



**Templemoor  
Infant and  
Nursery School  
Parent Handbook  
Year One**

Welcome to the Autumn term in Year One. We hope you had a great summer and are looking forward to the exciting learning opportunities we have planned for this half term.

We hope that by working together we can make this year a very happy and productive one for your child. We aim to offer interesting and challenging activities and experiences and to ensure that your child makes the best possible progress with their learning.

### **The Year One Team**



Miss Salisbury



Mrs Brown



Mrs Drinkwater



Miss Ogiliev



Mrs Buckley



Mrs Frost



Miss Stott

### **The Year One Classrooms**



## Transition into Year One

In Year One your child will progress from the Early Years Foundation Stage, to the National Curriculum subjects for Key Stage One. The transition into Year One is carefully planned, with teachers gradually increasing expectations as the term goes on.

<b>Early Years Foundation Stage</b>	<b>Key Stage One</b>
Communication and language Literacy	English
Physical Development	PE
Personal Social and Emotional development	Personal, Social and Health Education
Mathematics	Maths
Understanding of the World	Science, Geography, History and ICT
Expressive Arts and Design	Music and Art

### Usual School Day in Key Stage One

- 8.50am Classroom doors are open
- 8:55am School starts
- 9:05am-9:35am Phonics
- 9:40am-10:40am Maths or English activities
- 10:40am-10:55am Break time
- 10:55am-12:00pm English or Maths activities
- 12:00pm-12:15pm Break time/Guided Reading
- 12:15pm-1:15pm Lunchtime
- 1:15pm-2:50pm Afternoon sessions are usually used for our Imaginative Learning Project, Science, PE, Religion and PSHE
- 2:50pm-3:15pm Story
- 3.15pm School finishes

## Year One Homework

	Reading	Phonics	Weekly Maths/English Homework	Imaginative Learning Project
Activity	<p>Reading with your child every day if possible.</p> <p>Sharing stories at bedtime with your child.</p>	Phonics sounds and tricky words to learn and practice.	<p>Maths/English homework based on work done in class.</p> <p>This will be handed out each Friday to be returned on Wednesday.</p> <p>Mathletics online program will be used for Maths Homework.</p>	Half termly links. Please bring in any ILP work to show your child's teacher and their classmates.

### Dates for your diary this term

Thursday 27<sup>th</sup> September - Visit from the author Fay Evans  
 Friday 5<sup>th</sup> October - Cake Sale (Year 2 Children to bring in the cakes)  
 Tuesday 9<sup>th</sup> October - Parents' Evening 2:30pm - 6:00pm  
 Saturday 13<sup>th</sup> October - Family Fun Night 5:00pm - 7:00pm  
 Monday 15<sup>th</sup> October - Nasal Flu Vaccination  
 Tuesday 16<sup>th</sup> October - Parents' Evening 2:30pm - 6:00pm  
 Wednesday 17<sup>th</sup> October - Individual Photographs  
 Friday 19<sup>th</sup> October - School breaks up for half term  
 Tuesday 30<sup>th</sup> October - Back to school!  
 Friday 2<sup>nd</sup> November - Cake Sale (Year 1 Children to bring in the cakes)  
 Friday 16<sup>th</sup> November - Year 1 Assembly 9am  
 Friday 30<sup>th</sup> November - Non Uniform Day/Nursery Cake Bake  
 Saturday 1<sup>st</sup> December - Christmas Fair 2pm - 4pm  
 Wednesday 5<sup>th</sup> December - EYFS Christmas Show at 9am (for children in Ladybirds and Nursery)  
 Thursday 6<sup>th</sup> December - EYFS Christmas Show at 9am (for children in Bees and Nursery)  
 Thursday 13<sup>th</sup> December - Year 1 and 2 Christmas Show at 9am (for parents of children in Class 1 and Class 3)  
 Friday 14<sup>th</sup> December - Year 1 and 2 Christmas show at 9am (for parents of children in Class 2 and Class 4)  
 Wednesday 19<sup>th</sup> December - Christmas Dinner Day  
 Thursday 20<sup>th</sup> December - Christmas Party Day/School Breaks up at 3:15pm for the Christmas Holiday  
 Monday 7<sup>th</sup> January – Back to School!

