

# KS1 Curriculum Information Evening

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PLEASE COME AND TAKE A SEAT AND WE WILL START SHORTLY

# Meet the team

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## Year 1

Miss McKenzie

Mr Friesner

Miss Windaybank

Mrs Andrews

## Year 2

Mr Weller

Miss Riley

Mrs Emery Symmons

Mrs Cosgrove

# Aims for the evening

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To introduce you to our curriculums for English and Maths

Provide an understanding of how our teaching approach

Offer some ways to support at home

Generate questions that we can look to answer moving forwards

## Plan

Wider curriculum

Maths

English – Reading, Writing,  
Spellings

# Wider curriculum

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History and Geography

PSHE – Jigsaw and Circle times

Science

Art/DT

PE

Music

Religion and World Views (RWV/RE)

French

Taught throughout the year

Topics driven by history and geography

Cross curricular links as often as possible – purpose

Share each term in topic webs

Y1 AND Y2 CURRICULUM  
EVENING

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MATHEMATICS SUBJECT  
LEADER – TOM WELLER

# Objectives for the evening

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To see what Maths looks like in KS1

How and what we teach in Maths

Some ideas of how to help your child at home.

Answer any questions you may have.

# National Curriculum for Mathematics

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Focus on depth of knowledge.

There is emphasis on problem solving and being able to apply their knowledge to unseen problems.

Reasoning

Fluency

# Assessments

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There are NO SATS at the end of Year 2.

We do internal assessments to track progress through school.

In Year 1 these are informally with teacher judgement used.

In Year 2, we combine teacher judgments from ongoing assessments of learning in lessons with a formal assessment at the mid point and end of year.

We always tell the children they are to show us what we need to teach and that they can only do their best.

We use these to inform planning next steps. It also helps us track gaps in knowledge across the year.



# Aims of Mastery

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For all children to:

- ◆ Become fluent and ‘masters’ in the fundamentals of Maths so that they are efficient in using and selecting appropriate methods.
- ◆ Solve problems by applying their Maths.
- ◆ Use mathematical language to explain their thinking.

# NCETM Curriculum

Based on research

Covers the National Curriculum

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Supports mastery approach

Scaffolded with a Small steps approach to moving learning forwards

Exposure to different representations and models

Plenty of opportunity to stretch children through reasoning and problem solving.

*'Fill in the missing numbers.'*

$$23 + 10 = \square$$

$$33 - 10 = \square$$

$$33 + \square = 43$$

$$\square - 10 = 33$$

$$\square + 10 = 53$$

$$53 - \square = 43$$

Dòng nào jīn:

- *'Jessica writes...'*  
 $23 + 10 = 32$   
*'Without telling her the answer, can you explain how you know she's wrong?'*
- *'Fill in the missing numbers to make this equation correct.'*

$$\square + 10 = \square - 10$$

*'Can you find another way? And another?'*

# Topics taught in blocks:

Autumn 1	1	Previous Reception experiences and counting within 100
Autumn 2	2	Comparison of quantities and part-whole relationships
	3	Numbers 0 to 5
Spring 1	4	Recognise, compose, decompose and manipulate 2D and 3D shapes
	5	Numbers 0 to 10
Spring 2	6	Additive structures
	7	Addition and subtraction facts within 10
Summer 1	8	Numbers 0 to 20
Summer 2	9	Unitising and coin recognition
	10	Position and direction
	11	Time

	Unit	Unit name
Autumn 1	1	Numbers 10 to 100
	2	Calculations within 20
	3	Fluently add and subtract within 10
Autumn 2	4	Addition and subtraction of two-digit numbers (1)
	5	Introduction to multiplication
Spring 1	6	Introduction to division structures
	7	Shape
Spring 2	8	Addition and subtraction of two-digit numbers (2)
	9	Money
Summer 1	10	Fractions
	11	Time
	12	Position and direction
Summer 2	13	Multiplication and division – doubling, halving, quotitive and partitive division
	14	Sense of measure – capacity, volume, mass

# Mastering number

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Now running from Reception to Year 2.

4 sessions a week (5 – 10 minutes)

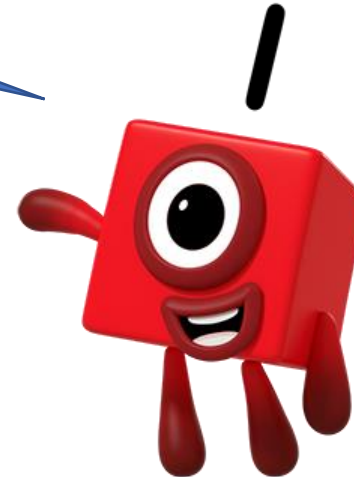
Focus on subitising and number bonds to 10.

