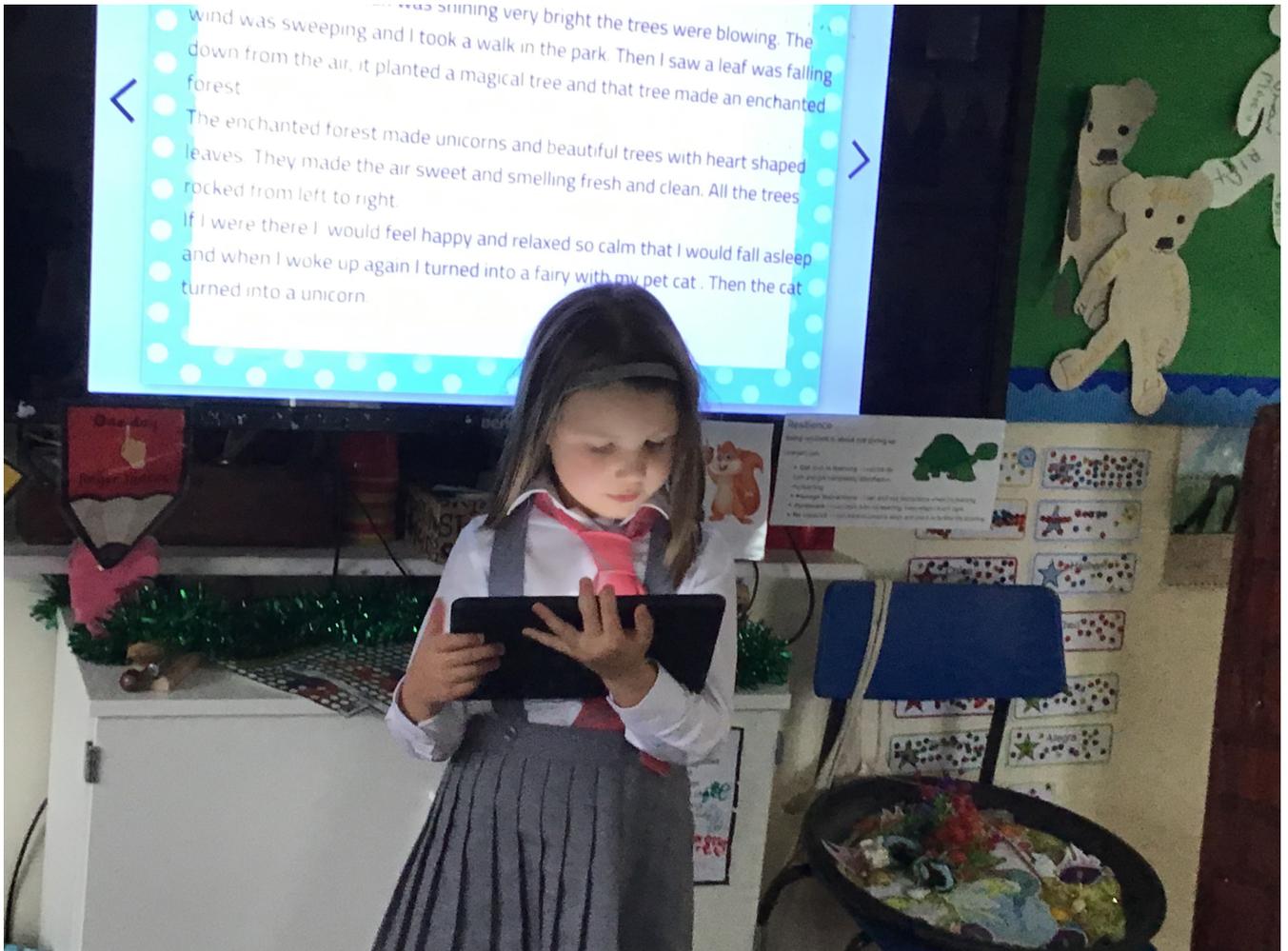




# PARK HILL PREPARATORY SCHOOL & NURSERY

For boys and girls aged 2 years and above



Curriculum Information Booklet

**Year 1**  
**2020-2021**

## **Introduction**

Welcome to Year 1! We hope the following information will be of assistance to you and your child and will help in ensuring a smooth transition from Reception to Year 1.