## General Information

- Children will continue to receive a piece of fruit or vegetables each day for a healthy snack. They have this at morning playtime with milk or water.
- Children are encouraged to bring in their own named water bottles every day. Your child will need to bring the bottle home every day to be refilled.
- Children now use the climbing frame during the day. Children are not allowed on it before or after school.
- Please ensure that your child has their book bag in school every day. We know that children love to attach key rings to their book bags. Please keep this to a maximum of three small ones so they can still fit in their trays!
- Please keep PE kits in school and take them home at half term to wash.
- It is essential that we have your up to date contact details. If any of your details change please inform the office immediately.
- Please ensure that all uniform is fully labelled.

## Unicef Rights Respecting Award



We are very proud to announce that we have been awarded the Silver Rights Respecting School Award by Unicef UK.

The Rights Respecting School Award is granted to schools that show commitment to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school. We are excited to be continuing out continuing our Rights Respecting work this year.

The first article we will be working on is Article 12.

"Every child has a right to be able to give their opinion when adults are making a decision that will affect them."

## Reading



Reading is a great strength of Templemoor and this is mainly due to the excellent partnership between parents and school.

Our aim is to encourage and develop a **lifelong love of books and reading** in our young learners.

A child's journey to become a reader starts with him/her listening to stories and sharing books. This is an invaluable way of showing that books are there to be enjoyed, as well as building children's vocabulary. Through sharing books parents are modelling the reading process and showing children the enjoyment and learning that can be found from reading.

Once children begin to learn to read, parents should hear them read, but also continue to devote time to reading to them so that children will experience a wide range of books and enjoy that precious time with you.

### **How are children taught to read at school?**

Children are taught to read at Templemoor in a range of different ways:

- daily Read, Write, Inc. phonics lessons
- weekly guided reading sessions with his/her class teacher (this is when children work in a small group with other children of a similar reading ability and read and discuss stories, poems and information texts)
- whole class shared reading of big books
- listening to class stories and poems

Children are regularly assessed in phonics, reading and comprehension to ensure that all children are making progress and that texts and activities are well matched to each child's ability.

## **Reading Books**

Children are sent home with different reading books each week. These books are colour banded; each band contains a range of titles, texts and publishers to give your child a variety of stories and information books to read. Children are placed in book bands for reading based on regular teacher assessments. Children can choose 2-4 books from the relevant colour band each week, supported by a teaching assistant. The number of books chosen depends on the child, length of text and/or the ability of text. Please discuss with your child how many books s/he would like each week and make a note in the reading record.

Please remember it is not a race to get through the reading scheme and we do ask that you read the books more than once to develop fluency, confidence and an understanding of the text. It is also important to discuss the story, characters and plot and make predictions about what will happen next.

## **Reading Records**

Reading Records enable us to further monitor which books children take home. We ask that you sign your child's reading record when your child has read and that you record the titles of any other books that your child is reading, for example library books or any books from home.

The reading record is solely intended for use as a record of which books your child has read. Teachers will not be writing/responding to comments in the reading record. If you have any concerns or questions regarding your child's reading please speak to his/her class teacher.

## **Libraries**

In addition to reading books, each class has a well-stocked library of fiction and non-fiction books that children are encouraged to use to develop their love of reading. Each class has a recording system which the children are trained to use. Children can bring home books that they wish to read themselves or that they would like an adult to read to them. Children can change their books as often as they like, during playtimes or afterschool with parents. Children can also change their library books during Afterschool Club from a selection of library books in the hall. We also have a very well stocked non-fiction reference library (outside Mr Hodgson's office) for use in school. Children use these books to support their learning in the classroom.

## **Reading is fun!**

Most importantly we want children to enjoy reading and develop a love of books. If your child is tired or reluctant to read perhaps read to him/her instead. Try reading a sentence or a page each. Remember little and often is better than one long session.

