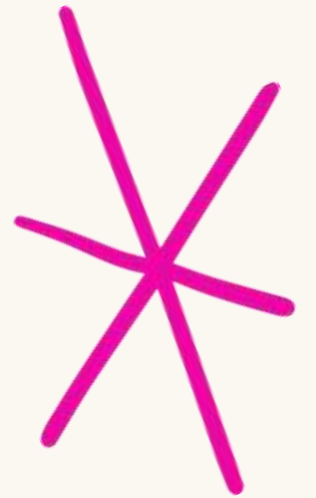




Year 1



PARENT WORKSHOP

By Miss Woodcraft



Welcome to Year 1! It is lovely to see all the children back in school. They have settled in well and are getting used to our new routines.

I am eager to share lots of interesting and exciting lessons and learning with the children.

I hope you will find these slides useful, if you have any questions please do not hesitate to send an email to the office which will then be forwarded to myself.





School day

Children can start coming in to school at 08:40 with all children in class by 08:50. At the end of the day, children can be collected between 15:20 and 15:25.

Our lunch time is between 12:00 and 13:00.



Absences

Please inform school on the first day of absence that your child is not in school. We are required by law to log the reason for any absence. If we do not know why your child is not in school, the absence will be recorded as unauthorised and shown on your child's report at the end of the year.

If your child has a medical appointment, please email the school office with confirmation of this. This is a requirement of the local authority. Children are expected to return to school if possible.

Lateness into the classroom must be avoided as children who are late miss vital teaching points.

As you are aware, holidays cannot be authorised in school time.



What to wear:

Pupils at St Thomas's are expected to wear school uniform every day except their PE days when they are to come in their sports kit.

Our full uniform list can be found on our website.

Please remember to label all clothing so that it can easily be identified and returned to you.

We ask that children use only the reading bags.

Girls:

Royal blue sweat shirt or cardigan. Bright yellow polo shirt.

Grey skirt, pinafore or trousers, White socks, grey or black tights. Black school shoes (no trainers)

Yellow/white gingham dress is optional for Summer

Boys:

Royal blue sweat shirt. Grey trousers or shorts. Bright yellow polo shirt.

Grey or black socks. Black school shoes (no trainers)

*Personal Property:
Children are asked to leave valuable possessions at home as school cannot be held responsible for its safety.*

PE Kit:

Indoor:
Navy short, plain white T-shirt and black plimsoles. Your child will need a named drawstring bag to be hung in the cloakroom.

Outdoor:
Navy tracksuit and trainers.

PLAYTIMES AND DINNER TIMES



- **PLAYTIMES:**

We have one playtime in the morning and one in the afternoon. The afternoon playtime will be a 10 minute exercise session.

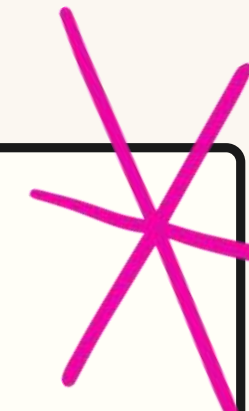
Children need to bring a coat to school every day and in warm weather, a sunhat and sun cream is recommended. Please name all of these items.

As a health promoting school, KS1 children are provided fruit for their snack.

We ask that you ensure that your child brings their water bottle to school each day.

- **DINNER TIMES:**

We strongly encourage children to choose a school dinner, as storing backed lunch boxes has to be in their classroom and are not kept refrigerated.





HOME TIME:

For your child's safety, we ask that all infant children are collected by one responsible adult at their individual time. If a different adult than usual is to meet your child, please inform school via email or speak to your child's class teacher.

Children can meet their parents outside the school gate from Y4 onwards, once you have sent an email confirming this to the school office. Please remind your child to come back into school if they cannot see you.

If older children are to go home alone, please make sure they understand the importance of going straight home.



Communication

We hope to communicate with parents as effectively as possible at St Thomas through:

- email
- regular Newsletters via email
- Dojos



Please also check your child's reading bag to make sure that you do not miss information sent out.

If you have any concerns or information that you feel we need to know, please contact your child's class teacher by emailing the school office.

Our school website also contains key event information.



Physical activities



Your child will have a PE lesson twice each week. These will be on Mondays and Fridays. Please ensure your child comes to school in their kit on these days.
Please note, no football shirts are to be worn for PE.

We ask that children's indoor PE kits are kept in school at all times in a named PE school drawstring bag. We will send these home each half term for you to check for size.

The authority's policy is that all watches and earrings must be removed before undertaking any physical activity. It would be helpful if these were not worn on the days that your child is involved in PE or games.

Spellings and Reading

We expect children to read every day and for reading records to be signed, 5 minutes a day is adequate.

Spellings will be handed out on Fridays and will be tested every week on Fridays.

Spellings will be given out weekly via their spelling book.