## **Transition to Year 1**

The school day in Year 1 can seem very different. In Reception, children get used to a play based, free flowing experience. They might be guided by the staff, but a lot of the time, they get to choose what they play with, when and with whom. They gravitate towards the things they enjoy doing, and how they spend their time is largely on their own hands.

In contrast, the Year 1 learning experience tends to be more formal. We have clear learning goals across every subject, and there are targets including knowing certain number facts and being able to spell a list of words accurately.

## **Routines**

The side gate will be open at 8.00 am- 8.05am and again at 8.15am. Your child will be able to enter the classroom at 8.15am and once settled in the classroom will be encouraged and supported to organise their belongings. In Year 1, it is important to help your child develop their independence through for example packing book bag and PE bag.

Once reading books have been changed your child will be given a daily task so please ensure that they arrive on time. If you have any messages please write in reading diary, email or post in our Showbie group.

Registration will be taken at 8.25am, with the first lesson starting promptly at 8.30am.

**Afternoon Collection: 3.30pm** Collection will be from the front of the school at the end of the day. If your child is going to be collected from school by somebody else at the end of the day, please inform the office by phone or email and write a note in their reading diary. . We will not let your child go home with another adult, without your prior written or verbal permission.

## Equipment

Please ensure your child has the following items for the beginning of the school year. Hand hygiene is encouraged - We will provide hand sanitiser, the children will also wash their hands regularly and furniture will and equipment will be cleaned throughout the day.

*Antibacterial/viral wipes to keep in class, to keep iPads clean.*

A box of tissues sent in at the beginning of each term.

*Please ensure every item brought in is named and labelled . We aim to reduce the use of shared resources so stationary cannot be borrowed or loaned.*

Park Hill Pencil case

- 5 HB pencils
- Tub Sharpener
- Colouring pencils
- Felt tips
- Glue stick (x2)
- Blunt tip children's scissors
- Small pack paintbrushes
- 30cm ruler (clear)

*A pair of plain black wired headphones*

*Over the ear, wired and noise limiting are recommended. Please avoid Bluetooth.*

[https://www.amazon.co.uk/LilGadgets-Connect-Headphones-Shareport-Children-Pink/dp/B06XT98NJZ/ref=sr\\_1\\_14?crid=1ZEA1KX6E8IC4&dchild=1&keywords=lilgadgets%2Bheadphones%2Bcable&qid=1598368440&sprefix=lil%2Bgadgets%2Bheadphones%2B%2Caps%2C394&sr=8-14&th=1](https://www.amazon.co.uk/LilGadgets-Connect-Headphones-Shareport-Children-Pink/dp/B06XT98NJZ/ref=sr_1_14?crid=1ZEA1KX6E8IC4&dchild=1&keywords=lilgadgets%2Bheadphones%2Bcable&qid=1598368440&sprefix=lil%2Bgadgets%2Bheadphones%2B%2Caps%2C394&sr=8-14&th=1)

*A good quality stylus*

[https://www.amazon.co.uk/My-Doodles-Compatible-Touchscreen-Smartphones/dp/B00NV9MZ64/ref=sr\\_1\\_4?dchild=1&keywords=crayon+stylus&qid=1598368541&sr=8-4](https://www.amazon.co.uk/My-Doodles-Compatible-Touchscreen-Smartphones/dp/B00NV9MZ64/ref=sr_1_4?dchild=1&keywords=crayon+stylus&qid=1598368541&sr=8-4)

*Reusable BPA free water bottle*

## Uniform

On **Tuesdays**, the children should come to school in their **school sports kit** in preparation for games. The children will remain in games kit all day. Swimming will resume when it is safe to do so. We will inform you nearer the time.