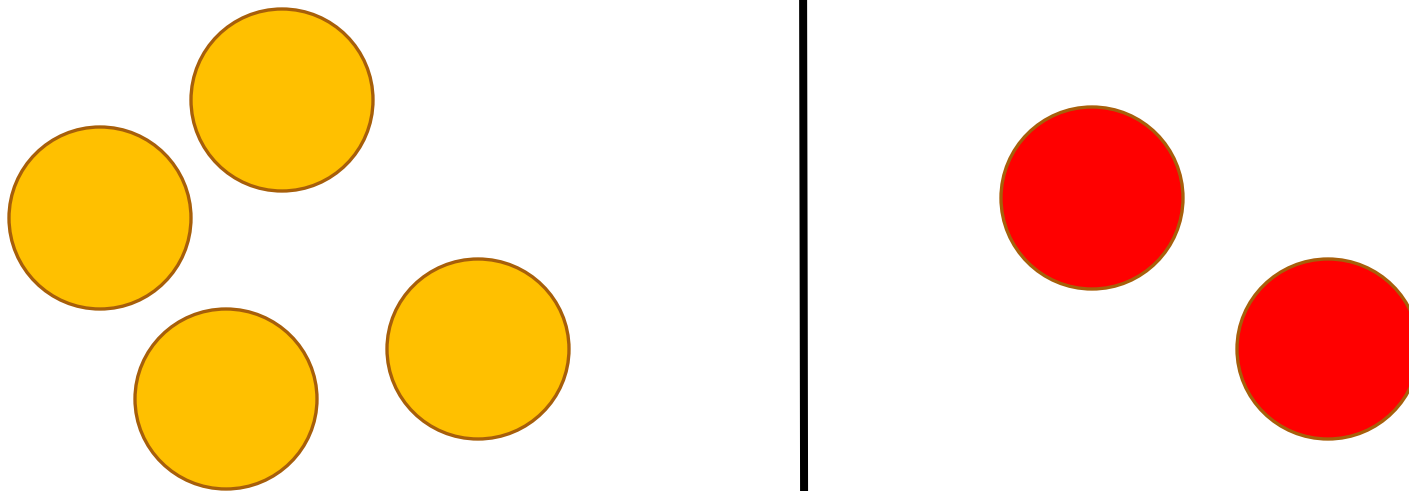
Numberblocks

Example in  
next slide

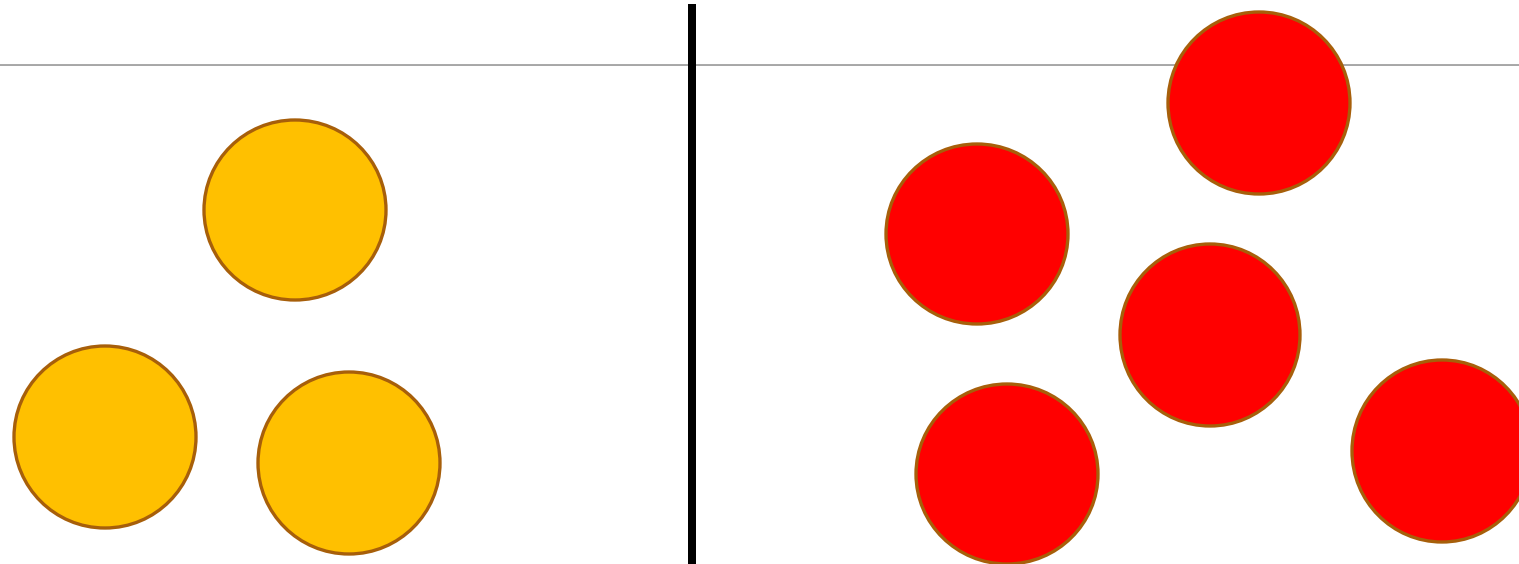
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Remember! Don't count,  
say the amount!

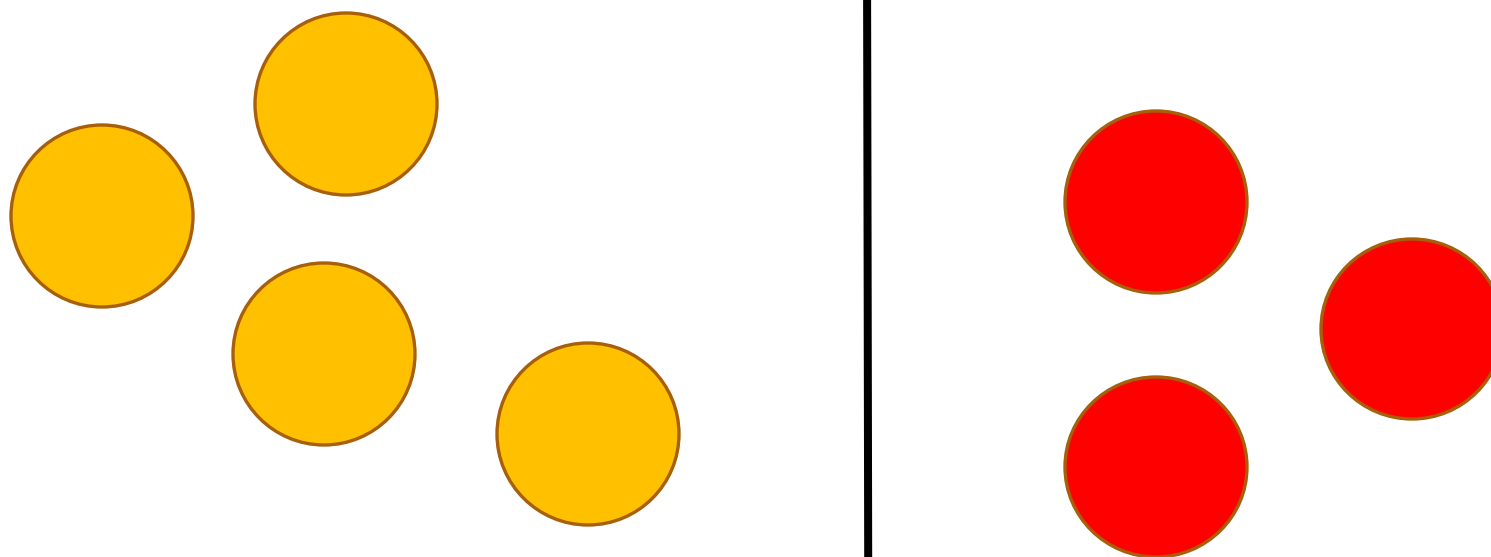




There are **more** \_\_\_\_ counters than \_\_\_\_ counters;  
there are **fewer** \_\_\_\_ counters than \_\_\_\_ counters.



There are **more** \_\_\_\_ counters than \_\_\_\_ counters;  
there are **fewer** \_\_\_\_ counters than \_\_\_\_ counters.



There are **more** \_\_\_\_ counters than \_\_\_\_ counters;  
there are **fewer** \_\_\_\_ counters than \_\_\_\_ counters.





# Skills to practise:



- counting on and back in 1s, 2s, 5s [10s](#), starting not always from one.
- Recognition of odd and even numbers, counting in 2s (evens) and count in odd numbers – 1 3 5 7 9 etc
- Doubles and halves
- Quick fire questions e.g. 11, 12, ?, what is 10 less than 37?
- children answer with [whiteboards](#), [fans](#), [digit cards](#), not just hands up (this means every child is involved):
- Emphasis at KS1 on oral calculations – may not see pages of calculations in books.  
Always horizontal presentation of calculations (intro to vertical calculations for Y2).
- Number facts – number bonds - which 2 numbers add up to another number. Up to and including 10. [link to teen numbers](#), [then link to 100s](#).

<b>+</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>0</b>	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
<b>1</b>	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
<b>2</b>	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10
<b>3</b>	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10
<b>4</b>	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10
<b>5</b>	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10
<b>6</b>	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10
<b>7</b>	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10
<b>8</b>	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10
<b>9</b>	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10
<b>10</b>	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10

# A Maths Session

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In Y1 and Y2 our Maths session will last for about an hour.

The lesson is divided into 3 sections but not set in stone:

- The Oral and Mental starter (5 – 10 mins)
- The Main teaching session (40 mins)
- The Plenary/Reflection (5 mins)

## Starter:

- Opportunity to revisit previous skills taught
- Interactive as possible – all children involved.
- Focus on counting skills – forwards and backwards across 100 from any given number.
- Counting in 2s, 5s and 10s.
- Quick fire number facts – Importance of number bonds within 10 to support future mathematical thinking.
- Number formation – Term 1

# The Oral and Mental Starter

5-10 minute warm-up session where children practise counting skills to improve their 'maths tool-box'.

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Place value game:

t	o

h	t	o

# Mathematical vocabulary

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1 2 3 4 **5** 6 7 8 9 10

Maths vocabulary is introduced and revisited during the oral and mental session.

