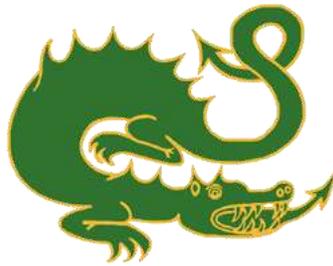


**Leechpool Primary**

**Welcome to Year 1**

**Information for parents**



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# Welcome letter

Dear Parents and Carers,

Welcome to Year 1!

This is an exciting and important year for you and your child as you move from Early Years into a more formal school based approach. We aim to provide a smooth transition between year groups, as it is of great importance to us that the children are supported in the best way possible, to ensure they feel safe and happy to learn.

We are incredibly excited to be starting a new school year with such an enthusiastic group of learners. Ahead of us are some brilliant learning themes, a few exciting extras and a lot of enjoyment.

We hope this booklet will give you a wealth of information about the environment, curriculum and requirements of Year 1 and will answer many of the 'start-of-year' questions you are likely to have. Each half term you will receive a more detailed version of curriculum specifics however this booklet gives an overview of the year.

On a final note, we would welcome any parents into our year group to help in class on a regular basis or for a specific purpose. If you are able to offer your time, please get in touch with your child's class teacher to arrange a suitable time.

*The Year 1 Team*

## **As a school we aim to:**

- We aim to promote an exciting, creative and supportive learning environment, which energizes each child to value themselves and maximize their potential
- We aim to give our learners the highest standard of education, through excellence and innovation in teaching, linked with a relevant and engaging curriculum which recognizes children's needs and individual learning styles.
- We aim to equip each child with life skills so that they may become confident, responsible, caring adults of tomorrow, within an ever-changing, multi-cultural society.

The staff working in the Year 1 team are:

Name	Role
Miss Ana Repiso	Hedgehog Class Teacher
Miss Ellie Bennett	Squirrel Class Teacher
Mrs Michelle Letley	Learning Mentor/Higher Level Teaching Assistant
Miss Sarah Cullern	Support Teacher
Mrs Wendy child	Teaching Assistant
Mr Austen Salisbury	Learning Support Assistant

## The School Day

Our school day runs from 8:55 a.m. until 3 p.m., with a lunch break from 12:00 - 1:00 p.m.

It is important that all children arrive on time every day.

The school gates will be open from 8.30 a.m. and the doors to the Year 1 cloakrooms will be open from 8.35 a.m., with an adult on duty to take messages and welcome the children in to school. Pupils in Year 1 go straight to their classrooms, sort out their belongings and read a book independently until 8:55 a.m. when the register is taken. Any child entering the school after their registration time, and when an adult is no longer at the cloakroom door, must enter school through the main entrance and sign in at the office to ensure that records are kept up to date in case of a fire (even if your child has been at the doctor or dentist for example).

## Absence

Please contact the school before 9.00 a.m. to advise of any absence, a message can be left on the absence line.

Holidays or days off must be authorised beforehand by the Headteacher following completion and submission of an Absence Request form which can be downloaded from the website.

## Homework Expectations

Monday	Tuesday	Wednesday	Thursday	Friday
Reading, spellings and times tables everyday				
				Spellings (weekly)  Writing/Maths (alternating weekly) - due in Wednesday

In the summer term, the children will be set homework projects which will enable them to demonstrate the skills they have learned over the year. These projects, once completed, can be brought to school to share with the class to celebrate. They will be expected to complete at least 4 pieces of work over the course of the term.

# 1. Learning at Leechpool

## a) Valuing All Learners Equally

### Aspirations

#### As a learning community, we will strive to

- Learn from one another, and with one another
- Have high expectations of each other
- Help each other to develop self-confidence and a positive self image
- Be constructive, critical and analytical thinkers
- Continue to value and develop our "learning to learn" culture
- Celebrate progress, effort and achievement
- Help our children to develop lively, enquiring minds and encourage them to express themselves clearly in a variety of ways
- Foster strong links with our parents and the wider community
- Work hard to maintain the traditions of our school.

## b) Life Skills

In Year 1 we focus on developing the following life skills:

### Staying Safe

Internet Safety

Helmet Safety

Footsteps- Crossing the road

Water safety

Home safety

### Emotional Health and Well Being

Keeping clean and safe

Feeling good?

Still feeling good?

### Drug Education

What is a medicine?

### Sex and Relationships

Different types of friends

Are boys and girls different?

### Economic Well Being and Financial Capability

Why do we have money?

### Citizenship

Class charter

Joining in

Who likes chocolate (where does our food come from?)

## 2. 6Rs

# LEECHPOOL VALUES RESPECT



# THE

# 6



# Rs



Our one School Rule is **RESPECT** – represented by the lion who reminds pupils to be respectful to other people and to take an interest in them.

