

• It is vital to lay secure foundations in early mathematics.
• We want children to engage with all areas of mathematics.
• To give children the tools to help them to develop a better understanding of the mathematical world in which they live.
Our aims are for children to...

- enjoy their Maths lessons
- have a deep and broad understanding of the curriculum
- be able to reason Mathematically by explaining and proving
- recall important number and concept facts
- be fluent in number, choosing the most efficient ways to solve problems
- take risks and be enthused by challenge
- feel like they can succeed and make progress
- be able to apply their knowledge in both Maths and other areas of the curriculum
- have a secure conceptual understanding of ideas
- be able to make connections and links between different areas of Maths
How we teach and support children’s mathematical learning at St Mark’s

• Daily whole class teaching of a concept to allow all children to master the learning.
• Practical exploration through a concrete, pictorial, abstract approach.
• Time for children to develop their fluency in a concept and practice.
• Spotting the maths around us.
We use concrete resources and visual aids where possible to help children build a conceptual understanding in all areas of maths.

Learning practically at school.

Linking the counting with structure

<table>
<thead>
<tr>
<th>Multilink</th>
<th>Number lines</th>
<th>Bead String</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diennes</td>
<td>Sorting Objects</td>
<td>Counters</td>
</tr>
</tbody>
</table>

There are 7 apples so the whole is 7.
4 apples are red so the red apples represent 4/7.
3 apples are green so the red apples represent 3/7.
For example...

Let’s make a number 1-10 using any of the concrete apparatus on the table.

Matching the digit cards to the resources connects the abstract and concrete.
Part-Part Whole Model

The part-part whole model can be used to help represent the number.

Diagrams can help children to understand and visualise the structure of numbers and number sentences.
The children show their understanding of a concept by representing in different ways.
The importance of vocabulary: reasoning and explaining.

• Stem Sentences

What could the five counters represent?

Not all Maths is just wrong or right. In order to show a deep understanding about a concept, children need to be able to explain their thinking using Mathematical vocabulary.

https://www.ncetm.org.uk/resources/49824
The children use a variety of resources to solve addition and subtraction problems.

There are 7 apples so the whole is 7.
4 apples are red so the red apples represent 4/7.
3 apples are green so the red apples represent 3/7.
For example ...

Children will practise the procedure before applying it to problems, allowing them to deepen their understanding.
Fluency and Deeper Thinking

In order to embed skills and understanding, children will solve more complex problems which will deepen their understanding of a concept using language.

Alex is counting.

How do you know that Alex is counting backwards?

9, 8, 7, 6, 5

Tom says he has 61
Is he correct?
Explain your reasoning

How many different numbers can go in the box?

13 < [ ] < 20

Using number cards 0 to 10, how many different ways can you complete the boxes below?

one more

Complete the part-whole model and write four number sentences to match.

28

[ ] + [ ] = [ ]

[ ] + [ ] = [ ]

[ ] = [ ] + [ ]

[ ] = [ ] + [ ]
For example…

I can partition 2 digit numbers

Complete the part-whole model and write four number sentences to match.

\[
\begin{align*}
28 &= 20 + 8 \\
26 + 8 &= 20 + 8 \\
28 &= 10 + 18 \\
19 &= 10 + 9
\end{align*}
\]

20 + 2 = 22
2 + 20 = 22
22 = 20 + 2
22 = 2 + 20

80 + 7 = 87
7 + 80 = 87
87 = 80 + 7
87 = 7 + 80

Are there enough leaves for the caterpillars?
No

Can the family all travel in a 6 seater car?

Explain how you know.
Learning their number facts and times tables is fundamental for solving more complex number problems as this knowledge is required for most areas of Mathematics.

National Curriculum – Statutory Guidance for multiplication and division tables

Year 2
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.

Year 3
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Year 4
Recall multiplication and division facts for multiplication tables up to 12 x 12.
Thank you for listening.

Any questions?
Join us back in the classrooms

I can partition numbers up to 10 in different ways.

- Resources will be out on tables – encourage your children to explain how they use them
- Encourage the use of stem sentences and language.
- Feel free to question their understanding – how do you know? Can you explain that to me?
- Please help your child to complete the learning but try not to do it for them – use resources and questions to support them.