Calculation/equation/statement (Y2)

Number sentence (Y1) not just sum (adding)

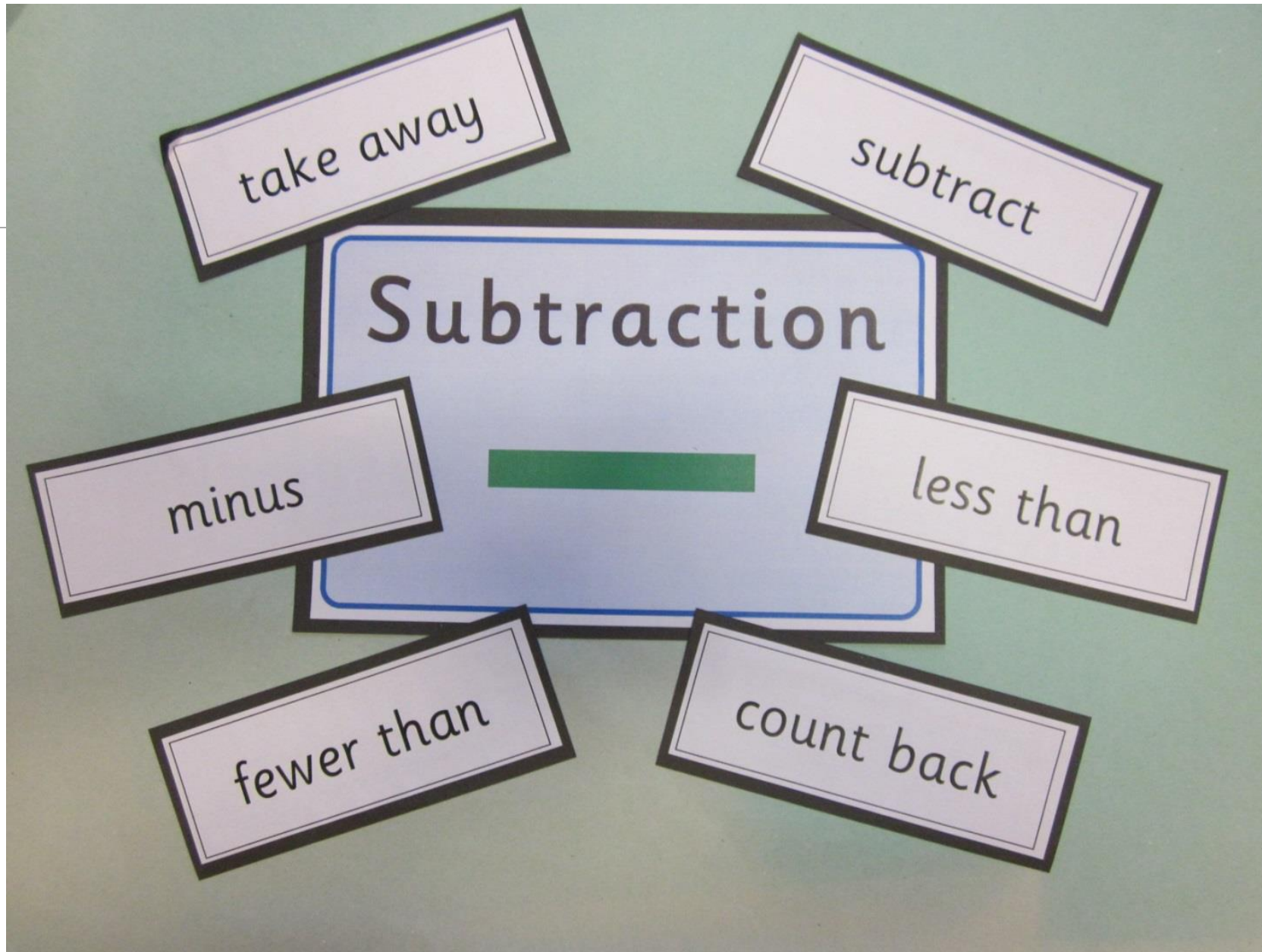
tricky vocab, variety of terms to describe operations.

# addition

- add
- more
- plus
- make
- sum
- total
- altogether









# equals

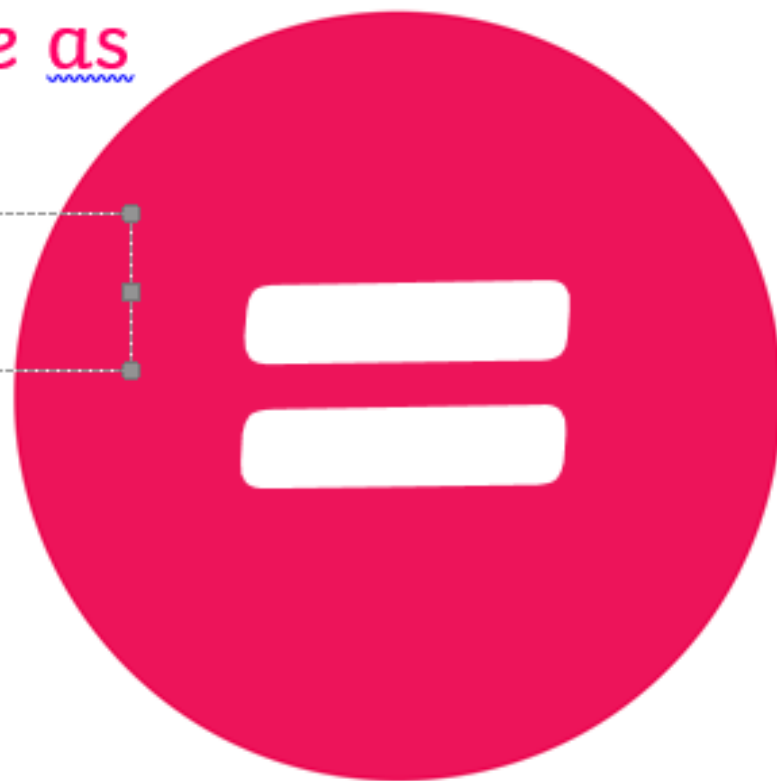
- Is the same value as

- 

- Balances with

- 

- Is equivalent to



# Main teaching session

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New skills and knowledge, from the topic for that term, building on previous knowledge.

Input as a class but children work on an activity, individually, in pairs or as a group.

Activity may be recorded or it may be a practical activity.

Problem solving activities are built into the weekly planning.

**Practical work** – opportunity for maths talk through mathematical thinking with peers. Use apparatus – tens frames, numicon, dienes, cubes etc to visually see the maths.

**Work on white boards** – show me, address any misconceptions.

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**Recorded work** – Gives the children the opportunity to record their understanding and provides teachers with assessment opportunities. It should show their thinking and mistakes with learning

**Mastery – opportunities for reasoning**

Some example lessons

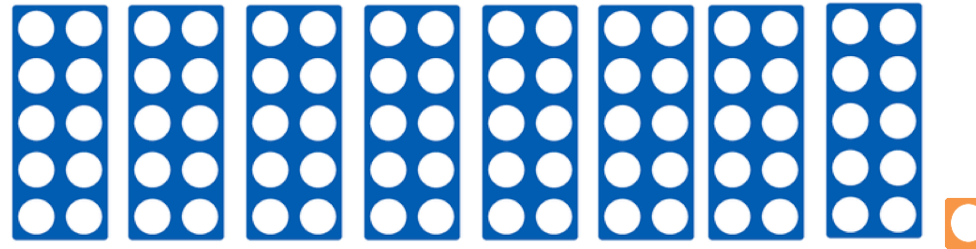
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Let's look at 18, 80 and 81

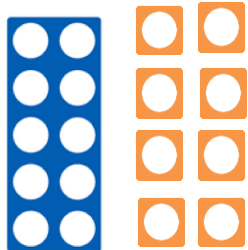
This is 81

8 groups of ten and one extra.