## **Suggested Reading Questions**

Below are some examples of questions you could ask your child when reading.  
Perhaps select a couple of different questions each time.

### **Enjoy** (*Reading for pleasure & enjoyment*)

- Why you chose this book?
- What did you like about the text? Why? What did you dislike? Why?
- Would you read the book again? Why? Why not?
- What will you read next?
- What books do you like to read?
- Do you have a favourite book that you like to read?
- Do you enjoy reading?
- What do you read at school?
- Who is your favourite author?
- Which books have you enjoyed that we have read together? And why have you enjoyed them?

### **Decode** (*Word reading and decoding skills*)

- What do you do if you are stuck on a word?
- Where do you start reading the word? Where do you look first?
- When you blend those sounds together, what word does it say? Can you tell me the word?
- Are there any clues in the word?
- Does it look like any words you know?
- Can the pictures help you?
- Do you know what the word means or can you work out what it means (in this sentence)?
- Does the sentence make sense with that word?

### **Talk about the meanings of words**

- What word tells you ...?
- What does \_\_\_\_ mean?
- How does this word make you feel?
- Find and copy a word that describes how.....
- What word means the same as \_\_\_\_\_?
- In the story, \_\_\_\_\_ is repeated. Why?



### **Find simple information**

Which...?   What...?   How...?   Where...?   When...?   Why...?   Who...?

- Who are the characters in the book?
- Which character \_\_\_\_\_?
- Where / when does \_\_\_\_\_?
- What did \_\_\_\_\_ look like?
- Who was \_\_\_\_\_?
- Where did \_\_\_\_\_ live?
- Where in the book would you find \_\_\_\_\_ ?
- What happened in the story?

### **Talk about the order of a text**

- What happened in the story?
- What happened first?
- What happened after \_\_\_\_\_?
- What happened before \_\_\_\_\_?
- What happened at the end?

### **Make simple inferences**

- Why do you think \_\_\_\_\_?
- How do you know that \_\_\_\_\_?
- When do you think \_\_\_\_\_?
- Why did \_\_\_\_\_?
- How do you feel about \_\_\_\_\_ ?
- How does \_\_\_\_\_ feel?

### **Make simple predictions about a book**

- What do you think will happen next?
- What do you think will happen to \_\_\_\_\_?
- Where do you think \_\_\_\_\_?



# Superheroes



## Imaginative Learning Projects

Here at Templemoor Infant and Nursery School we provide a creative curriculum based around the Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children.

### What is the Cornerstones Curriculum?

The [Cornerstones Curriculum](#) is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum will be delivered through [Imaginative Learning Projects \(ILPs\)](#) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

### How it Works?

Children will progress through four stages of learning in each Individual Learning Project - Engage, Develop, Innovate and Express.

#### Engage

During the Engage Stage you will see children:

- taking an active part in memorable first hand experiences
- beginning to research about their new theme using a range of sources
- asking their own enquiry questions
- talking about and exploring new ideas
- developing spoken language skills in different situations and with a range of people
- taking part in sensory activities

- identifying possibilities for learning

## **Develop**

During the Develop Stage you will see children:

- delving more deeply into a theme
- developing an understanding of new concepts and skills
- acquiring new knowledge
- practising and mastering new skills
- making links between subjects across the curriculum
- re-visiting previously learned skills
- composing, exploring, making, doing, building and investigating
- using transferable skills in different subjects and contexts
- reading and writing for different purposes and audiences
- finding answers to their own questions and those asked by others
- following pathways of enquiry based on their own interests
- explaining and describing their learning and understanding.

## **Innovate**

During the Innovate Stage you will see children:

- working in pairs, groups, as a whole class and independently
- applying skill, knowledge and understanding to real life and imaginary contexts
- solving problems and resolving situations
- using their thinking skills to explore possibilities
- building their self-esteem and confidence
- reflecting upon and identifying their own needs, skills and understanding
- producing artwork, design and technology projects, drama, stories, books or ICT projects.