**Labelling** -Every item of clothing, footwear and equipment brought into school must be labelled with your child's name. Strong loops sewn into the neck of coats, fleeces and pullovers ensure that they stay on pegs. Items do go astray from time to time (let us know) and we do our best to return them. Unnamed items are very difficult to reunite with their owners!

## **Homework**

During the term, we will set weekly homework tasks. This will include maths and English tasks as well as practical activities.

Your child will also need to complete the following each week: daily reading and phonics and spellings. There will also be a mental maths test every two weeks. This will all be set on Showbie.

## **Timetable**

*A copy of the Year 1 timetable will be sent home, via your child, in the first week of term. (With a copy for reference on our Showbie parent group. )*

## **Curriculum**

In Literacy lessons, children are taught speaking and listening, reading and writing and grammar skills through studying a variety of styles of writing (genres).

The teaching sequence for writing; engaging starting point, reading, focusing tasks, stimulating ideas for writing, modelling, supported writing, independent writing (including guided writing).

## **Speaking and Listening**

Young children love to talk and share their ideas. At times they need help listening to others and valuing their opinions. In Year 1, children are taught to: listen, ask relevant questions, build their vocabulary, give descriptions and explanations, participate in conversations, explore ideas and to speak audibly and fluently.

Drama and role play can contribute to the quality of children's writing by providing opportunities for pupils to develop and order their ideas through playing role and improvising scenes. The children will become more familiar with and confident in using a greater variety of situations. They will, for example:

- Listen to and discuss a wide variety of books and poems
- Recognise and join in with predictable phrases
- Learn some rhymes and poems to recite by heart
- Discuss the meaning of words and extend vocabulary
- Join in with discussions and explain their understanding
- Change their speaking when taking on a role of a character

## Reading

This part of the curriculum is broken down into word reading and comprehension. In Year 1, pupils continue to learn to read words using phonics as well as learning to recognise tricky words (common exception words) which cannot be sounded out e.g. once.

Here are some ways to approach reading. I hope that you find them useful.

- Most importantly, make reading as enjoyable as possible. This is not always easy after a long day at work or school but do try to persevere.
- Look at the book first, talking about what you can see happening in the pictures. Try to predict the story and possible unknown words.
- The pictures are a really important tool to help the children read. If your child is becoming too reliant on the pictures, encourage them to point to the words to draw their attention back to the text.
- Many words can be sounded out, eg c a t. However, words such as 'was' are trickier as sounding them out does not work. The children just need to learn how they look.
- Look out for words they already know within longer words eg board
- Remind children to think about how speech might be said to encourage them to read with expression. Punctuation helps your child to read with intonation and brings a book to life.
- **Question** your child about events in the book to check that they have understood what you are reading.
- Retelling the story so far or predicting what might happen next will help you to gauge their understanding of what that have read.
- Encourage your child to read a variety of different types of storybooks, information books, magazines, newspapers, letters etc.

Join your local library and make use of their resources. There are also age appropriate on line books available on the Oxford Owl website, which you can subscribe to for free.

<https://www.oxfordowl.co.uk/for-school/for-school/oxford-owl-ebook-collection>

As a rough guide, children should be able to read at least 90% of the words on the page without any problem. They should also

demonstrate good understanding of the text they read through comprehension questions.

## Comprehension

It is important when reading with your child to focus on their comprehension (understanding of what's happening in the story) aspect of the book as well as the sounding out of words. Some children may be able to easily read their book and to say all the words fluently, but they also need to make sure they have a full understanding of what it is about, what the key words mean, and many other features of the text.