This is 18

A group of ten and 8 extra ones.



This is 80

8 groups of ten.





What is this  
number?





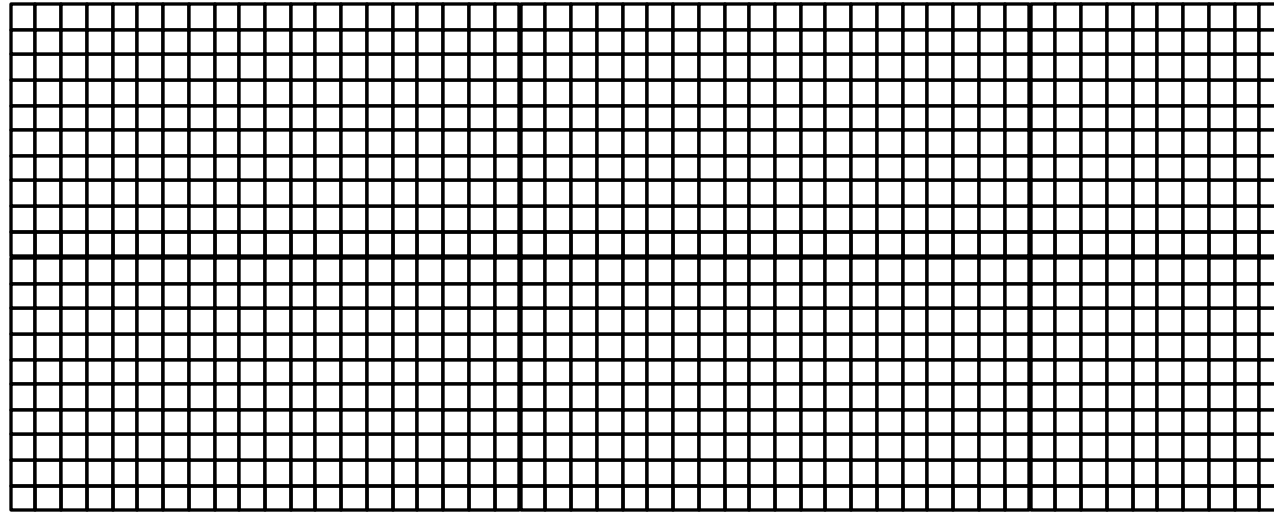
Do an action every time you get to a tens number.

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	42	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

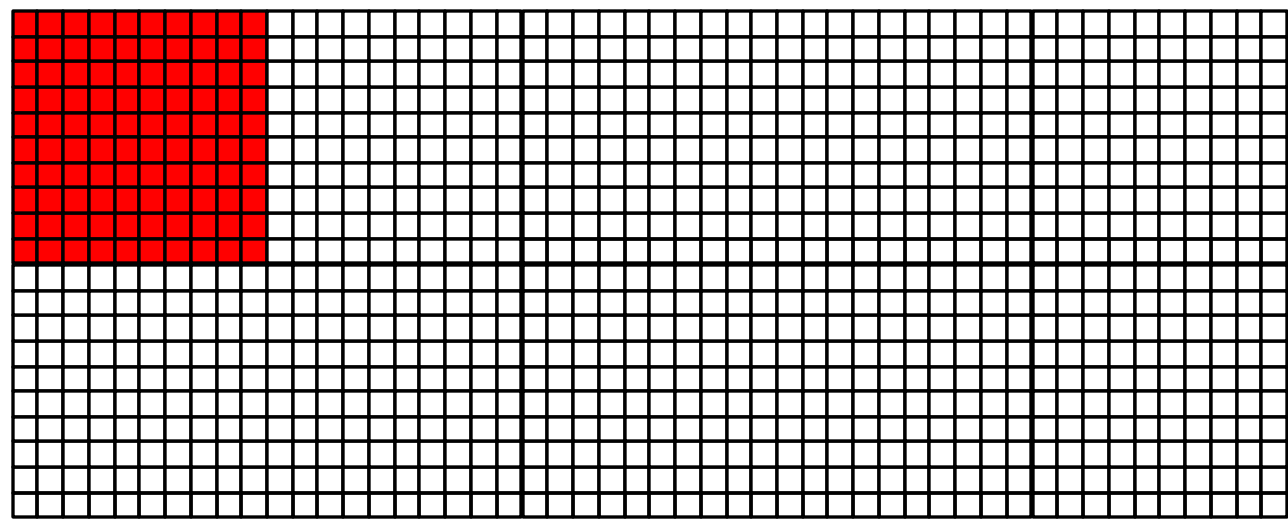
Touch your nose  
Touch your toes  
Sit down / stand up  
Turn around  
Hands up / Hands down



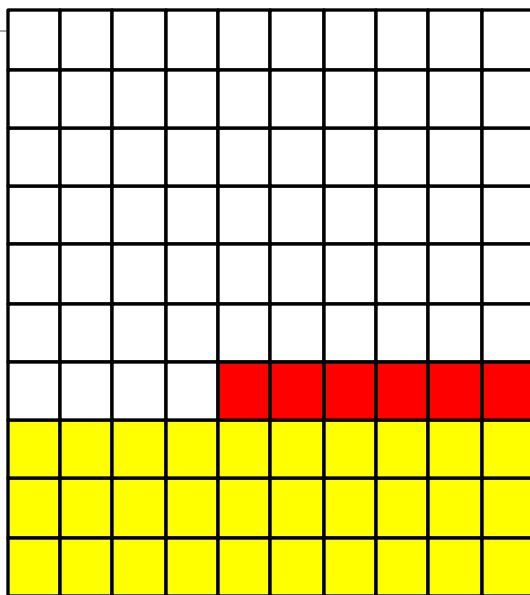
Now let's count in hundreds.