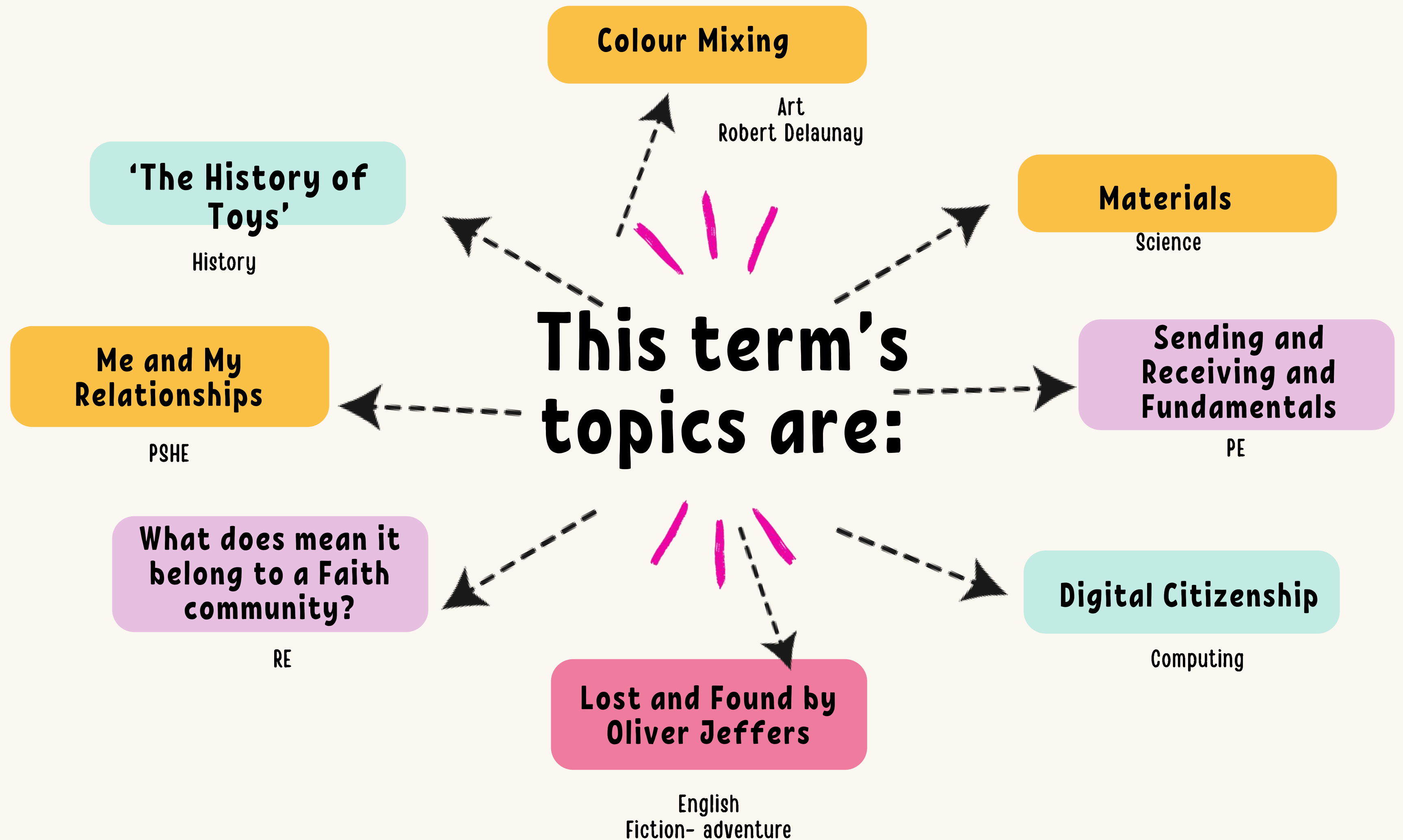


Reading

As class teacher, I will let you know when I have read with your child.
Please can you do the same through their reading record.

We ask that you read daily with your child. Once your child has read their book, please sign in their reading record 'book finished'. Your child needs to change their reading book at least twice per week. This may vary a little due to the number of pages in different books.





Literacy Skills - Writing

Children have to be able to achieve this standard over a range of genres and on several occasions

Below is an example of the expected level

A long time ago a boy called Jake he will stay the for 2 ~~weeke~~ weeks. They were onuy gowing there on hollday.

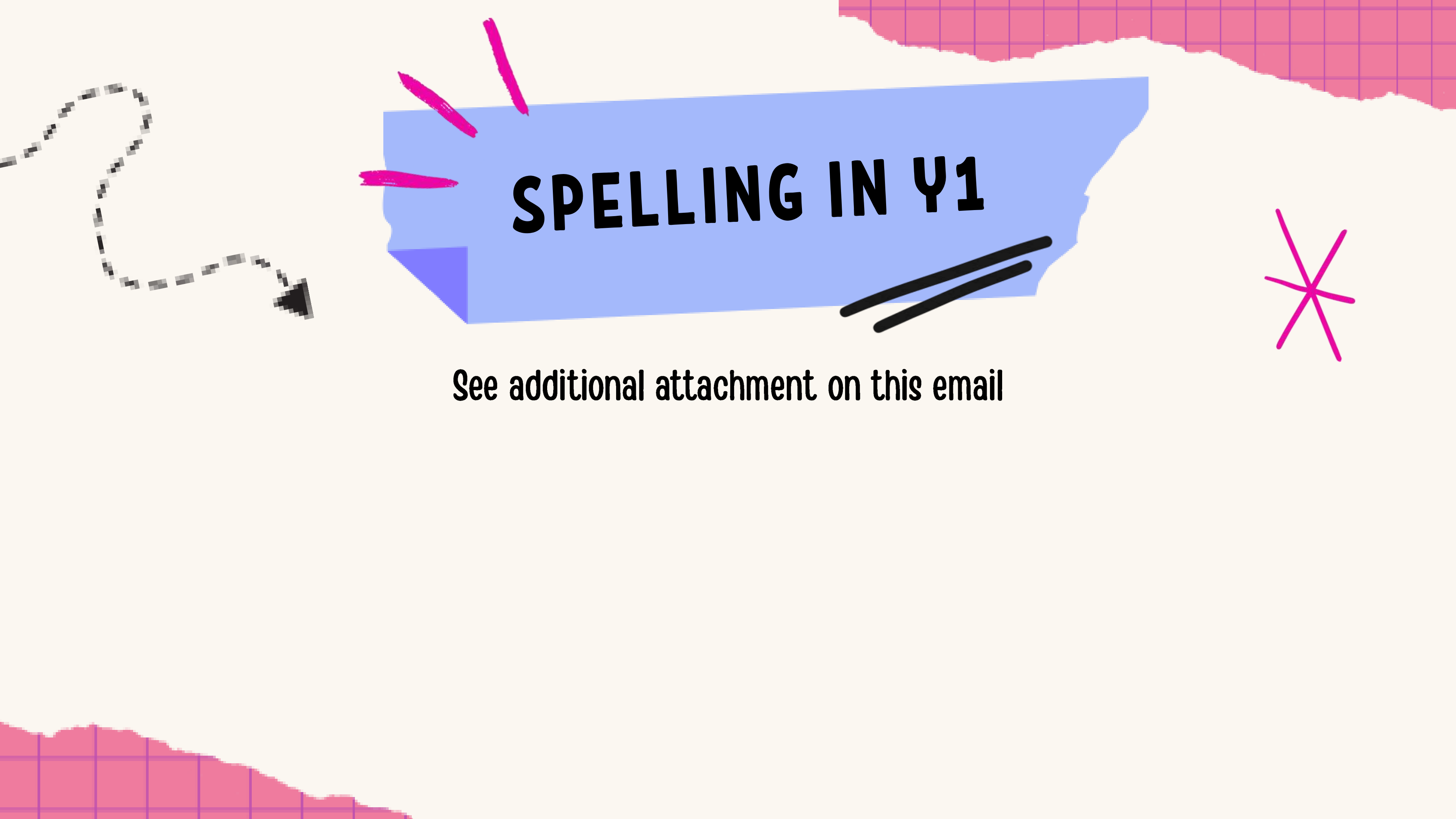
He always wanted to see a bonsai On the way they saw a forest.

They went on a bullet train. **Then** when they got off the train they went in the forest. Jake ~~fond~~ **fownd** a bonsai.

Jake fownd a old house. he decided to live in it. Jake fownd it fery coftbel in it.

Sudently Jake saw that a big huge scary bonsai monster. The bonsai monster was chasing Jake. Jake was scard he didn't know what to do. When Jake was running he found a tree he cut it down.

Then the monster fell down. ~~Then~~ Next out of knowwere a man with an acs slict the bonsai. Next the bonsai came back to nomat. What a amazing adventer!