We encourage the following skills in all pupils at all times:

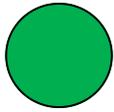
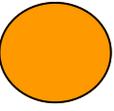
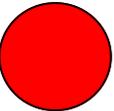
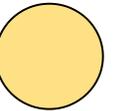
Owl - Reflective	I remind you to be reflective in your learning and think about how well you are doing.
Meerkat - Relationships	I remind you to have good relationships when you work with other people.
Cat – Risk Taking	I remind you to be a risk taker in your learning and to learn from making mistakes.
Bee - Resourceful	I remind you to be resourceful in your learning and try different ways to solve thing yourself.
Dog - Responsible	I remind you to be loyal and responsible and care for those around them.
Tortoise - Resilient	I remind you to be resilient in your learning and never give up.

## a) “Catch them being good”

Our overriding school rule is **RESPECT** and this incorporates the Golden Rules which are as follows:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Our behaviour system follows a traffic light system as follows:

	<p>Green—all pupils start everyday on the green traffic light. While on this they can earn awards, certificates, dragon tokens. If they are still on green at the end of the day, they will receive a reward. In junior classes there may be a challenge to see how many days they can stay on green.</p>
	<p>Orange—a pupil moves to orange when they have made a bad choice with their behaviour as a warning.</p>
	<p>There are 4 steps on the red traffic light—first time is loss of some of their golden time on a Friday afternoon, second time is loss of some of their playtime, third time results in being sent to their Phase Leader and the fourth time results in being sent to Mrs Davenport, Mr Chapman or Miss Payne.</p>
	<p>Golden—this is used for 'wow' moments and for any exceptional work or behaviour that a pupil produces. When a child moves onto the golden traffic light, they receive a special award or certificate.</p>

Each pupil has a named label in their dragon team colour that can move onto different traffic lights when needed.

Alongside the traffic lights, we still have the following:

**Dragon tokens**—every pupil and member of staff belong to a Dragon Team. Pupils can receive dragon tokens from any member of staff for work or behaviour and these tokens are added up at the end of each week by the School Dragon Team Captains. In whole school assembly on Monday the scores are read out. The team that wins the most times in a term are rewarded with being allowed to wear their own clothes into school for the day at the end of term (letters will be sent out to inform parents of this).

**Headteacher Awards**—any member of staff can send a pupil to Mrs Davenport with a gold token—this is for exceptional pieces of work. They then get a golden sticker from Mrs Davenport and their name written in the Golden Book which is read out in whole school assemblies.

**Class rewards**—in every class, pupils can work as a team and earn a token in the shape of their class animal. When the class have earned 20 class tokens, they can have a class reward, decided by themselves. These can include discos, films and popcorn, picnics, onesie party, time on the playground.

**Class Headteacher Awards**—any member of staff can nominate a whole class for a particular reason such as good behaviour on a school trip, working well as a team, trying hard with a class assembly, etc. The class and reason are written in the Golden Book and read out in assembly. At the end of the year, the class with the most Headteacher Awards has afternoon tea with Mrs Davenport.

**Golden Time**—every pupil starts the week with 15 minutes of Golden Time for Friday afternoon. As mentioned with the traffic lights, they can lose some of this golden time if they make bad choices with their behaviour. Sometimes they can earn this time back.

**Lunchtimes**— the Lunchtime Supervisors nominate certain pupils each week who receive a certificate for their lovely manners, and then they sit on a special manners table for a week. At

this table they can invite a friend. Also at lunchtimes, pupils are given green slips for good behaviour and polite manners. There are red slips for when pupils make a bad choice.

## b) Our Year Group Continent

Each year group’s classes are named after animals from different continents according to size. The foundation stage class is named after the smallest continent, Australasia e.g. Kangaroos and Koalas.

Year group	Continent	Class names
Foundation Stage	Australasia	Kangaroo /Koala
Year 1	Europe	Hedgehog / Squirrel
Year 2	Antarctica	Penguin /Seal
Year 3	South America	Jaguar / Llama
Year 4	North America	Bears / Eagles
Year 5	Africa	Cheetah / Giraffe
Year 6	Asia	Panda / Tiger

## c) Pride in our uniform

Wearing the correct uniform to school is important. Please support us in ensuring your child comes to school wearing their uniform in a smart way. We also ask that they have the correct PE kit in school for their PE and Sport lessons. These must be taken home to wash on a Friday and returned on a Monday morning. Please check the website if you are unsure what our uniform policy includes. Please ensure that all uniform is named so that, should it get lost, it can be returned to the correct person.