## **Express**

During the Express Stage you will see children:

- performing, presenting and becoming the experts
- evaluating finished products, processes and progress
- linking what they have learnt to starting points or initial observations
- reflecting on their own learning
- sharing their achievements with parents, classmates, the community and beyond
- celebrating their achievements.

The long term curriculum plan for Year One can be found at on our website [templemoorinfants.co.uk](http://templemoorinfants.co.uk)

## Handwriting Expectations in Year One

### National Curriculum

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- 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 (i.e. letters that are formed in similar ways) and to practise these
- leave spaces between words.

The ideal right handed pencil grip looks like this



The left hand grip is the same but the pencil should be held higher up the pencil so the writing can be clearly seen.



# Nelson Handwriting Scheme

ā 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

In Year One children will be taught to write the cursive *f* and *k* in preparation for joining letters in Year 2.

## **Opportunities for Writing at Home**

- Practise letter formation using pencils, gel pens or felt tips
- Writing shopping lists
- Writing notes on post it notes
- Writing out party invitations
- Writing letters to family members
- Writing birthday cards, Christmas cards and thank you cards
- Write notes to your child and leave them in interesting places. Ask them to write a reply
- Writing using chalk outside
- Writing labels when planting plants
- Help your child create a scrapbook with pictures. Encourage him/her to write stories under the pictures and talk to you about them
- Write postcards to friends

# Maths

## How is maths taught at Templemoor?

At Templemoor children have daily maths lessons. We use the White Rose maths scheme to inspire and support our teaching of maths. The scheme has been developed to ensure every child can achieve excellence in mathematics. It provides pupils with a deep understanding of the subject through a concrete, pictorial and abstract approach. This means that the children work with mathematical resources and objects and pictorial representations alongside seeing numbers or concepts in the abstract. This ensures that the children are secure in their learning rather than just practising routines without any real, fundamental understanding. The scheme is carefully structured to ensure that concepts are developed incrementally.

Key features of the curriculum are:

- High expectations for every child
- Secure number sense and place value
- Objects and pictures always before or alongside numbers and symbols
- Problem solving allowing children the opportunity to put their knowledge into practise

An over view of the teaching of maths in years 1 and 2 has been attached.

## How you can help?

As parents you have a key role to play in helping your child to understand that mathematics can be: practical, fun, useful, sociable, challenging, and relevant and is of vital use in the world around us! The more opportunities children are given to practise and reinforce skills and language, the more fluent and confident they will become. Frequent and varied practice of key skills in number can best be provided by games, particularly those involving dice and cards as well as involving children in everyday activities that make use of maths.

## Remember:

- **Keep it simple** – practise what your child is learning in school
- **Keep it fun and practical** – board games, online games and songs, play shops
- **Keep it real** – children are motivated by a real purpose for their learning, get them to help baking, shopping, sorting socks, counting money.

## Mathletics

- We also use of an online program to support your child with mathematics ([www.mathletics.com](http://www.mathletics.com)). Your child will be set homework on Mathletics, however, there are other games and activities that they can also access.

## Opportunities for helping with maths at home



### Number and Place Value

Quick recall of facts will benefit your child when using addition or subtraction to solve problems.

Counting to 100.

- Count going up the stairs, seconds until the traffic lights change, red cars you see on a journey etc.

Learn quick recall of the numbers that add together to make any total up to 10 and then 20. Know doubles and halves of numbers up to 10.

- Have a certain number of objects. How many different ways can we put 10 raisins in two bowls, 8 cars in two garages, 12 pens in two pots.
- Roll a dice or turn over a playing card- What number would you add to it to make 10? Score a point for each correct one. The first to 10 points wins.
- In one minute how many addition number facts can you write down for the total 7?
- Speedy cards to 10. Have the number cards to 10 and two 5's. How quickly can you match the pairs of numbers that add together to make 20? Repeat later in the week. Can you beat your time?
- Roll the dice or turn over the playing card. Double the number.
- Roll the dice what is the number that is one more or one less?
- Investigate numbers around them in the environment: on doors, signs, buses, number plates and at the shops. Ask questions such as:  
What is the number?  
Find a number that is greater than/less than 20?  
What number would you have if you add or subtract 1?  
Can you find an odd/even number?