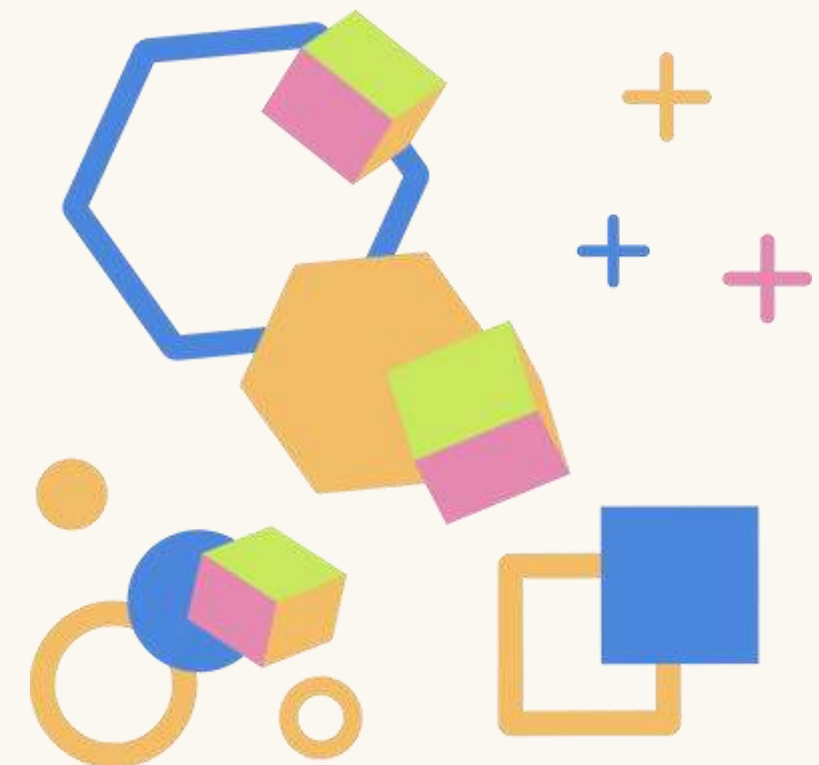


SPELLING IN Y1

See additional attachment on this email

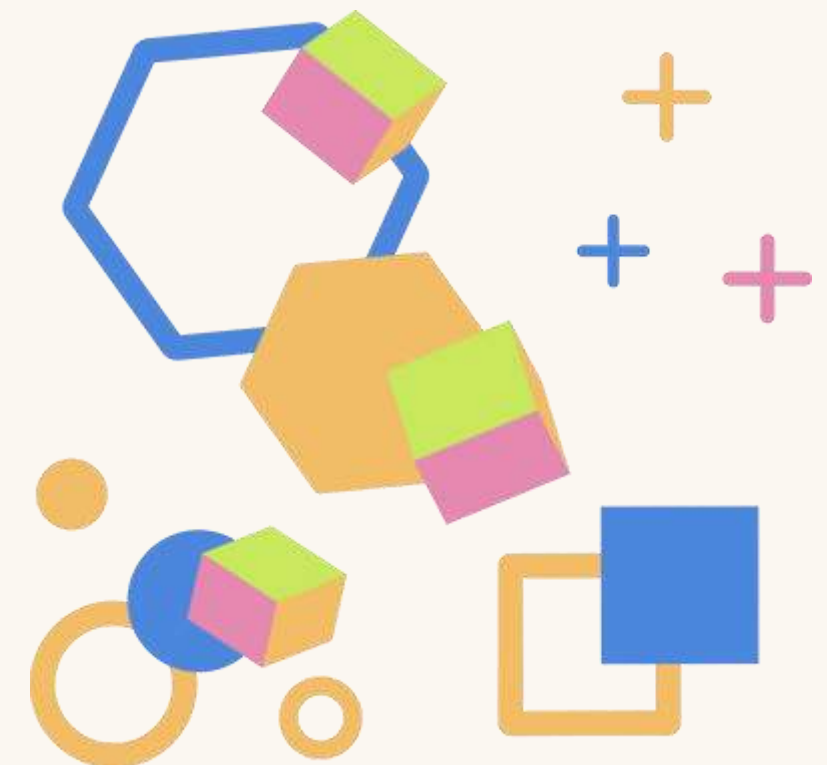
Calculation skills - Mental Arithmetic

- Number bonds to 10 and then to 20
- Counting on and back up to 20 and then 100 from any given number
- Count, read and write numbers to 100
- Can add 3 single digit numbers mentally $2+4+7=$
- Partition tens and units $24 = 20 + 4$
- Count in 2s, 10s and 5s
- Identifying patterns
- Double and half numbers to 20

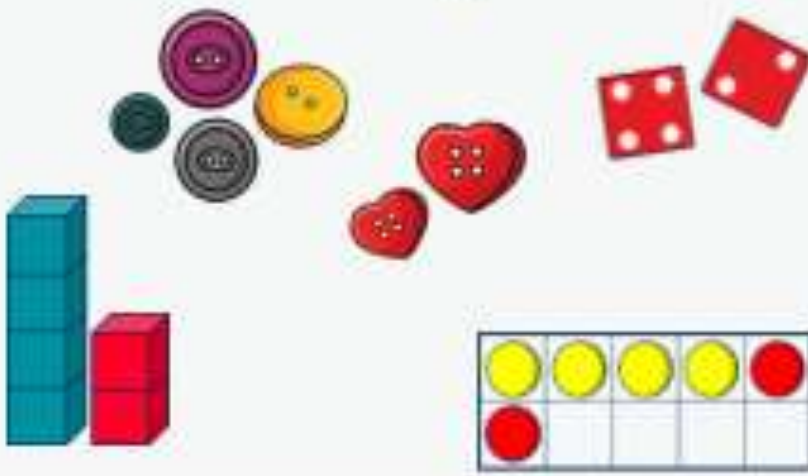
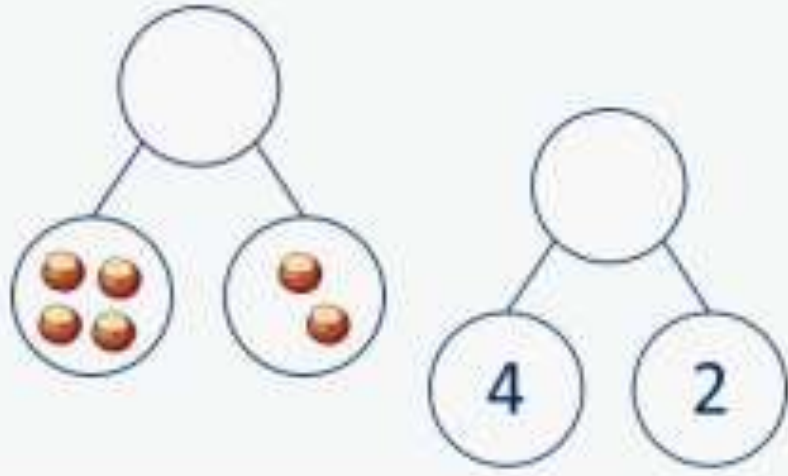
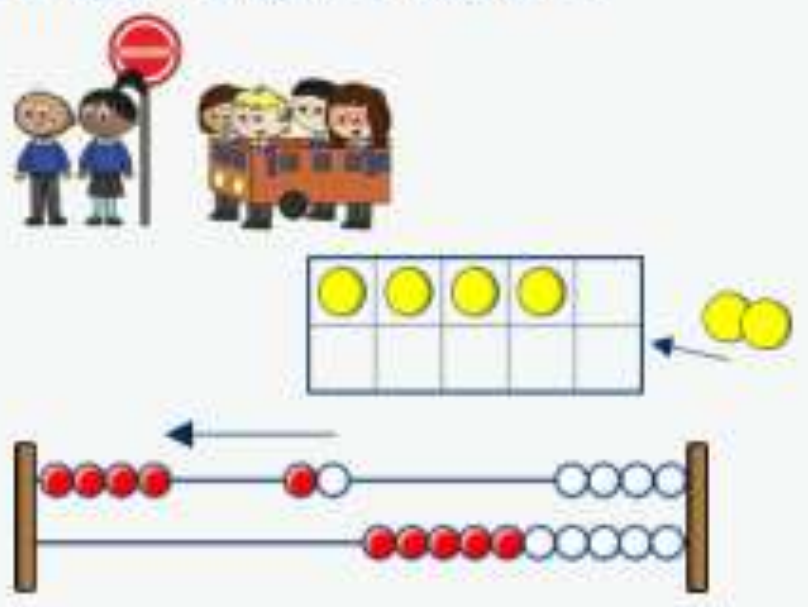
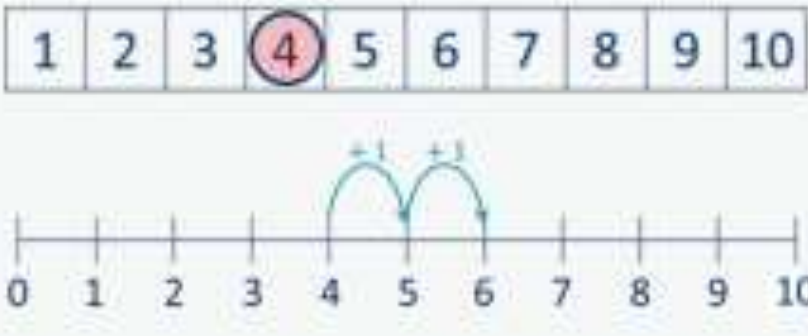