# 3. Successful Learners

Successful Learners
<b>Who.....</b>
Have the essential learning skills of English, mathematics & computing
Have enquiring minds and are creative, resourceful and able to identify and solve problems
Communicate and collaborate well
Enjoy learning and are motivated to achieve the best they can now and in the future

# a) English

## i. Reading

Reading is probably the most important skill children learn during their time in primary school. We would ask that you find time to regularly read with your child, at least 3 times a week, but every day is best. These special times can involve a number of different activities:

- They can read aloud to you
- You read to them (this is really important as you model good reading and can expose them to some books they might find more difficult to read on their own)
- Talk about what you have read, make predictions about what you might think is going to happen next and discuss the characters thoughts and feelings within the story

For more information on reading, please take a look at the resources on our website.

### Year 1 Reading Key Objectives

<b>1</b>	Apply phonic knowledge to decode words
<b>2</b>	Speedily read all 40+ letters/groups for 40+ phonemes
<b>3</b>	Read accurately by blending
<b>4</b>	Read aloud phonically decodable texts
<b>5</b>	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which you can read independently
<b>6</b>	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
<b>7</b>	Make inferences on the basis of what is being said and done
<b>8</b>	Predict what might happen on the basis of what has been read so far
<b>9</b>	Participate in discussion about what is read to you, taking turns and listening to what others say
<b>10</b>	Explain clearly your understanding of what is read to you

In Year 1, children receive 4 x 30 minute phonic sessions in a group of similar ability with children across the year group. During this time, children will learn new phonetic sounds, blend and segment words as well as consolidating previous phonic knowledge. Children will apply phonic knowledge to texts as well as use to record dictated sentences. On Fridays,

children will be tested on spellings they will have learned throughout the week which either apply a new sound or require them to recall the spellings of tricky or high frequency words.

During Guided Reading children will either be heard reading as part of a small guided reading group or will read 1:1 with an adult. During this time, children will practice their ability to decode unknown words, recall high frequency words and demonstrate an understanding of the text they have read. Your child will also bring home an individual, banded reading book. These reading books are self-selected by your child and we would like you to aim to read a minimum of 4 times a week with your child, daily where possible! We aim to help your child develop a love for reading with confidence.

Please do record each time you read with your child in their reading diary. It allows us to see that your child has read and also how successful they have been. These reading diaries are checked every day and allow us to track the children's progression through each book band before moving them up as appropriate.

## ii. Writing

### Year 1 Writing Key Objectives

1	Spell words using the standard phonemes
2	Spell common exception words
3	Name the letters of the alphabet in order
4	Name the days of the week
4	Understand spelling rules for adding 's'
5	Use suffixes -ing, -er, -ed, and -est
10	Compose a sentence orally before writing
11	Sequence sentences to form short narratives
12	Read writing aloud audibly and clearly
13	Leave spaces between words
14	Join words and clauses using 'and'
15	Re-reading what they have written to check it makes sense

# iii. Spelling, Grammar and Punctuation

## Spelling in Year 1

### Vowel digraphs and trigraphs

Vowel digraphs and trigraphs	Example words
ai ay a_e	rain, wait, train, paid, afraid day, play, say, way, stay
ee ea e_e	see, tree, green, meet sea, dream, meat, each
igh ie i_e	high, night, light, bright lie, tie, pie, cried,
oa ow oe o_e	boat, coat, road, coach, goal own, blow, snow, grow, show toe, goes home, those, woke, hope, hole
oo (/u:/) ue ew u_e	food, pool, moon, zoo, soon blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw June, rule, rude, use, tube, tune
ar	car, start, park, arm, garden
oi oy	oil, join, coin, point, soil boy, toy, enjoy, annoy
ir ur er	girl, bird, shirt, first, third turn, hurt, church, burst, Thursday her, term, verb, person, summer, sister, under
ea (/ɛ/)	head, bread, meant, instead, read (past tense)
oo (/ʊ/)	book, took, foot, wood, good
ou ow	out, about, mouth, around, sound now, how, brown, down, town
ie (/i:/)	chief, field, thief
or aw au ore	for, short, born, horse, morning saw, draw, yawn, crawl author, August, dinosaur, astronaut more, score, before, wore, shore

air ear (/ɛə/) are (/ɛə/)	air, fair, pair, hair, chair bear, pear, wear bare, dare, care, share, scared
ear	dear, hear, beard, near, year

<b>Statutory requirements</b>	<b>Example words</b>
Words ending -y (/i:/ or /ɪ/)	very, happy, funny, party, family
New consonant spellings ph and wh	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	Kent, sketch, kit, skin, frisky
Adding the prefix -un	unhappy, undo, unload, unfair, unlock
Compound words	football, playground, farmyard, bedroom, blackberry
Common exception words	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, here, there, where, love, come, some, one, once, ask, friend school, put, push, pull, full, house, our – and/or others, according to the
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ss, zz and ck	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k	bank, think, honk, sunk
Division of words into syllables	pocket, rabbit, carrot, thunder, sunset
-tch	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root	grander, grandest, fresher, freshest, quicker, quickest

## Grammar & Punctuation in Year 1

<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b>  Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Half termly spelling lists can be found on eschools and weekly lists will be stuck into spelling books every Friday after the spelling test.