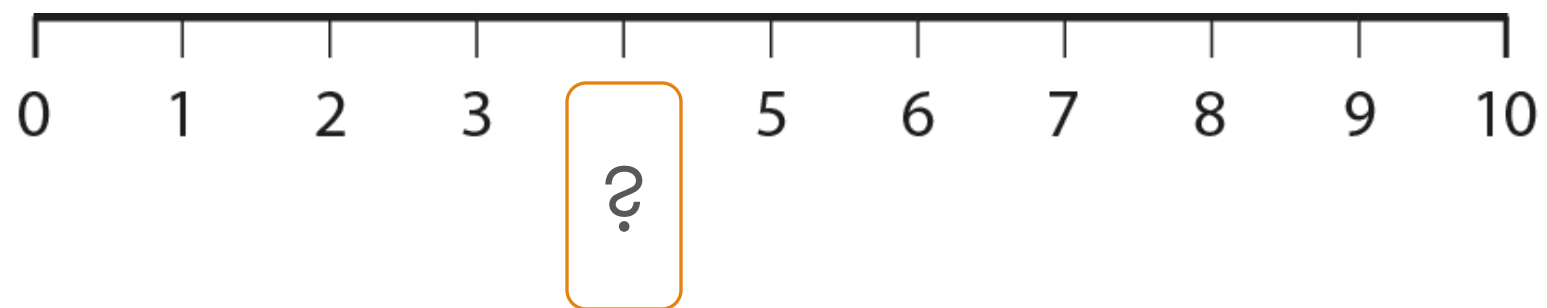


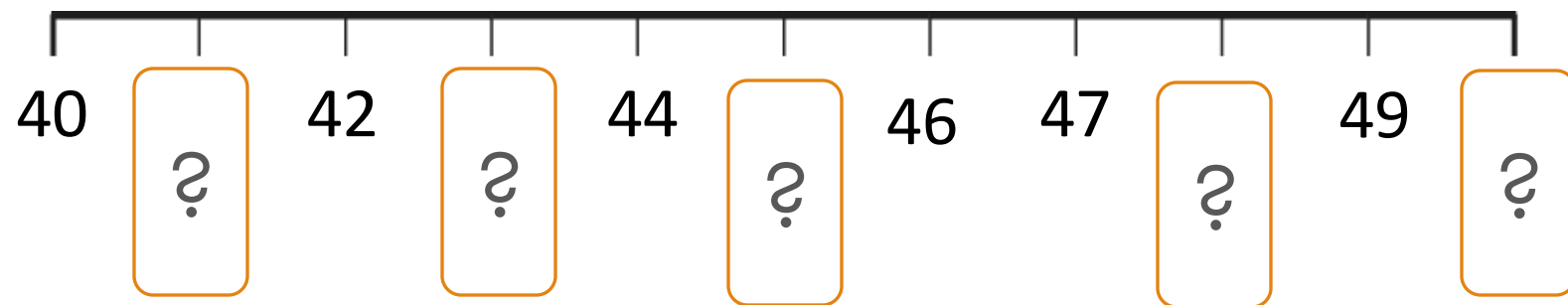




A whiteboard with horizontal blue lines. The number '36' is written in large black font. A white marker with a black cap lies diagonally to the right of the number.

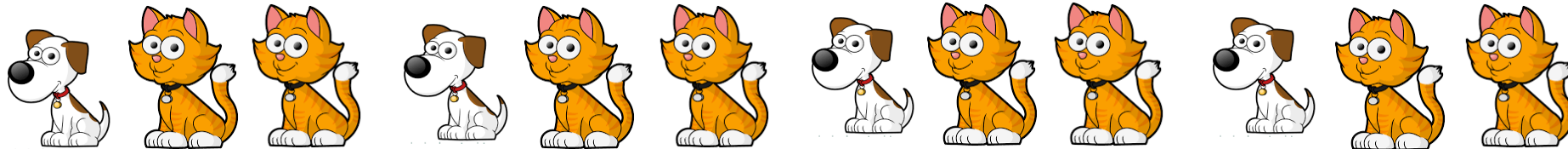






Here are some more examples of ABB patterns.

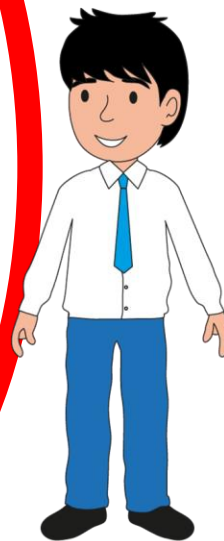
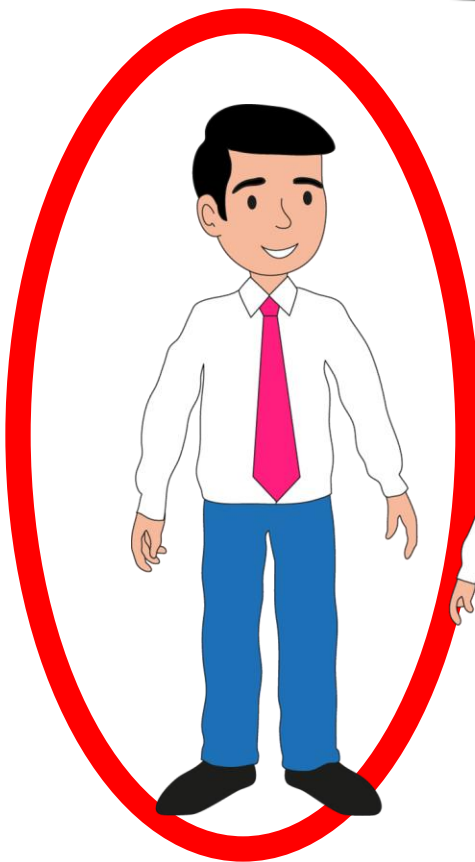
Can you describe them and continue them? What comes next?





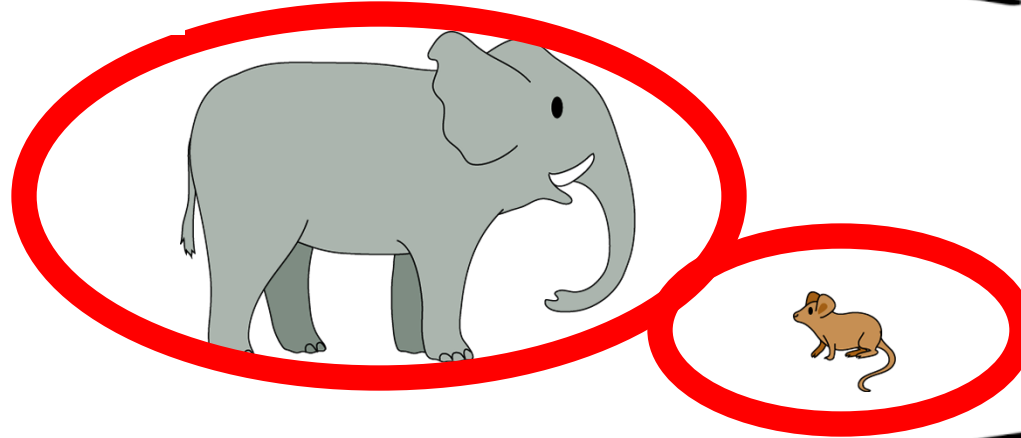
Practise  
saying this ...

The man is taller than the boy.



Can you remember  
the sentence stem  
that we practiced  
yesterday?

The elephant is heavier than the mouse.



The mouse is lighter than the elephant.

1



longer

shorter

taller

wider

heavier

lighter

The green snake is  an the red snake.



## Worksheet

Choose the right word, to make each sentence make sense.

heavier lighter longer shorter  
taller wider narrower more fewer



The man is \_\_\_\_\_ than the boy.



The house is \_\_\_\_\_ than the car.



The pencil is \_\_\_\_\_ than the pen.



There are \_\_\_\_\_ apples than bananas.

Circle the fruit that is heaviest.



Circle the shortest person.



Draw a bigger house.



Draw more flowers.





Set  is greater than set

**Set A**



**25**

**Set B**



**9**

**Set C**

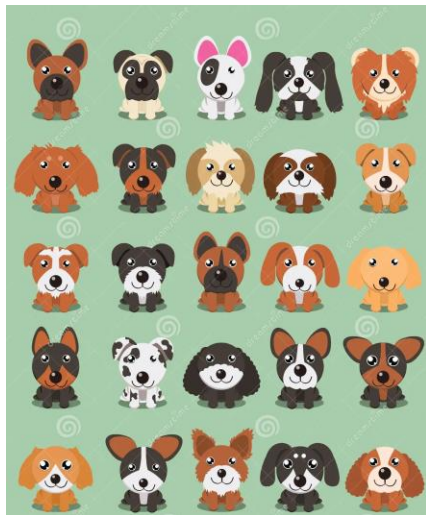


**12**



Set  is less than set

**Set A**



**25**

**Set B**



**9**

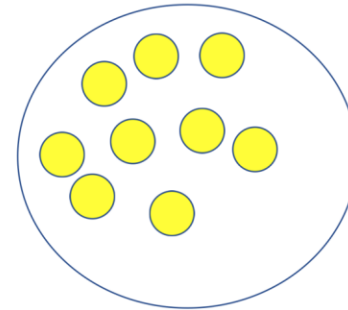
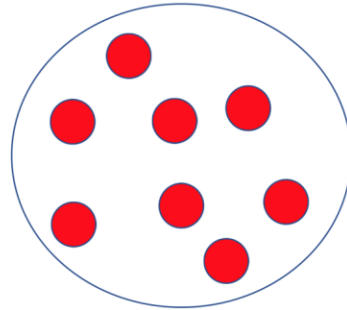
**Set C**



**12**

Last week we compared sets using sentence stems.