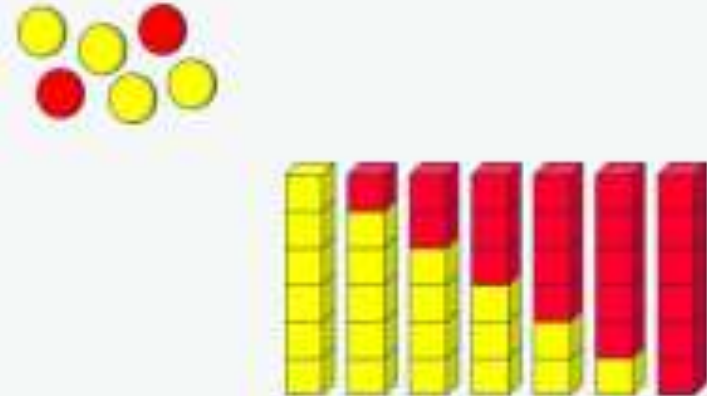
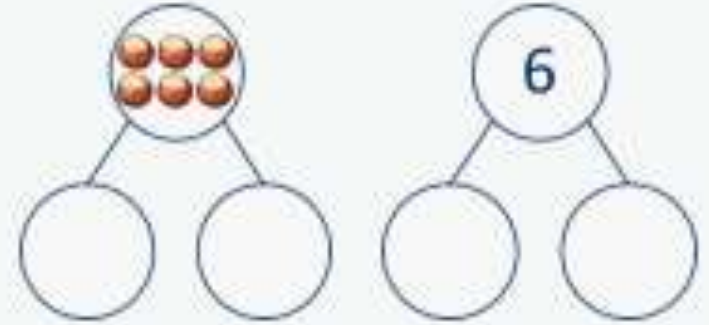
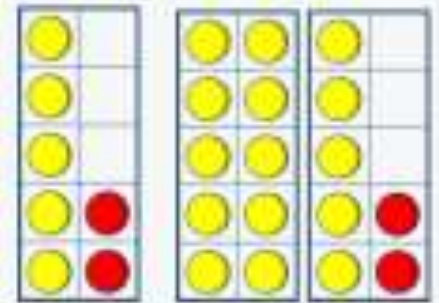
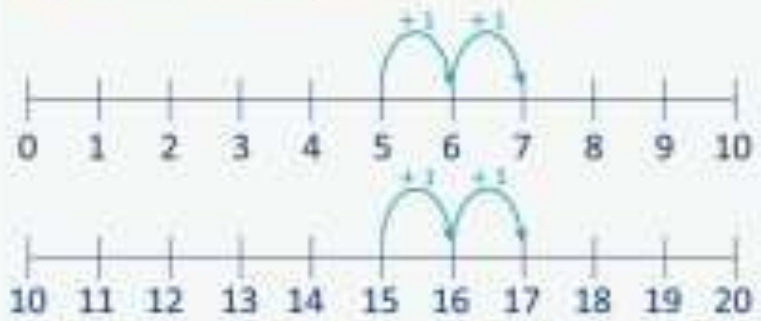
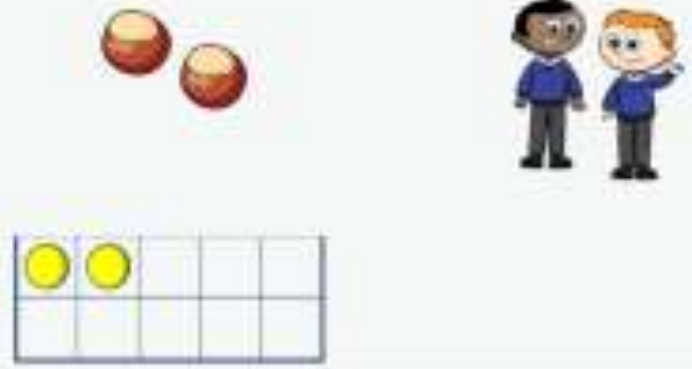
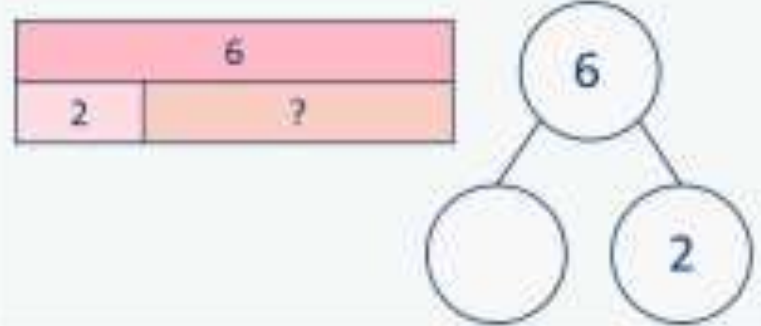
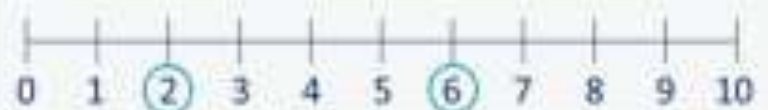
Written Calculations

- Add and subtract one -digit and two-digit numbers to 20
- ‘Groups of’ to start recording multiplication and division
- Solve one step problems in addition, subtraction, multiplication and division.