## iv. Handwriting

During Year 1 pupils will be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' and practise these

We use the 'Penpals' Handwriting publication to develop fluent, legible handwriting. Teaching progresses from developing gross and fine motor skills to confident letter formation and accomplished joins. Children are expected to have gained their pen licence by the end of Year 3 where they will be consistently joining their handwriting to a high standard.

a b c d e f g h i j k l m n

o p q r s t u v w x y z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

## b) Mathematics

### Year 1 Maths Key Objectives

<b>1</b>	Count to and across 100 from any number forwards and backwards
<b>2</b>	Count, read and write numbers to 100 in numerals
<b>3</b>	Read and write mathematical symbols: +, - and =
<b>4</b>	Identify "one more" and "one less" of a 2 digit number
<b>5</b>	Solve 'real life' problems involving addition, subtraction, division and multiplication
<b>6</b>	Use number bonds and subtraction facts within 20
<b>7</b>	Add and subtract 1-digit and 2-digit numbers to 20, including zero
<b>8</b>	Find half (1/2) of a shape or number
<b>9</b>	Find quarter (1/4) of a shape or number
<b>10</b>	Measure and begin to record length, mass, volume and time
<b>11</b>	Recognise and know the value of all coins and notes
<b>12</b>	Use language to sequence events in chronological order
<b>13</b>	Recognise and use language relating to dates

**14** Tell the time to the half-hour, including drawing clocks

**15** Recognise and name common 2-D shapes

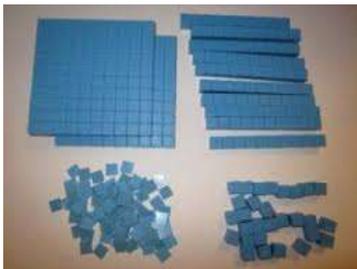
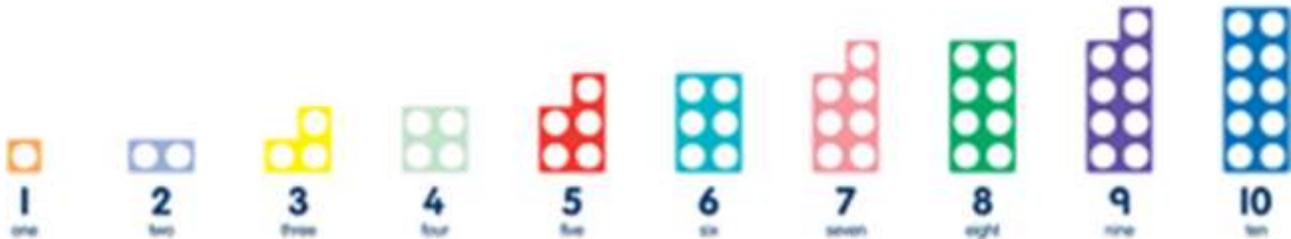
**16** Recognise and name common 3-D shapes

## Leechpool Primary School Calculation Policy Equipment

Children have access to a variety of mathematical apparatus designed to aid their calculation with numbers. These may include some of the following:



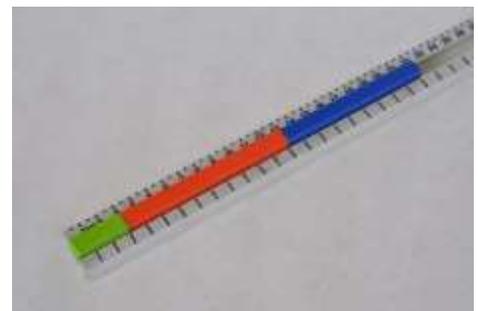
**Numicon**



**Base 10**



**Cuisenaire Rods and number tracks**



**Counters and counting equipment**



**Bead strings**

	Hundreds	Tens	Ones
Project 1			
Project 2			



## Calculation mats

## Coins

## Written Calculation Methods

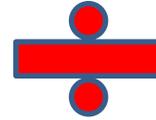
As children progress in their ability to solve mathematical calculations we teach the children specific ways to record their working out. It is important that children progress through each stage of the progression chart as this ensures they fully grasp the mathematical concepts that underpin the calculations they are doing.