The  set is less than the  set.

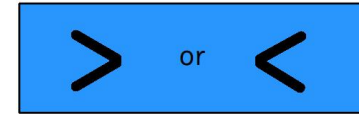


How many dinosaurs?

How many bears?

There are more  than .

On your whiteboards



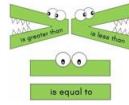
9

$>$

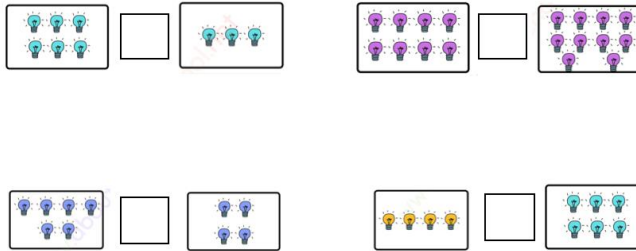
5

Name: \_\_\_\_\_

Greater than and less than



Use  $>$  or  $<$

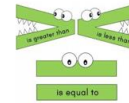


4	<	<input type="text"/>
<input type="text"/>	>	8
10	>	<input type="text"/>

4	>	<input type="text"/>
6	<	<input type="text"/>
5	>	<input type="text"/>

Name: \_\_\_\_\_

7.11.23



Greater than and less than

Use  $>$  or  $<$

$3 \square 6$

$4 \square 2$

$7 \square 4$

$2 \square 8$

$8 \square 9$

$3 \square 2$

$13 \square 7$

$26 \square 28$

$30 \square 61$

$14 \square 12$

$25 \square 9$

$19 \square 20$

$15 \square 18$

$11 \square 12$

# The Plenary (5 mins)

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General summary of session.

Final part of session when the lesson is rounded off by revisiting the learning objective, recorded or practical work discussed and any misconceptions or repeated errors are corrected.

Work may be shown, methods of overcoming problem discussed or vocab reinforced.

# Practical resources

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Tens frames

Dienes

Rekenrek

Counters

Multilink – link to Numberblocks





# DoodleMaths

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Your child has been given a free account

Should be used daily for 5/10 mins

Success celebrated in school

# Mathematics at KS1 to:

- Encourage creativity with numbers
- Recognise links and patterns in Maths
- Encourage children to talk about how they 'worked it out' – use of the open number-line.
- “I know this because.....”



# How to help your child at home

Developing some new maths booklets to send home to support – calculation policy should be accessible on website but will be sent out after this.

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Talk them about their learning in school

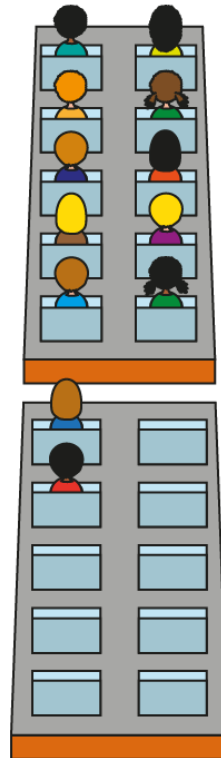
Little and often practise away from school – reading clocks, counting sheep, sharing out sweets, a few quick questions on the walk to school

Doodle maths

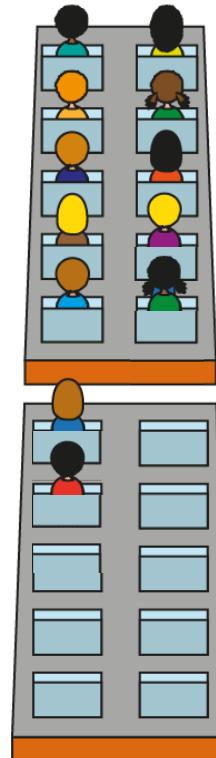
Dice games

If there was interest, I would be happy to run some specific maths workshops covering some of the basic content.

