

An Introduction to Year One (Age 5-6)

After a year in the Reception Class the children are confident in the school environment. New children will, of course, need time to settle and adjust to IBIS. We respect the previous learning that each child brings to the school situation and consider each child as an individual. There is a balance between child-initiated and teacher-initiated activities. The children work as a class, in small groups and individually. We encourage the children to take responsibility for their actions and to be able to make choices and decisions. The classroom is set up with developmentally appropriate learning opportunities. The progress of the children is continually assessed by the teacher through observation, discussion and assessment tasks.

Year 1 provides a happy, purposeful and well-managed environment. The children learn in a relaxed and stimulating atmosphere where the excitement of learning is evident.

The Year 1 classrooms each have a book corner, a role play area, sand and water play areas, space for creativity and two computers.

Literacy

Throughout the school year Literacy develops speaking, listening, reading, writing and spelling skills. In Year 1 children develop their understanding of the elements of stories such as the main characters and the sequence of events. Children are motivated to read for pleasure and for information. They understand how information can be found in non-fiction texts to answer questions about where, who, why and how. They retell narratives in the correct sequence using the language patterns of stories and listen to stories, songs, rhymes and poems. Children attempt writing for various purposes using features of different forms such as lists, stories and information. The children are encouraged to write using their knowledge of phonics. The spelling of high frequency words is taught.

The daily Literacy session begins with phonic work followed by a shared text or book. Word and sentence work is taught. After this the children divide into groups for guided and independent activities based on the phonics being taught or related to the shared text. There is a balance of 'guided' activities, a group working with a teacher or a teacher assistant and 'independent' activities where the children are encouraged to work on their own, with a partner or in a small group developing their concentration and work habits.

Mathematics

In Year 1 we follow the new Abacus Evolve Maths Scheme. We learn maths skills through playing games and practical activities. Children solve problems in a variety of practical contexts. They talk about the problem they are going to

solve and use practical materials, numbers and pictures to represent and organise their work.

The Maths session begins with whole class oral work and mental calculation to sharpen skills and is followed by the main teaching objective for the day. The children then complete activities in small groups, pairs or individually. Children who need extra support work with the teacher or teacher assistant. Those who are able to work more confidently are encouraged to extend their learning with challenging activities.

Information Technology

The children learn basic computer skills in the classroom and in the computer room: simple word-processing including saving, loading and printing their work; using an art package; data handling and working with the 'Bee-Bot', a programmable toy; coding. Each class has two computers and two iPads. The children visit the computer room once a week.

Topic Work

Topic work includes Science, History and Geography.

For Science the school follows the "Switched on Science" scheme.

Topics for Year 1

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Who am I?	Birthdays	Minibeasts and Habitats
Our School	Polar Adventures	Toys in the Past
Our Countries	Treasure Island: What do we need to survive?	Bikes and Cycling Safety
Light and Shadows		

English as an Additional Language (EAL)

Children in Year 1 with little or no English receive extra help from our specialist teachers. This varies according to the needs of the children. The EAL teachers work very closely with the class teachers. EAL children do not have German lessons.

German

The children have two lessons of German per week and are grouped according to their ability. There are two groups of German, one for native speakers of German and one for German as a foreign language. The German native speakers basically follow the English topics with the emphasis on other aspects so that subjects are not repeated.

Year 1 topics for German native speakers are:

- My family: what we do together; what are everybody's responsibilities; what do I like about my family
- My body and how it works: heart, lungs, skin, eyes, teeth

- Different materials: wool, wood, paper, plastic
- St. Martins
- Vehicles: the wheel, bicycle, car, plane
- What do we play with? What did our parents play with? Games and the meaning of rules
- Bikes and cycling safely
- Our neighbourhood
- The painters Joan Miró and Franz Marc

The pupils learning German as a foreign language cover the following topics which are mostly integrated into a story line: greetings and introduction - family - numbers - colours - clothes - classroom related things - parts of the body/being ill - animals - months of the year - seasons - weather - rooms in the house - shops - eating/drinking/setting the table - means of transport - hobbies - seasonal festivities

Sports

There are two Sports lessons per week. The children continue to develop fine and gross motor skills. They develop co-ordination: hand, eye and body movements. The hall is used for movement sessions, large and small apparatus and team games. They learn to share, take turns and become aware of basic safety when moving around and using the apparatus.