## Key Vocabulary

<p style="text-align: center;"><b>Addition</b></p> <p style="text-align: center;"> <b>More</b>  <b>Add</b>  <b>Plus</b>  <b>Sum</b>  <b>Increase</b>  <b>Total</b>  <b>Altogether</b>  <b>Inverse</b> </p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>Subtraction</b></p> <p style="text-align: center;"> <b>Take away</b>  <b>Minus</b>  <b>Subtract</b>  <b>Less</b>  <b>Difference</b>  <b>Decrease</b>  <b>Inverse</b> </p> <p style="text-align: center;"></p>
<p style="text-align: center;"><b>Multiplication</b></p> <p style="text-align: center;"> <b>Lots of</b>  <b>Groups of</b>  <b>Times</b>  <b>Repeated Addition</b>  <b>Multiply</b>  <b>Product</b>  <b>Inverse</b> </p>	<p style="text-align: center;"><b>Division</b></p> <p style="text-align: center;"> <b>Divide</b>  <b>Group equally</b>  <b>Share equally</b>  <b>Factor</b>  <b>Inverse</b>  <b>Remainder</b>  <b>Quotient</b> </p>



**Divisor**



## Written Calculation Methods – Addition

Prior to using the formal written methods of addition and subtraction pupils will use a variety of equipment to explore smaller number bonds. Quick and accurate recall of these facts, and establishing the connections between them, helps greatly with larger addition and subtraction calculations.



$$\begin{aligned}6 + 3 &= 9 \\3 + 6 &= 9 \\9 - 3 &= 6 \\9 - 6 &= 3\end{aligned}$$

To aid with addition and subtraction pupils will use equipment including base 10. Base 10 can be used to visual the partitioning of larger numbers.



Pupils understand how tens, hundreds and thousands can be regrouped using base 10 as a visual aid.



1 ten = 10 ones



1 hundred = 10 tens



1 thousand = 10 hundreds

Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that do not involve regrouping.



$$\begin{array}{r} \text{T O} \\ 43 \\ + 24 \\ \hline 67 \end{array}$$

Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that involve regrouping.



**36 + 45**  
The ones are added and we have 11. This needs to be regrouped into 1 ten and 1 one. Adding the tens gives 8 tens in total.

Develop understanding of the column method of addition involving regrouping ones and tens.



**T O**  

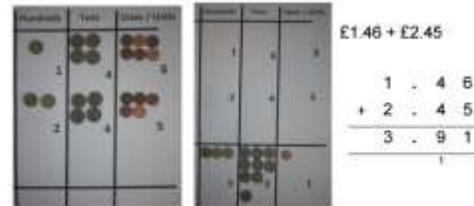
$$\begin{array}{r} 77 \\ +45 \\ \hline 122 \\ 1\ 1 \end{array}$$
 An arrow points from the '2' in the ones column to the text: "7 + 5 = 12. The 12 is regrouped in 1 ten and 2 ones. The 1 ten is shown underneath and then included in the addition of the tens."

The 7 tens, 4 tens and 1 ten are added to equal 12 tens. These are regrouped as 1 hundred and 2 tens.

**T O**  

$$\begin{array}{r} 77 \\ +45 \\ \hline 122 \\ 1\ 1 \end{array}$$
 An arrow points from the '1' in the tens column to the text: "1 hundred and 2 tens."

Develop further understanding of addition in the context of money.

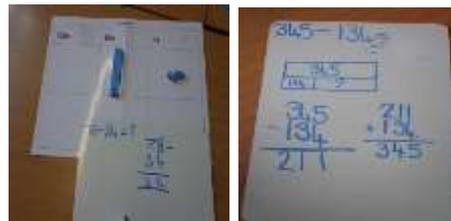


Pupils extend their written method to work with increasingly larger numbers and decimal numbers as appropriate.

## Written Calculation Methods – Subtraction

Prior to using a written method pupils may use objects or counters to explore the notation of subtraction. Number lines may be used to count backwards. Connections should be made to addition and smaller number bonds that pupils can recall.

Subtract from 2 and 3 digits numbers without regrouping. Check subtraction calculations using the inverse operation of addition. Bar model diagrams may be used to establish the connection to addition.



	8
3	?

8 - 3 = ?  
 3 + 5 = 8

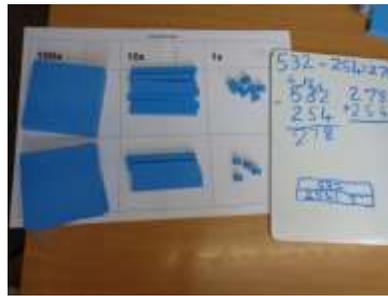
Subtract from 3 digit numbers, regrouping tens into 10 ones using a column method. Check subtraction calculations using the inverse operation of addition.

**H T O**

$$\begin{array}{r} 2\ 6\ 13 \\ -1\ 2\ 5 \\ \hline 1\ 4\ 8 \end{array}$$

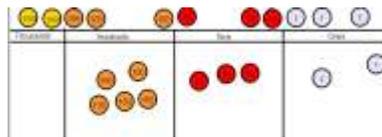
We cannot subtract 5 from 3 we regroup one of the tens into 10 ones. We know have 13 ones and so can subtract 5 ones. We are left with 6 tens and can subtract 2 tens. Finally we look at the hundreds.