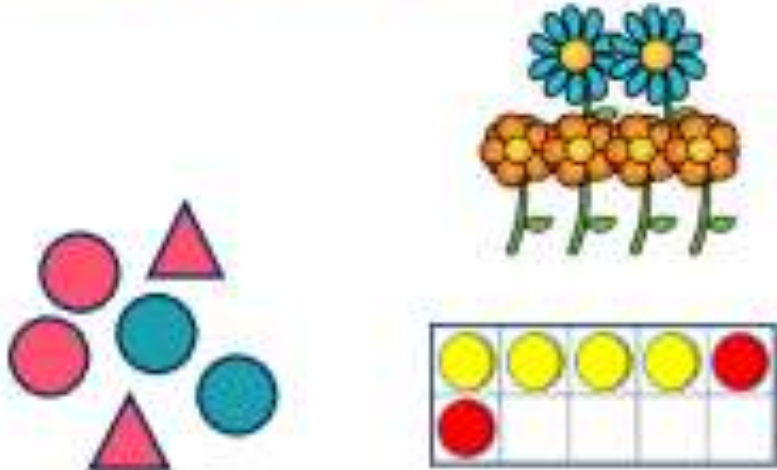
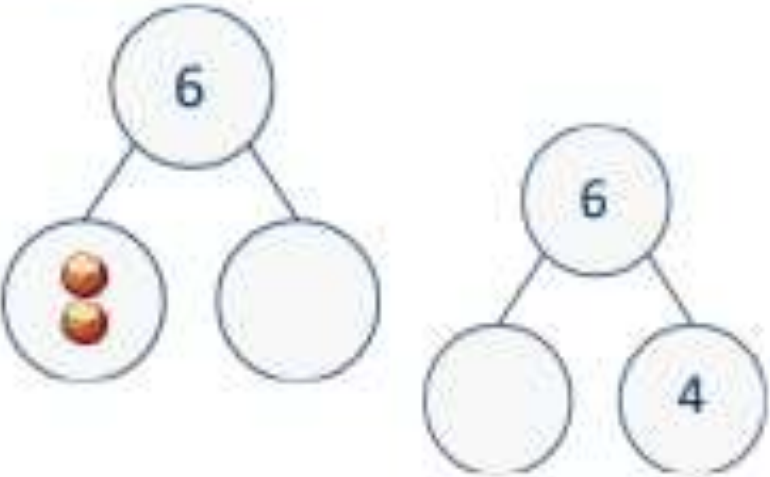
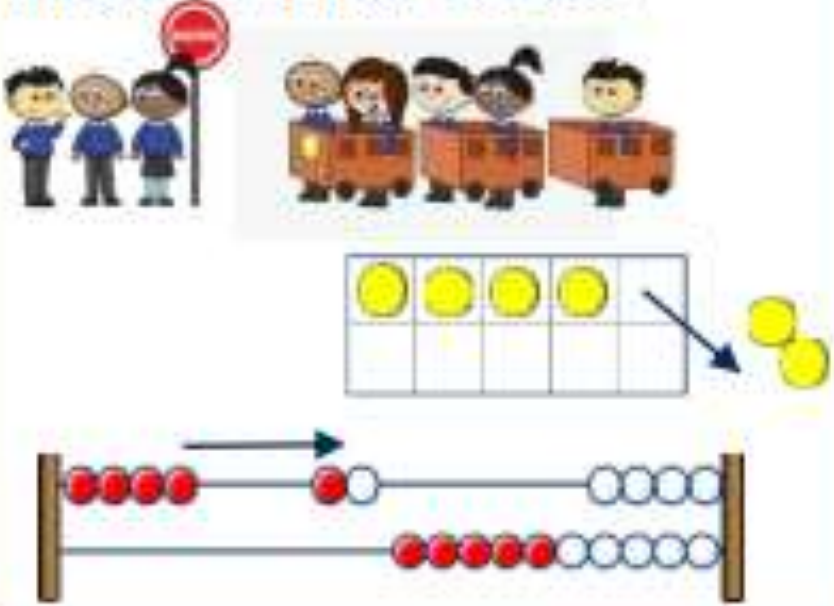
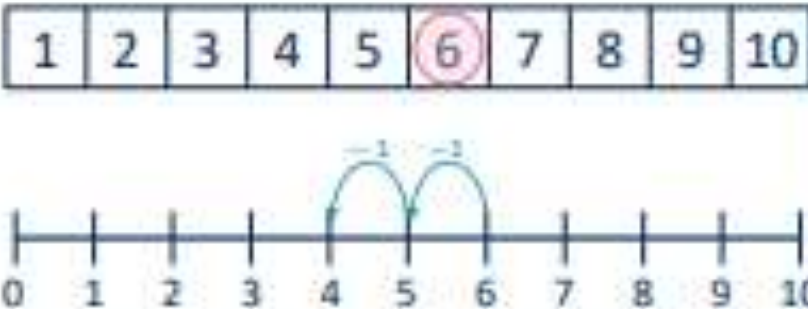


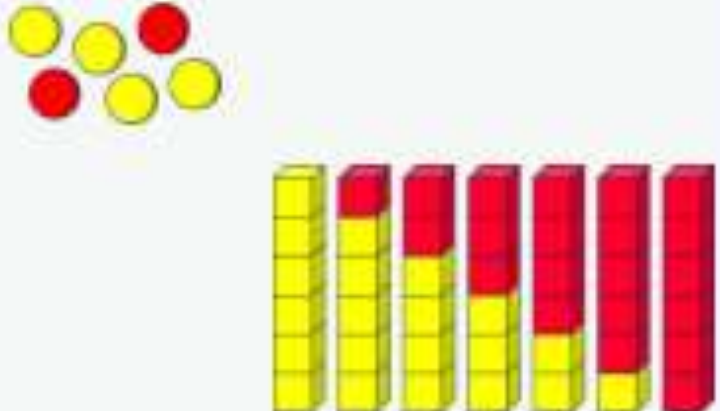
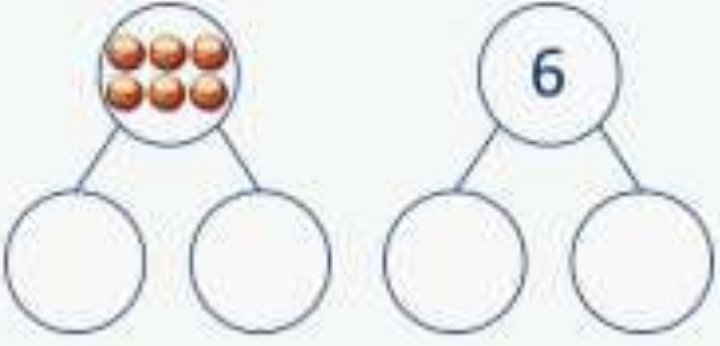
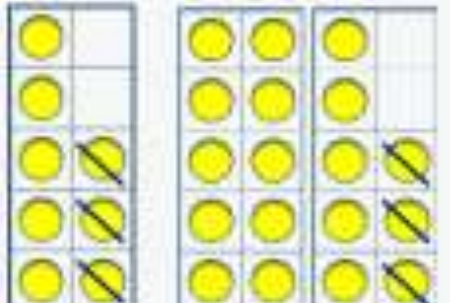
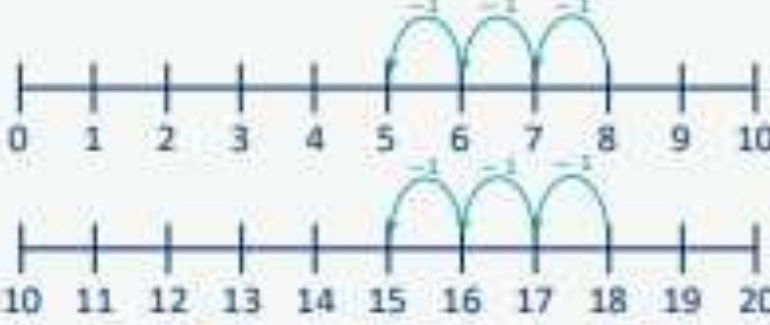
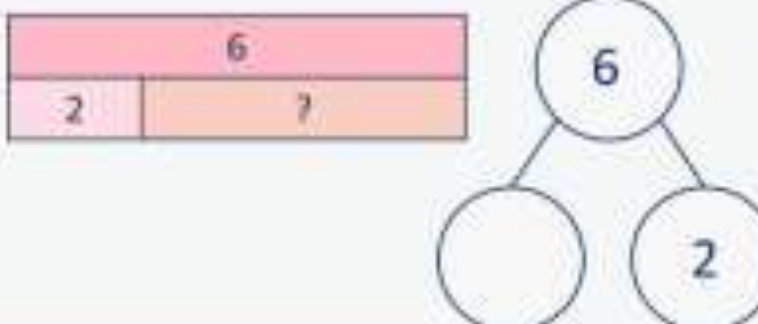
Addition