To help with 'understanding' and 'sounding out' aspects of reading books, here are a list of points that children benefit from learning:

- To sound out familiar words fluently and automatically (without being prompted)
- To be able to decode/sound out familiar words using blending. There will be words that can't be decoded by blending and these are called 'tricky' words (such as: said, were, there, little, they, all, are). These words have to be memorised to be learned.
- To develop an awareness of punctuation marks. eg full stops, capital letters, question marks, exclamation marks etc - and to understand why they are being used in the sentence.
- To remember the sequence of stories. What happened first? What happened next? Then what happened? Finally what happened?
- To be able to locate pages or sections of interest. What was your favourite part of the book? Can you show me where that happened? What happened when ...? can you show me where that is? How did the character feel when? Can you show me where it says that?
- To comment on the look of the writing, titles, labels. For example if the story book is about 'monsters' the title may be in the style of slimy writing. Ask your child why the writing is like that? Then link it to the content of the book.
- To comment on obvious features of language eg rhymes, repetition of text and interesting word or phrases. (Reading short poetry can help with this - poetry that interests them and they can relate to - comical poetry).
- To comment on their likes and dislikes, relating it to their own experience.
- To be aware that there are differences between information/ non fiction and fiction books. Information books may have

captions, a contents page, a glossary, photos and talk about real/factual things. They are usually written to help us to understand how something works, or how to make something. Fiction and story books usually don't have a contents page, they usually contain pictures/drawings and are made up but can be related to real life experience.

## Writing

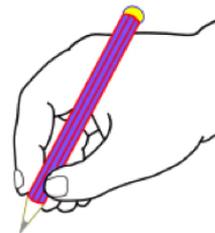
During Year 1, children are taught to write sentences by:

- Saying out loud what they are going to write about
- Re-reading what they have written to check that it makes sense
- Discussing what they have written with the teacher or other pupils
- Leaving spaces between words
- Joining short sentences using and
- Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark

The best way to get better at writing is to practice it by writing in meaningful situations with real purpose.

Encourage your child to write:

- Birthday cards
- Shopping lists
- Letters to relatives and friends
- Reminders for things for school
- Instructions for games they have made up or models they have made up out of Lego etc
- Book or film reviews
- Scrap books
- Emails
- A diary when they do interesting things
- Ensure handwriting is correctly formed and legible. Encourage correct pencil grip to help the write with ease.
- Encourage children to sound out simple words, look for patterns in more complicated sets of words and eventually learn and apply spelling rules that they have encountered.



## Spelling

The children learn to spell during daily phonics lessons. Each week I will send words home that the children will need to learn to spell. Help your child to learn their spellings by the

**Look, cover, say, write, check**

method, where your child looks at each word in turn, covers it up, says it to themselves, writes it down and then checks to see if it is correct. If it is incorrect they try again. This should be done often

to ensure that they really do learn the look and arrangement of the word as well as how it sounds. Please do not expect your child to learn their spellings by testing them every night. Test them once, before they are tested in school if you like, but testing does not help them to learn them, it only assesses whether or not they do know them.

## Letters and Sounds

### Phase 5

		Letter progression									
Phase 2	Phases 2 & 3 are revised during Phase 4.	s	a	t	p	i	n	m	d		
		g	o	c	k	ck	e	u	r		
		h	b	f, ff	l, ll	ss					
Phase 3		j	v	w	x	y	z	zz	qu		
		ch	sh	th	ng	ai	ee	igh	oa	oo	
		ar	or	ur	ow	oi	ear	air	ure	er	
Phase 5		New Graphemes	ay (day)	ou (out)	ie (tie)	ea (eat)	oy (boy)	ir (girl)	ue (blue)	aw (saw)	wh (when)
			ph (photo)	ew (new)	oe (toe)	au (Paul)	a-e (make)	e-e (these)	i-e (like)	o-e (home)	u-e (rule)
		Alternative pronunciations	i fin / fine	o hot / cold	c cat / cent	g got / giant	u but / put	ow cow / blow	ie tie / field	ea eat / bread	er Farmer / her
	a hat / what			y yes / by / very		ch chin / school / chef		ou out / shoulder / could / you			

Letters and Sounds teaches children how the alphabet works for reading and spelling by teaching high quality phonics. The aim is for most children to have completed Phase 5 by the end of Year 1.