Subtract a 3 digit number from a 3 digit number, regrouping the tens into ones and the hundreds into tens. Pupils may use base 10 to support with this or, if knowledge of place value is secure, counters may also help.



H	T	O
4	5	12
-	2	54
<hr/>		
2	7	8

Regrouping is necessary across two place values columns. 1 ten is regrouped as 10 ones. Then 1 hundred is regrouped as 10 tens giving enough hundreds, tens and ones to subtract from.



Develop further understanding of subtraction in the context of money.



Question:  
John had £2.53 in change in his pocket. He bought a notebook for £1.39 when he was in town. How much money does he have left?

Use the inverse operation to solve missing number problems.

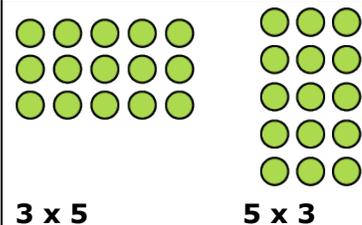
Write in what the missing numbers could be.

$$170 + \boxed{\phantom{000}} = 220 - \boxed{\phantom{000}}$$

Pupils will extend their use of the written method to include larger numbers and decimals as appropriate. They will solve a range of addition and subtraction calculations and understand the mathematical vocabulary for addition and subtraction.

## Written Calculation Methods – Multiplication

Prior to using a formal written method pupils will use counters and objects to help solve multiplication problems. They will begin to relate counting in 2's, 5's, 10's etc. to their times tables. An array can represent a multiplication.



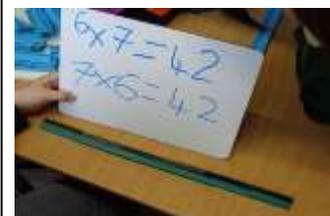
Develop an understanding of multiplication as repeated addition and appreciate that multiplication can be completed in any order.

24			
6	6	6	6
or			
24			
4	4	4	4

$$6 \times 4 = 6 + 6 + 6 + 6$$

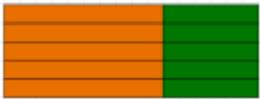
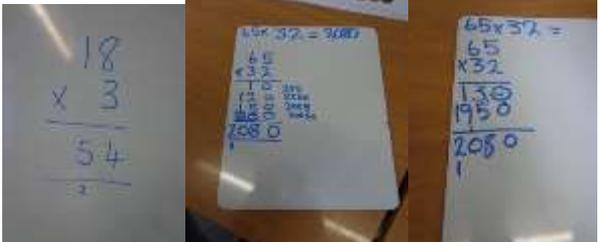
$$4 \times 6 = 4 + 4 + 4 + 4$$

$$6 \times 4 = 4 \times 6$$

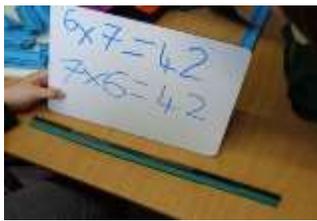


$$6 \times 7 = 7 \times 6$$

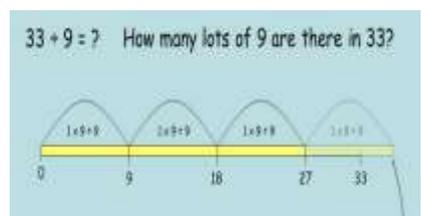
Develop an understanding of how to multiply 1 and 2 digits numbers by ten.

<p><b>Pupils can use equipment and place value knowledge to help with this.</b></p>		
<p><b>Multiply a teen number by a 1-digit number, using apparatus and the grid method.</b></p>	 <p style="text-align: center;">10      6</p> <p>5 lots of 16 = 5 lots of 10 + 5 lots of 6</p>	 <p style="text-align: center;">16 x 5</p>
<p><b>Multiply 2-digit numbers by a 1-digit number, using the grid method alongside</b>  <b>The column method and establish the link between the two methods.</b></p>		$\begin{array}{r} 16 \\ \times 5 \\ \hline 30 \\ \underline{50} \\ 80 \end{array}$ <p style="text-align: right;">- (5 x 6) - (5 x 10)</p>
<p><b>Multiply a 2-digit number by another 2-digit number, using the grid method alongside the column method and establish the link between the two methods.</b></p>		$\begin{array}{r} 23 \\ \times 16 \\ \hline 18 \\ 120 \\ \underline{30} \\ 200 \\ \underline{368} \end{array}$ <p style="text-align: right;">- (6 x 3) - (6 x 20) - (10 x 3) - (10 x 20)</p>
<p><b>Multiply 2-digit numbers by 1 and 2-digit numbers, using the column method. Pupils may move to use a more compact column method.</b></p>		

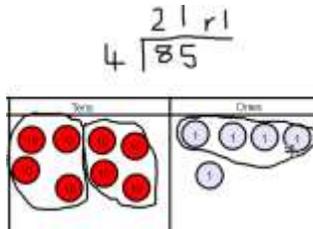
## Written Calculation Methods – Division