Progression of skills	Key representations		
Add together (aggregation) 2 quantities are combined to find the total.	There are ... There are ... There are ... altogether. 	... is a part. ... is a part. ... is the whole. 	... plus ... is equal to is equal to + ... $4 + 2 = 6$ $2 + 4 = 6$ $6 = 4 + 2$ $6 = 2 + 4$
Add more (augmentation) A quantity is increased.	First... Then... Now... 	I start at ... I jump on ... I land on ... 	... plus ... is equal to is equal to ... + ... $4 + 2 = 6$ $2 + 4 = 6$ $6 = 4 + 2$ $6 = 2 + 4$

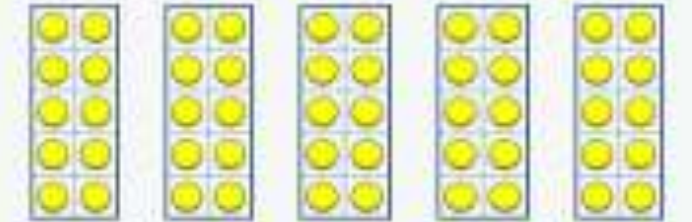
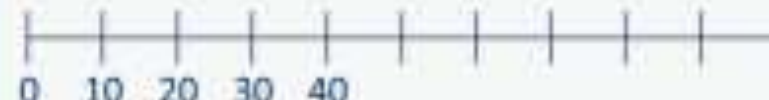
Progression of skills	Key representations		
Bonds within 10 Include bonds for each number within 10 Encourage children to notice patterns.	... is made of ... and and ... make ... 	... can be partitioned into ... and ... 	... plus ... is equal to ... $6 + 0 = 6$ $5 + 1 = 6$ $4 + 2 = 6$ $3 + 3 = 6$ $2 + 4 = 6$ $1 + 5 = 6$ $0 + 6 = 6$
Related facts within 20 Make links to known facts.	I know that ... and ... = ... so ... and ... = ... 	... more than ... is ... so ... more than ... is ... 	What patterns do you notice? $5 + 2 = 7$ $15 + 2 = 17$ $7 = 5 + 2$ $17 = 15 + 2$
Missing numbers Make links to known facts.	How many more do you need to make ...? 	If ... is the whole and ... is a part, the other part must be... 	... plus ... is equal to ... $2 + \square = 6$ $6 = 2 + \square$ 

Subtraction

Progression of skills	Key representations		
Find a part Link to number bonds and known facts. E.g. $2 + 4 = 6$ so if 6 is the whole and 4 is a part, the other part must be 2	There are ... in total. ... are ... How many are not ...? 	... is the whole. ... is a part. ... is a part. 	... subtract ... is equal to is equal to ... - ... $6 - 2 = 4$ $6 - 4 = 2$ $4 = 6 - 2$ $2 = 6 - 4$
Take away A quantity is decreased.	First... Then... Now... 	I start at ... I jump back ... I land on ... 	... minus ... is equal to is equal to ... - ... $6 - 2 = 4$ $6 - 4 = 2$ $4 = 6 - 2$ $2 = 6 - 4$

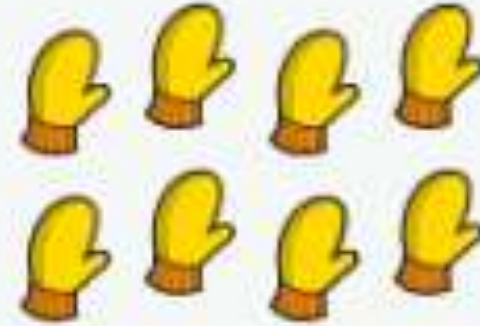
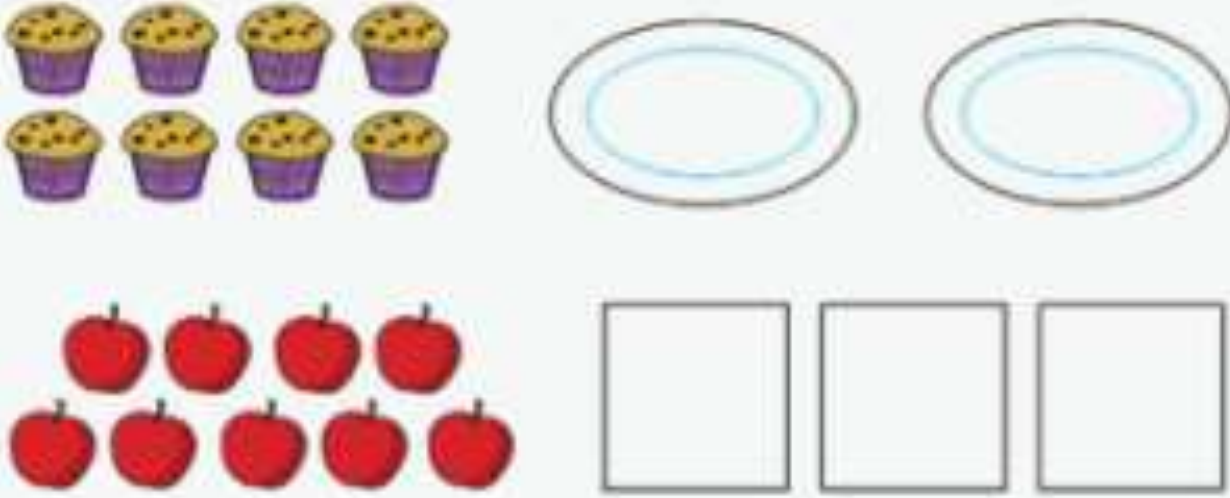
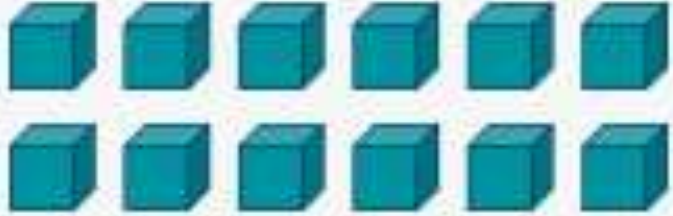
Bonds within 10 Focus on subtraction facts. Encourage children to notice patterns.	... is made of ... and and ... make ... 	... can be partitioned into ... and ... 	... minus ... is equal to ... $6 - 0 = 6$ $6 - 1 = 5$ $6 - 2 = 4$ $6 - 3 = 3$ $6 - 4 = 2$ $6 - 5 = 1$ $6 - 6 = 0$
Related facts within 20 Make links to known facts.	I know that ... minus ... = ... so ... minus ... = ... 	... less than ... is ... so ... less than ... is ... 	What patterns do you notice? $8 - 3 = 5$ $18 - 3 = 15$ $5 = 8 - 3$ $15 = 18 - 3$
Missing numbers Make links to known facts.	How many do you need to subtract to make ...?  	If ... is the whole and ... is a part, the other part must be... 	... minus ... is equal to ... $6 - \square = 2$ $2 = 6 - \square$ 