Understanding the value digit in a two digit number is very important for children to be able to compare, order and add and subtract numbers. This means that they understand how many tens and ones there are in a two digit number.

- Have 10p and 1p coins. Play shops or in real life situations ask them to find the coins to make prices up to 29p How many tens does it have
- Count out 25 straws/conkers/buttons. Put them in groups of ten. How many tens and ones are there?
- Number hunt in the environment, looking at the tens and ones in the number:  
Can you spot a number with 4 tens?  
How many tens are in 23?





## Multiplication and division

In year 1 the children learn to count in 2's, 5's and 10's.

- Count in 2's, 5's and 10's. E.g. whilst going up the stairs, when counting 2p, 5p or 10p coins.
- Count pairs of socks in 2's.
- How many eggs are there in 2 boxes of eggs?
- How many legs do 4 birds have?
- Sharing objects. E.g. Share 10 sweets between 2 bowls. Share 12 pieces of lego between 4 friends



## Shape

- Shape hunts indoors and outdoors. Look for 2D and 3D shapes around. Find a shape that is a cylinder?
- When playing with 3D wooden building blocks ask questions such as: How many cuboids does your model have? Can you pass me a cube? etc



## Time

- Practise telling the time with your child. Model telling the time, to o'clock and half-past.
- Use the language of time such as, morning, afternoon, yesterday, tomorrow, before, after, first, next, today, days of the week and months of the year.



## Fractions

- Cutting up food in halves and quarters.
- Finding a half or quarter of a set of objects. E.g. You have 8 strawberries. How many strawberries will you have if you half them between you and your brother?



## Money

- Help your child to learn the different coins and notes.
- Sort the coins in their money box.
- Play shops or let them pay for small items at the shops.



## Measure

- Use comparative language for measures:  
Length and height: longer/shorter, taller/shorter, double/half.  
Weight: lighter than/heavier than  
Capacity and volume: full/empty, more than/less than, half full
- Get your child to help weigh or measure ingredients for recipes.
- Include them when measuring for carpets, curtains or furniture.
- Keep them entertained around Ikea with a paper tape measure! Can you find things shorter/longer than the tape measure?
- Some useful websites
  - <http://www.bbc.co.uk/bitesize/ks1/maths/>
  - <http://www.ictgames.com/resources.html>
  - <http://www.mathszone.co.uk/>
  - <http://www.topmarks.co.uk/>

## Year 1 - Yearly Overview for Mathematics

[White Rose Maths Hub]

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Time		Consolidation

## Year 1 - Objectives for Mathematics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<u>Number: Place Value</u> Count to <b>ten</b> , forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to <b>10</b> in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.				<u>Number: Addition and Subtraction</u> Represent and use number bonds and related subtraction facts <b>within 10</b> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers <b>to 10</b> , including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.				<u>Geometry: Shape</u> Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)	<u>Number: Place Value</u> Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.		Consolidation
Spring	<u>Number: Addition and Subtraction</u> Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$				<u>Place Value</u> Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to <b>50</b> in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. <b>Count in multiples of twos, fives and tens.</b>			<u>Measurement: Length and Height</u> Measure and begin to record lengths and heights. <b>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</b>	<u>Measurement: Weight and Volume</u> Measure and begin to record mass/weight, capacity and volume. <b>Compare, describe and solve practical problems for mass/weight: (for example heavy/light, heavier than, lighter than); capacity and volume (for example full/empty, more than, less than, half, half full, quarter)</b>		Consolidation	

Summer	<p><u>Number:</u> <u>Multiplication and Division</u></p> <p>Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p><u>Number: Fractions</u></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <b>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</b></p>	<p><u>Geometry:</u> <u>Position and Direction</u></p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p><u>Number: Place Value</u></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p>	<p><u>Measurement:</u> <u>Money</u></p> <p>Recognise and know the value of different denominations of coins and notes.</p>	<p><u>Measurement: Time</u></p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)</p>	Consolidation
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