<p><b>Before using a formal written method for division pupils understand division as sharing equally. They may use objects, counters or diagrams to help them 'group' a number.</b></p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="813 1415 1089 1625"> <p><b>DIVISION BY SHARING</b></p> <p>Example</p> <p>(a) Divide these 16 oranges equally between 4 families.</p> <p>Each family gets 4 oranges.</p>  </div> <div data-bbox="1105 1415 1430 1625"> <p><b>Equal Sharing</b></p> <p>15 ÷ 3 = 5 is the amount each person gets if 15 items are shared equally among 3 people.</p>  <p>15 ÷ 3 = 5</p> </div> </div>	
<p><b>Make connections between multiplication and division. Divide a 2-digit number by a single-digit number using number rods and number lines (without remainders)</b></p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="797 1671 1114 1892">  </div> <div data-bbox="1130 1671 1430 1892">  </div> </div> <div style="text-align: center; margin-top: 10px;"> <p><b>6 x 7 = 42</b>  <b>7 x 6 = 42</b>  <b>42 ÷ 6 = 7</b>  <b>42 ÷ 7 = 6</b></p> </div>	

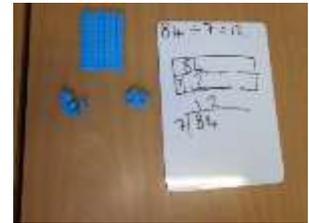
**Divide a 2-digit number by a single-digit number, using number rods and number lines (including remainders).**



**Introduce the column method for solving division of a 2-digit number by a single-digit number. Pupils may use base 10 or counters to help with regrouping if necessary.**



Pupils work in the place value columns to divide by 4



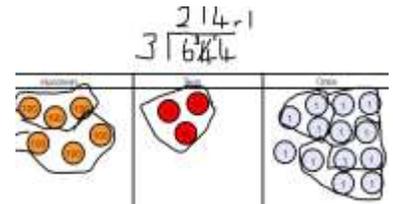
1 ten is regrouped into 10 ones. The tens and ones are divided by 7

**Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping). Base 10 or counters may be used to help with the understanding of regrouping.**



There is one group of 800 in 968. We regroup the remaining hundred into 10 tens. The 16 tens can be grouped into two groups of 8 tens. The final 8 ones make one group of 8.

**Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping and remainders)**



**Pupils extend their division to include 4 digits numbers divided by a 1 digit number and eventually 4 digits numbers divided by 2 digit numbers. It should be noted that knowledge and recall of times tables and related division facts is vital for long multiplication and division. It is expected that pupils should have this knowledge by the end of year 4.**

### iii. Times tables

By the end of Year 1 we expect the children to be able to count in 2s, 5s, and 10s and recall each times table, in order, up to 12 lots of that number. This is an essential part of them becoming confident mathematicians and is something you can really help them with at home. Regular practice will enable them to become successful learners.

### iv. Vocabulary

#### New Mathematics Vocabulary for Year 1

Number and place value	Addition and subtraction
Number Zero, one, two, three to twenty, and beyond None Count (on/up/to/from/down) Before, after More, less, many, few, fewer, least, fewest, smallest, greater, lesser Equal to, the same as Odd, even Pair Units, ones, tens Ten more/less Digit Numeral Figure(s) Compare (In) order/a different order Size Value Between, halfway between	Number bonds, number line Add, more, plus, make, sum, total, altogether Inverse Double, near double Half, halve Equals, is the same as (including equals sign) Difference between How many more to make..?, how many more is...than..?, how much more is..? Subtract, take away, minus How many fewer is...than..?, how much less is..?
Fractions	Geometry (properties of shape)
Whole Equal parts, four equal parts One half, two halves A quarter, two quarters	Group, sort Cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square Shape Flat, curved, straight, round Hollow, solid

	<p>Corner (point, pointed) Face, side, edge          Make, build, draw</p>
<b>Geometry (position and direction)</b>	<b>Measure</b>
<p>Position          Over, under, underneath, above, below, top, bottom, side          on, in, outside, inside          around, in front, behind          Front, back          Before, after          Beside, next to, Opposite          Apart          Between, middle, edge, centre          Corner          Direction          Journey          Left, right, up, down, forwards, backwards, sideways          Across          Close, far, near          Along, through          To, from, towards, away from          Movement          Slide, roll, turn, whole turn, half turn          Stretch, bend</p>	<p>Full, half full, empty          Holds          Container          Weigh, weighs, balances          Heavy, heavier, heaviest, light, lighter, lightest          Scales          Time          Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter          Day, week, month, year, weekend          Birthday, holiday          Morning, afternoon, evening, night, midnight          Bedtime, dinnertime, playtime          Today, yesterday, tomorrow          Before, after          Next, last          Now, soon, early, late          Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly          Old, older, oldest, new, newer, newest          Takes longer, takes less time          Hour, o'clock, half past          Clock, watch, hands          How long ago?, how long will it be to...?, how long will it take to...?, how often?          Always, never, often, sometimes, usually          Once, twice          First, second, third, etc.          Estimate, close to, about the same as, just over, just under          Too many, too few, not enough, enough          Length, width, height, depth          Long, longer, longest, short, shorter, shortest, tall, taller, tallest, high, high, highest          Low, wide, narrow, deep, shallow, thick, thin          Far, near, close          Metre, ruler, metre stick</p>