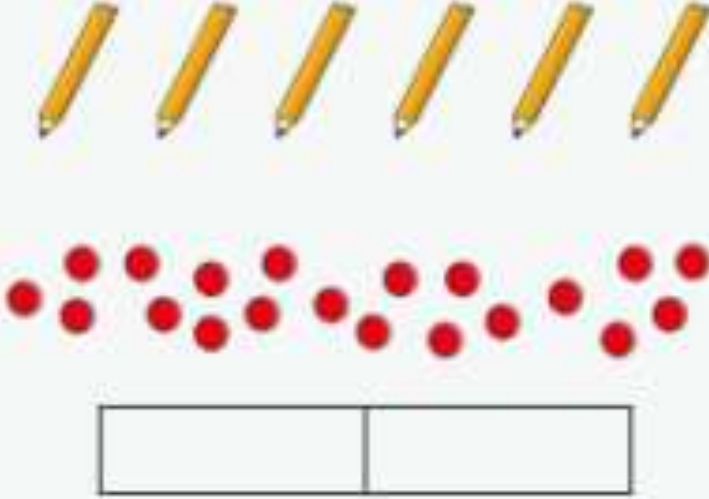
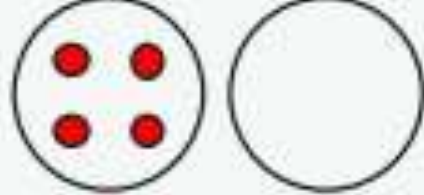
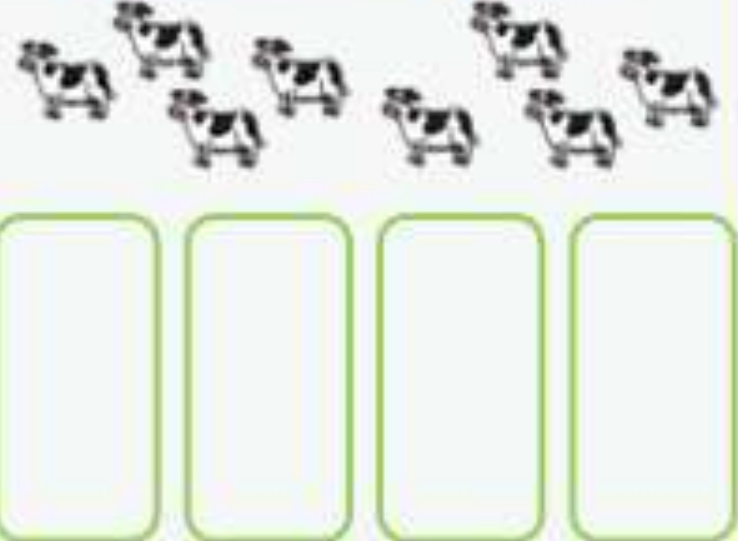
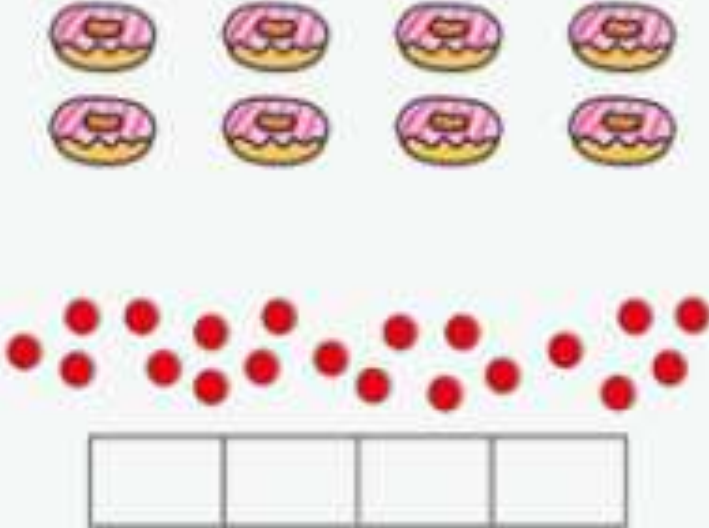
Multiplication

Progression of skills	Key representations																																																												
Count in 2s, 5s and 10s Begin by counting objects that naturally come in 2s, 5s and 10s, for example pairs of socks or fingers.	There are ... equal groups of ... There are ... altogether.   	Continue to colour in ...s What do you notice? <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr></table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Complete the number track/number line by counting in ...s. <table border="1"><tr><td>5</td><td>10</td><td>15</td><td>20</td><td></td><td></td><td></td><td></td></tr></table> 	5	10	15	20				
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Add equal groups (repeated addition) Children should be able to write a repeated addition to represent equal groups and to draw pictures or use objects to represent a repeated addition.	There are ... groups of ... There are ... altogether.  $10 + 10 + 10 = 30$  $5 + 5 + 5 + 5 = 20$		What is the same? What is different? $2 + 2 + 2 =$ $5 + 5 + 5 =$ $10 + 10 + 10 =$ Use objects or a drawing to represent the equal groups and find how many in total.																																																										

Progression of skills	Key representations
Make arrays Children use their knowledge of adding equal groups to arrange objects in columns and rows.	There are ... rows of ... There are ... altogether. There are ... columns of ... There are ... altogether. 
Make doubles Children understand that doubles are two equal groups. Children may begin to explore doubles beyond 20 using base 10	Double ... is + ... = ... 

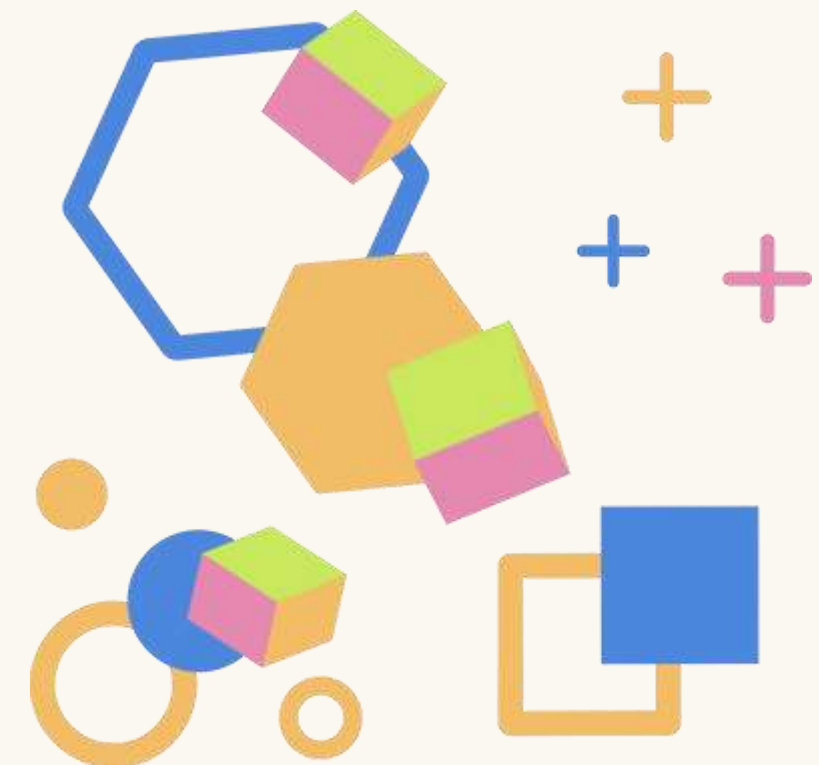
Division

Progression of skills	Key representations		
Make equal groups - grouping Encourage children to physically move objects into equal groups. They can also circle equal groups when using pictures.	There are ... altogether. How many groups of ... can you make?  	Circle groups of 2 There are ... groups of 2 	Take ... cubes. Make equal groups.  There are ... groups of ...
Make equal groups – sharing Encourage children to check that the objects have been shared fairly and each group is the same.	... have been shared equally between... There are ... on/in each ... 	Take ... cubes. Share them between ...  12 shared between ... is ...	