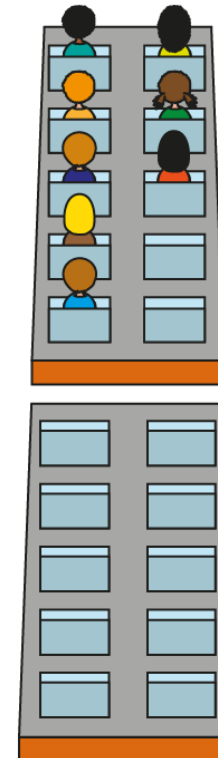
First



Then



Now



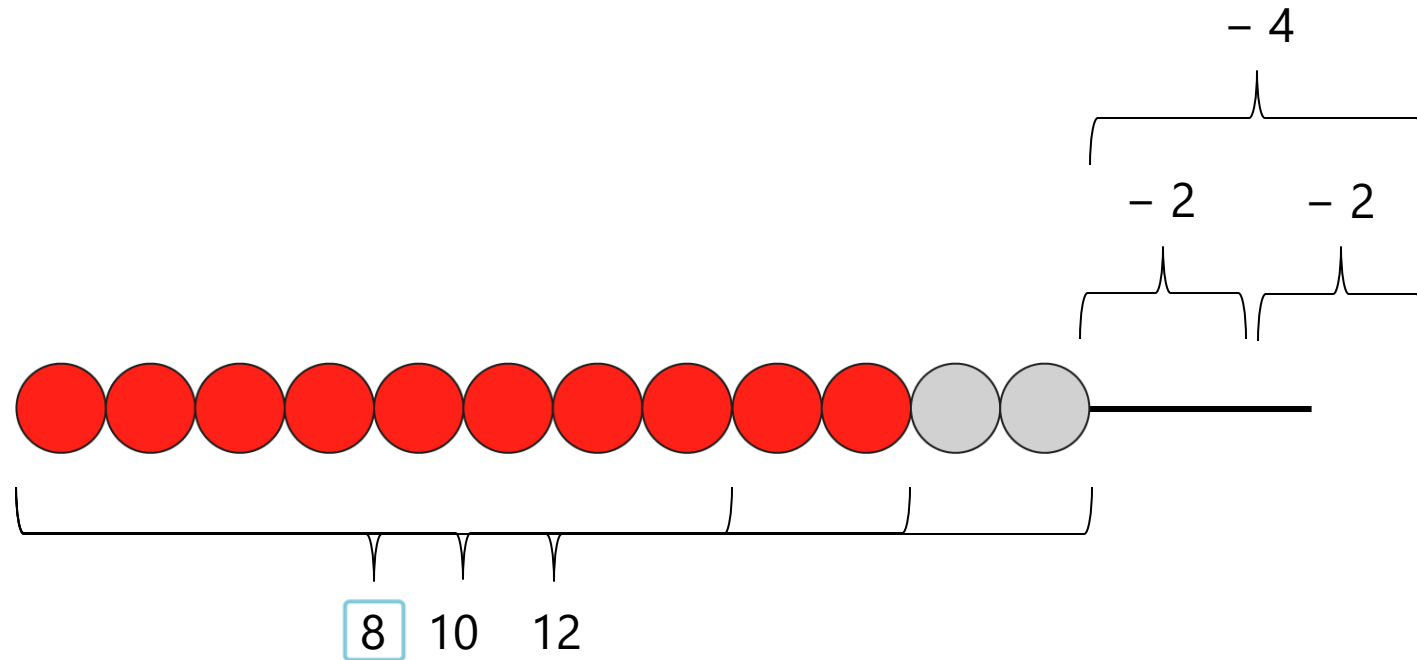
Subtracting *through* ten

$12 - 4 = \underline{\quad}$

$4 = \underline{\quad} + \underline{\quad}$

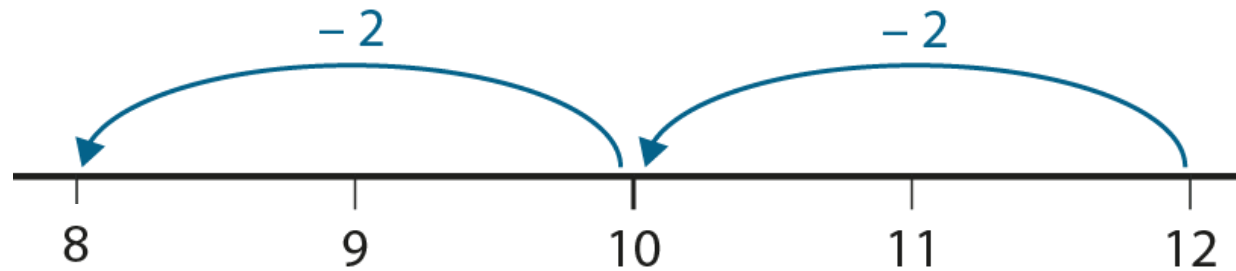
The diagram illustrates the subtraction process. The top tens frame is a 2x6 grid containing 12 yellow circles. An arrow points from the third row (the first row after the top row, containing 4 circles) to the bottom tens frame. The bottom tens frame is also a 2x6 grid, with the top row containing 2 yellow circles and the remaining four rows being empty.

Subtracting *through* ten



On a numberline we would work it out by partitioning the amount to subtract so that we get back to ten, then subtract the remaining amount from ten which is easy.

**Subtracting *through* ten**





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**Subtracting *through* ten**

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**And this is the final step with it written as an equation with the two stage process.**

$$\begin{array}{r} 12 - 4 \\ \quad \swarrow \searrow \\ \quad 2 \quad 2 \end{array}$$

$$12 - 2 = 10$$

$$10 - 2 = 8$$

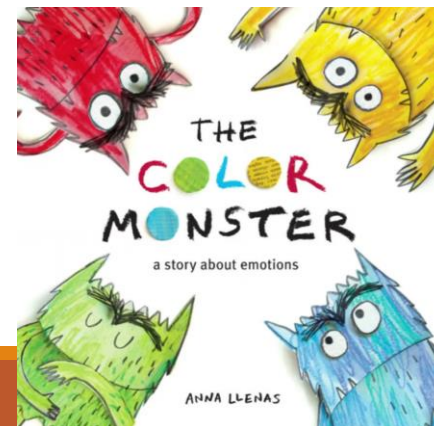
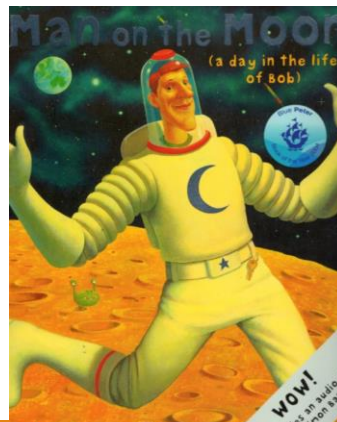
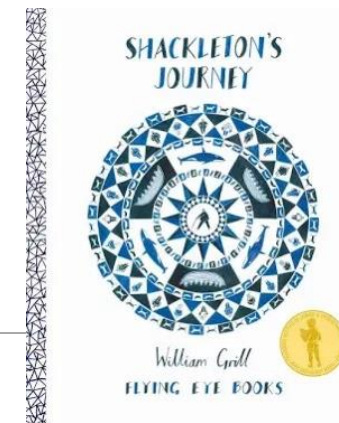
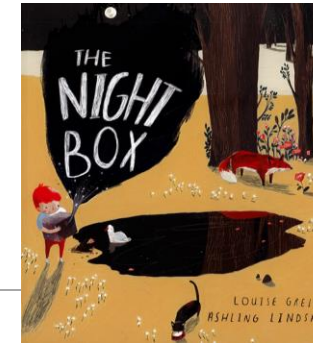
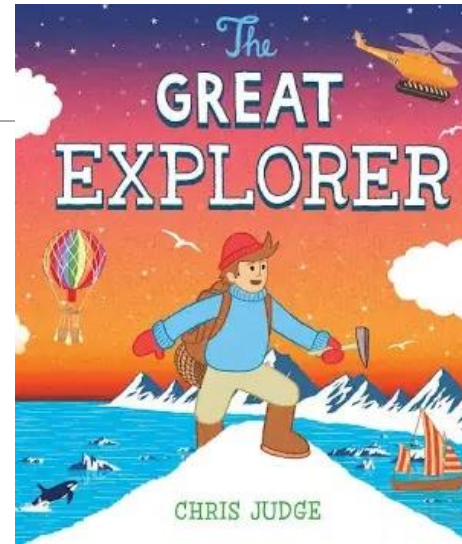
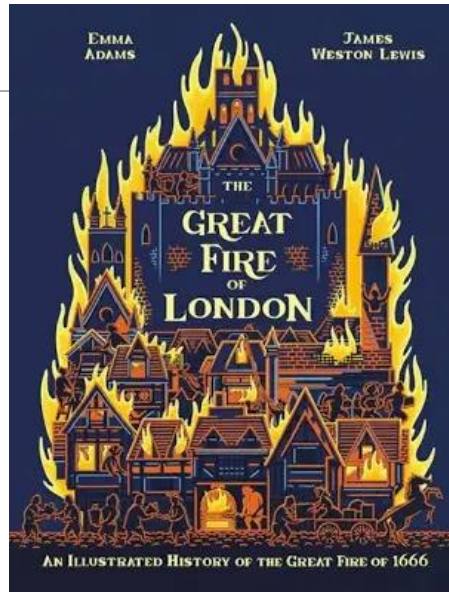
$$\mathbf{12 - 4 = 8}$$



# Inspirational activities...

- 
- ❖ Trips – SS Great Britain, Blue Reef Aquarium and Caldicot Castle
  - ❖ Visitors to school, last term we welcomed a fantastic storyteller
  - ❖ WOW moments such as a dinosaur in school!
  - ❖ Explorer Dome for Y2
  - ❖ World Book Day
  - ❖ Bedtime story – 16<sup>th</sup> November 2023
  - ❖ Creative Writing Week

# A starting point ...



“

**One of the greatest gifts adults can  
give is to read to children**

Carl Sagan

”





# Reading

## Guided Reading

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For children on the Little Wandle scheme – small groups will read twice a week with a teacher and an LSA.

Each session focuses on a different skill of fluency, prosody (expression) and comprehension.

When reading Little Wandle children can change their books on a Monday and Friday if they have read them three times.

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Children will be assessed at the end of every term.

The children can also choose a Reading for Pleasure book from their class or the library which we will be starting this term.

Online reading:

Oxford Owl is a good free website of online books and activities.



# Reading beyond Little Wandle

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Children who have moved on they will read once a week.