	<p>Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pa change, dear(er), costs more, costs less, cheaper, costs the same as</p> <p>How much?, how many? Total</p>
<b>Multiplication and division</b>	<b>General/problem solving</b>
<p>Odd, even</p> <p>Count in twos, threes, fives Count in tens (forwards from/backwards from)</p> <p>How many times? Lots of, groups of</p> <p>Once, twice, three times, five times</p> <p>Multiple of, times, multiply, multiply by</p> <p>Repeated addition</p> <p>Array, row, column Double, halve</p> <p>Share, share equally</p> <p>Group in pairs, threes, etc. Equal groups of</p> <p>Divide, divided by, left, left over</p>	<p>Listen, join in</p> <p>Say, think, imagine, remember Start from, start with, start at Look at, point to</p> <p>Put, place, fit</p> <p>Arrange, rearrange</p> <p>Change, change over Split, separate</p> <p>Carry on, continue, repeat, what comes next? Find, choose, collect, use, make, build</p> <p>Tell me, describe, pick out, talk about, explain, show me</p> <p>Read, write, record, trace, copy, complete, finish, end</p> <p>Fill in, shade, colour, tick, cross, draw, draw a line between, join (up), ring arrow</p> <p>Cost</p> <p>Count, work out, answer, check same number(s)/different number(s)/missing number(s)</p> <p>Number facts, number line, number track, number square, number cards Abacus, counters, cubes, blocks, rods, die, dice, dominoes, pegs, peg board</p> <p>Same way, different way, best way, another way</p> <p>In order, in a different order</p>

# 4. Our Curriculum

Our topics this year are:

<b>Term</b>	<b>Theme(s)</b>	<b>Additional Events</b>
Autumn	Take 1 Book	Year 1 and Year 2 Christmas Production  Christmas Fayre
Spring	Window to the World	International Events  Fairtrade Fortnight
Summer	In the Secret Garden	British Week

## Websites we use at school

At school we use a number of websites to support the children's learning. The children will be given the log in details for all these websites and they will spend some time in school getting used to accessing them. All are accessible from home devices. Here are the main ones:

- Bug Club – [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)
- eschools - <https://leechpool.eschools.co.uk/login>
- Sumdog – [www.sumdog.com](http://www.sumdog.com)
- TT Rockstars – [www.ttrockstars.com](http://www.ttrockstars.com)

# 5. Our Timetable

As a school we keep the timetable quite flexible to enable us to better meet the needs of the children. However, there are a few lessons which are fixed each week. Please ensure your child has the correct equipment in each day. This includes:

- An art apron – this should be named and can be kept in the art cupboard
- PE kit – this should be named. These need to be in school every day with the appropriate clothes for the time of year. Please ensure your child has a change of socks.
- Reading Record - this should be in school every day along with the book your child is reading. They will have time every day from 8:35-8:50 to change their reading book once it is finished. Children should place their book in the correct box in the classroom to show whether they have read the previous evening and may get a dragon token if they have.

The children will need their PE kits in school on the following days:  
Wednesday and Friday

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Phonics Maths/Literacy	Phonics Maths /Literacy	Phonics Maths/literacy	Phonics French/RE Music/PSHE	Spellings Maths
Break	Break	Break	Break	Break
Maths/Literacy	Maths / Literacy	Maths/Literacy	Maths/Literacy	Literacy/Phonics
Lunch	Lunch	Lunch	Lunch	Lunch
Guided Reading Computing	Guided Reading Topic	Guided Reading Indoor PE	Guided Reading Handwriting Topic Library	Guided Reading Outdoor Games Golden Time

# 6. Being Healthy at School

We are proud to be a Healthy School. At break times the children can bring into school a healthy snack. We ask that **no** sweets, chocolate or biscuits are eaten at this time.

We ask that all pupils bring in a water bottle - to be brought in daily and kept in specific boxes in the classroom for easy access during the day.

We have a healthy snack shop in school for morning break-times where children can bring in up to £1.00 to buy a snack of their choice.

At lunchtime the children can either bring a packed lunch to school or have a hot meal provided by Chartwells. These meals need to be pre-ordered via their website:

<https://westsussex.mealselector.co.uk/>

Children in Year 1 eat lunch at 12.00.