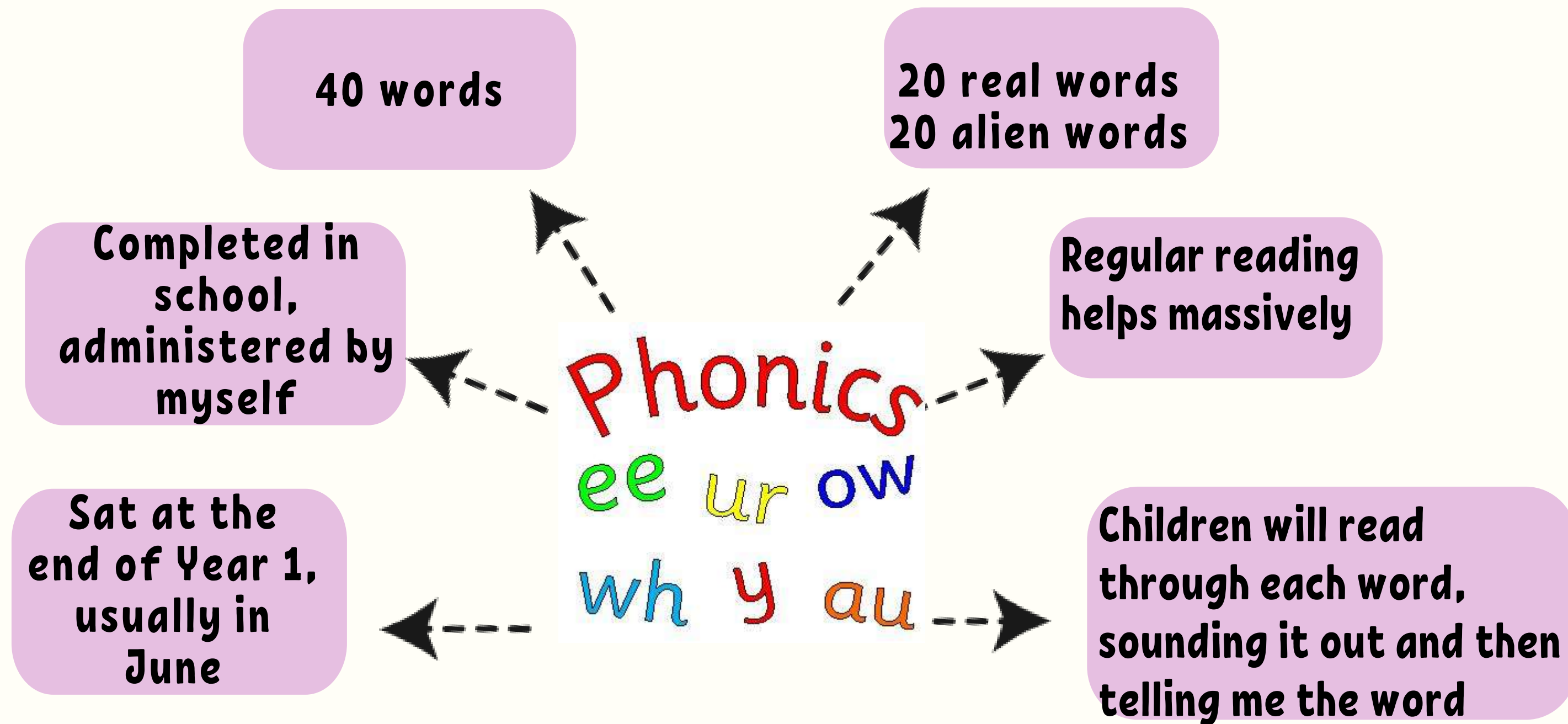
Progression of skills	Key representations		
Find a half Start with practical opportunities to share a quantity into 2 groups. Progress to circling half of the objects in a picture and then to finding the whole from a given half.	To find half, I need to share into 2 equal groups.  There are ... in each group.	Half of ... is ... 	If ... is half, what is the whole?  4 is half of ...
Find a quarter Start with practical opportunities to share a quantity into 4 groups. Progress to using pictures or bar models to find a quarter and then to finding the whole from a given quarter.	To find a quarter, I need to share into 4 equal groups.  There are ... in each group.	A quarter of ... is ... 	If ... is one quarter, what is the whole?  3 is one quarter of ...

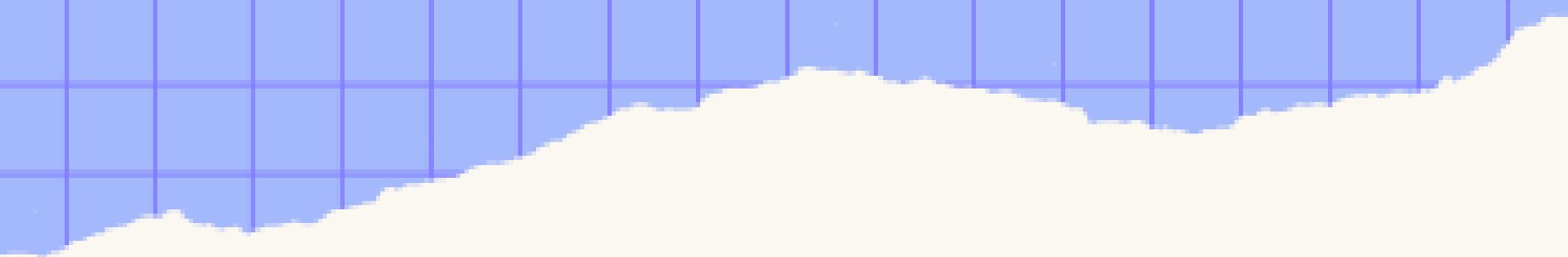
Maths Skills

- Shape, space and measures
- Money (1p, 2p, 5p, 10, 20p, 50p, £1, £2)
- Time – hour, half past.
- Non standardised units moving to cm & m, greater than and less than (weight)
- Regular, basic 3d and 2d shape names
- Can half then quarter of shape or quantity
- Handling data

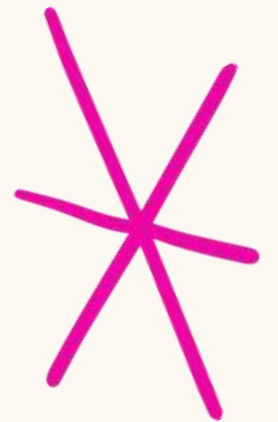


Phonics Screening Check





THANK YOU!



I hope you have found the information useful.