Art and Design

The children learn to record what they observe, remember and imagine in pictorial and 3D form. They use a variety of techniques to encourage their creative development. The children look at the work of famous artists and illustrators.

Music

We have two Music lessons per week with a specialist teacher.

Personal, Social and Health Education

There is a separate assembly for Key Stage 1 (Reception Class, Year 1 and Year 2) during which a moral or ethical topic is introduced. Many other topics are also discussed during the year.

Homework

- Books are taken home daily in a book bag; the books are changed weekly.
- Library books are taken home once a week: on Tuesdays in Y1/C and on Wednesdays in Y1/W.
- A homework activity is taken home once a week and reflects work covered at school.

- Please allow your children to make their own spelling choices when writing.

SPORTS KIT

T-shirt

Shorts

Jogging trousers and sweatshirt

Trainers for outside use

Socks

Soft sports shoes for inside use (optional)

Sports clothes should be taken home regularly to be washed.

The Sports Kit is to be kept in a bag at school

Sports days for Class 1:

Class 1/W Tuesday and Friday

Class 1/C Tuesday and Thursday

CHILDREN NEED CLOTHING FOR OUTSIDE PLAY EVERY DAY AND FOR EVERY KIND OF WEATHER:

Rubber boots, over trousers and a rain jacket

Key Objectives for Year One

Attainment Targets for Literacy

Attainment Target 1: Speaking and Listening			
Speaking	Listening and Responding	Group Discussion and Interaction	Drama
Retell stories ordering events using story language	Listen with sustained concentration, building new stores of words in different contexts	Explain their views to others in a small group, decide how to report the group's views to the class	Act out their own and well-known stories using voices for characters

Attainment Target 2: Reading			
Word Recognition	Word Structure and Spelling	Understanding and Interpreting Texts	Engaging with and Responding to Texts
Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable	Spell new words using phonics as the prime approach	Identify the main events and characters in stories and find specific information in simple texts	Visualise and comment on events, characters and ideas, making imaginative links to their own experiences

Attainment Target 3: Writing			
Creating and Shaping Texts	Text Structure and Organisation	Sentence Structure and Punctuation	Presentation
Independently choose what to write about, plan and follow it through	Group written sentences together in chunks of meaning or subject	Compose and write simple sentences independently to communicate meaning	Write most letters correctly formed and orientated using a comfortable and efficient pencil grip

Attainment Targets for Maths

Counting and Number Sequences
<ul style="list-style-type: none"> • Estimate then count a number of objects up to 30 • Count on in ones between 1 and 100 • Count on and back in 2s, 3s, 5s, 10s • Count a number of objects by grouping in 5s or 10s • Read numbers up to 20 in words and figures • Recognise the value of each digit in a 'teens' number • Within 0-30, say number that is 1 or 10 more or less