Once the Little Wandle scheme has been completed they will revert to the colour banding and can change their books as and when they wish.



# Reading Scheme – Book Bands

We make the decision to move a child onto the next level using a range of assessment criteria

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Comprehension skills move from an understanding of events that are explicit in the text to those which are inferred. Discussion is very important.

Most reading books contain skills to focus on the front or back cover

Please send reading books to school every day whether they have been read or not, and note in reading record books whether your child has finished it or which page is to be read next.

# Reading Comprehension

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Check that the text makes sense to them as they are reading and correct inaccurate reading.

Discuss the significance of the title and events.

Make inferences on the basis of what is being said and done.

Make predictions on the basis of what has been read so far.

The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you will go.  
--Dr. Seuss

# The most important thing you can do is read with your child



## Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



*Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J*

# English across the Curriculum

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One writing book is used across the curriculum in order to improve standards

Writing not seen as an isolated skill

Children given the best opportunities to engage in writing process

Writing for a purpose with a clear target audience

# Writing

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Our whole school approach provides systematic teaching of skills such as spelling, punctuation, grammar, use of descriptive words and phrases, conjunctions and handwriting. These begin in Reception and are continued and developed during Years 1 and 2.

Imagination is more  
important than knowledge

# Handwriting

❖ Sitting position

❖ Pencil grip

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❖ Correctly formed and orientated letters and joins – diagonal or horizontal strokes

❖ Consistent size + ascenders and descenders

❖ 'Joined legible script' – aim for end of Year 2













❖ Letter formation rhymes linked to Little Wandle



# Marking and Feedback

Green and Pink to think also used for children to identify skills the children are using and those to think about for next time.

## Our Writing Checklist

 Capital Letter	 Full Stop	 On the line
 Finger Spaces	 Use your sounds	 Letter Formation
 Read it back	 Conjunction	 Adjectives
 Punctuation	 Spelling	 Handwriting



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## Spelling

- Your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence.
- Handwriting is referred to but is taught at other times.

- ✓ Say the word.
- ✓ Segment the sounds.
- ✓ Count the sounds.
- ✓ Write them down.





Spellings are put on DoodleSpell and a paper copy will be given out weekly and monitored termly for participation.

Some tricky words may be recapped throughout the coming terms.

We are hoping this will help children embed the spellings linked to their phonic knowledge outside of English lessons.

**Year 1 Autumn 2 week 2**

**Graphemes**

o	i	a	e
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**Spellings**

both	child	basic	fever
go	kind	acorn	me

**Tricky words**

Mr	Mrs	Ms	ask

# Phonics Screening Check

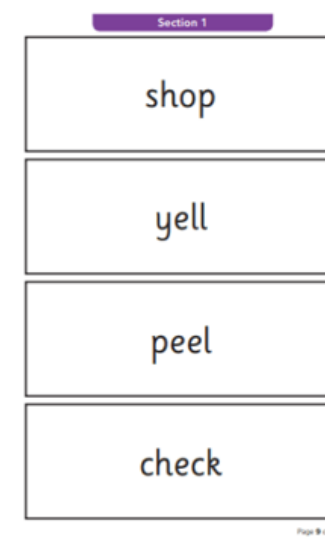
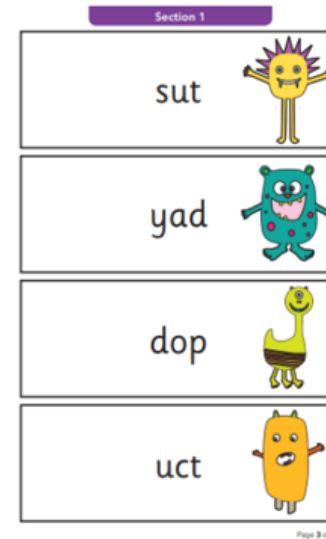


## Phonics Screening Check

### What is the Phonics Screening Check?

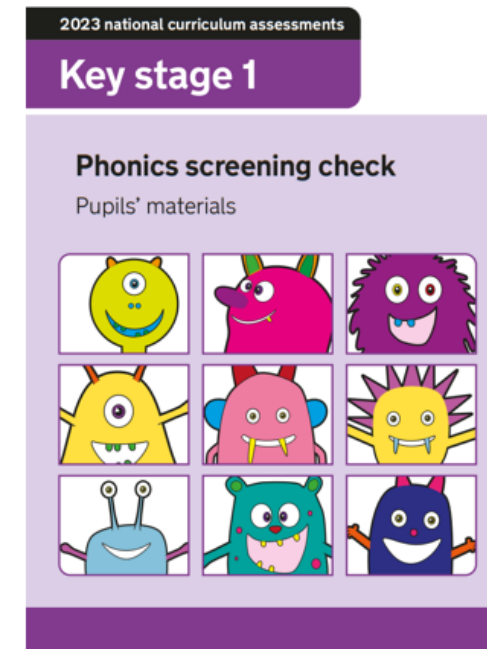
- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').

If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.

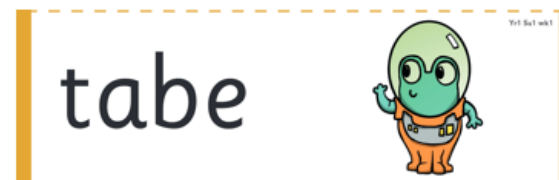


## How does the check work?

- Your child will sit with a member of staff that they know.
- They will be asked to read 40 words aloud.
- This takes just a few minutes to complete, but there is no time limit.
- If your child is struggling, the teacher will stop.
- It has been carefully designed not to be stressful for your child.



## 'Alien words'



- We will post a short video of 'alien words' on Seesaw
- The check will contain 20 'alien words'.
- The children will be familiar with alien words and will start to read them next term.
- Alien words assess children's decoding skills and are used in lessons for the purpose of preparing for the Phonics Screening Check **only**.
- Children cannot read these words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode.
- The Phonics Screening Check will be administered in June.

# We will add a link on the newsletter ...



## Supporting your child with phonics

### Videos



Phase 2 sounds taught in  
Reception Autumn 1



Phase 2 sounds taught in  
Reception Autumn 2



Phase 3 sounds taught in  
Reception Spring 1



How to say Phase 5 sounds

# Still to come this year...

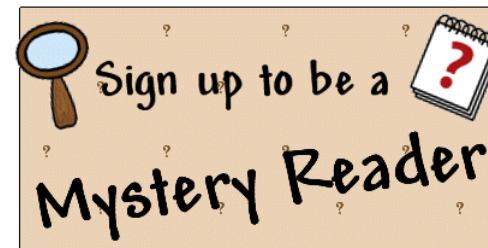
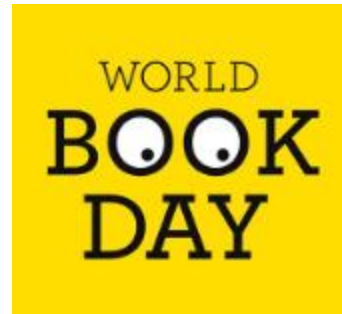
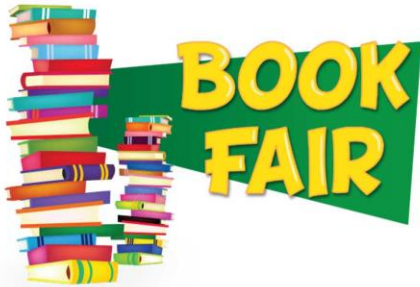
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Book Fair

World Book Day fun in March

Get caught reading competition – Easter

Mystery readers – starting this term 😊



# Thank you for coming this evening....

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