<ul style="list-style-type: none"> • Begin to know by heart doubles for numbers up to at least 10 • Begin to partition 2-digit numbers into T and U • Begin to recognise odd and even numbers up to at least 20
Addition and Subtraction
<ul style="list-style-type: none"> • Understand the operation of addition and subtraction and use related vocabulary • Know by heart all pairs of numbers with a total of at least 10 • Begin to recognise that addition can be done in any order • Use the + - and = symbols to record additions and subtractions • Count on 1, 2, 3 or 4 from a given number • Begin to use patterns of similar calculations (e.g. $10 - 0 = 10$, $10 - 1 = 9$, $10 - 2 = 8$, ...) • Find a small difference between two numbers by counting on • Begin to recognise that more than two numbers can be added together • Add and subtract 9 by adding and subtracting 10 • Add a 1-digit number to a 2-digit number
Shape
<ul style="list-style-type: none"> • Describe features of familiar 2D and 3D shapes • Describe position: above, below, beside, left, right, make turns
Measure
<ul style="list-style-type: none"> • Compare two lengths, masses or capacities by direct comparison • Estimate then measure lengths, masses or capacities recording estimates
Data
<ul style="list-style-type: none"> • Create and analyse simple charts
Time
<ul style="list-style-type: none"> • Read the time to the hour, half hour and quarter of an hour • Know days of the week, months, seasons • Order familiar events in time • Begin to measure time in minutes
Money
<ul style="list-style-type: none"> • Recognise coins of different values • Find totals of sets of coins and give change
Application of Knowledge
<ul style="list-style-type: none"> • Use mental strategies to solve simple problems using counting, addition, subtraction, doubling and halving and explaining methods and reasoning orally

German as a Foreign Language

At the end of Year 1 your child should be able to:

1 Listening

Understand and respond to words and short phrases
Identify familiar items e.g. point to corresponding picture
Respond to songs and games
Follow simple, familiar stories

2 Speaking

Respond briefly to what is seen or heard

Ask and answer simple questions

Participate in short role-play situations

Deutsch als Muttersprache

Am Ende von Year 1 sollte Ihr Kind in der Lage sein:

1 Hören

Fragen/Arbeitsaufträge zu verstehen und darauf zu reagieren

Einem Text mit bekannter Thematik zu folgen

2 Sprechen

Verständlich zu erzählen

Sich eifrig am Unterricht zu beteiligen

Einen passenden Wortschatz zu gebrauchen

Grammatikalisch richtige Wort- und Satzformen zu gebrauchen

Social Studies Attainment Targets

Knowledge and Understanding of the World

At the end of Year 1 your child should be able to:

Know and recount episodes from stories about the past

Express their views on features of the environment of a locality

Use resources that are given to them and their own observations to ask and respond to questions about places and environments

Communicate their findings in simple ways

Recognise and name external parts of the body

Identify different materials e.g. plastic, paper, metal, wood etc. and be aware of their properties e.g. magnetic, floating/sinking, recyclable

Know that some materials can be changed by bending, twisting, squashing and stretching

Music Attainment Targets

At the end of Year 1 your child should be able to:

1 Performing

Perform long and short sounds using vocals and body percussions

Sing songs from memory

Perform long and short sounds on percussion instruments

2 Listening

Differentiate and identify sounds made by untuned percussion instruments

Respond to long and short sounds through movement

Differentiate and identify high and low sounds and instruments and relate them to characters in a story

Respond to high sounds through movement

3 Appraising

Talk about long and short sounds

Talk about high and low sounds

Information Technology Attainment Targets

At the end of Year 1 your child should be able to:

Use computers with increasing confidence and independence

Use computers to generate pictures

Produce word processed texts

Print work and be aware of saving and loading

Control a floor robot: the 'Bee-Bot'

Use code to make things happen

Creative Development Attainment Targets

At the end of Year 1 your child should be able to:

Control scissors

Use stapler, sellotape and glue effectively and safely

Work independently and follow instructions where appropriate

Communicate his/her ideas about his/her work

Draw and model with a variety of materials and techniques

Work from memory, observation and imagination

Be aware that other colours can be made from primary colours

Be aware of the work of artists and illustrators and imitate their styles

Physical Development Attainment Targets

At the end of Year 1 your child should be able to:

Move about the space in different directions and at different speeds

Cooperate and work safely

Show some coordination and balance
Show ball control appropriate to their age
Use large apparatus confidently
Understand the need for rules in games
Build sequences in dance activities
Create a dance by putting moves together
Develop general motor skills