During phase 2 and phase 3, your child will have been taught 42 sounds and will recognise, read and write their letters. Some of the sounds are made from two or three letters (eg of as in boat). It is possible to teach the children little tricks to help them learn the sounds eg “when two vowels go walking, the first one does the talking!”

In phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children’s knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.

In phase 5, children will learn more graphemes and phonemes. For example, they already know ai as in rain but now they will be introduced to any as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, eg ea as in tea, head and break.

Children continue to practice blending and segmenting. It should always be remembered that phonics is the step up to word recognition. Automatic reading of all words - decodable and tricky - is the ultimate goal.

By the end of Year 1, children should be able to write the following 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, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.

Phonics sessions are taught daily in class.

*Games to support learning available on the internet*

<http://www.letters-and-sounds.com> - lots of games available for each phase

<http://www.phonicsplay.co.uk/interactiveresources.htm> - there are some super free resources this website.

<https://www.teachyourmonstertoread.com> - Covers everything from letters and sounds to reading full sentences. The computer versions is free.

## **Handwriting**

Handwriting skills are an important development task and activity for children. All children will be taught joined cursive handwriting.

Key skills:

- Hold a pencil correctly
- Form digits and letters correctly and confidently
- Leave spaces between words

## **Numeracy**

At Park Hill School children develop mathematical understanding of number, calculation, shape and space, measure and data handling. Great emphasis is placed upon children being able to apply these mathematical skills to problems in contexts. Our aim is to help children recognise the relevance of mathematics in the world around them and to develop a curiosity and excitement about making mathematical discoveries.

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  
few oa ou ea ie

### Expectations in Mathematics

Number and place value underpin all mathematical learning. Year 1 children need to be able to confidently:

- 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; count in multiples of twos, fives and tens
- Identify one more and one less
- Identify and represent numbers using objects and pictures including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words

### How to support your child with Maths at home

1. Talk about any maths learning that they bring home from school. This will usually follow on from activities in class.
2. Ask them to help when you are doing things with money, or measuring or weighing
3. Tell the time
4. Help them to manage their money by looking at the price of things and working out if they can afford them.
5. Help your child to learn their number bonds to 10, then 20
6. Use an educational game on the computer:

[www.educationcity.com](http://www.educationcity.com)

[www.ictgames.com](http://www.ictgames.com)

### Science

Science enables children to discover the world around them. It stimulates curiosity and leads to the development of investigative skills so that they can discover how the world around them works.

It also enables children to make meaningful links to both the natural and man made environment they live in.

Science is essentially a practical subject and the children are given opportunities for careful observation and investigation. Children participate in a wide variety of problem solving activities. They are encouraged to devise their own experiments and communicate their findings in a variety of ways.

Over the year, the children will cover the following areas:

- Plants and animals
- Light and Sound
- Materials
- Forces
- Seasonal changes
- Space

### **Woodland School**

Our learning outside the classroom curriculum supplements the science curriculum and other areas. Woodland school sessions take place weekly in Richmond Park. Please ensure that your child brings to school waterproof trousers, school cagoule and wellington boots every week for these sessions.

### **Science at home**

Children are naturally inquisitive and interested in the world around them. Whenever you are together, they are trying to make sense of things that they encounter and develop their understanding.

you could:

- Encourage them to ask questions such as ‘How?’, ‘why?’ And ‘what will happen if ...?’ And decide how they might find answers to them.
- Encourage them to predict what might happen
- Help them to recognise when a test or comparison is unfair
- Provide opportunities for them to explore, using the senses of sight, hearing, smell, touch and taste as appropriate.
- Encourage them to communicate what happened through speech, writing, drawing or computer apps.
- help them to make simple comparisons eg hand spans or shoe sizes in your family and identify simple patterns
- Compare what happened with what they expected and try to explain it, drawing on their knowledge and understanding.

### **Keeping children safe - Internet safety**

the children are taught and frequently reminded of internet safety rules. We search using child safe search engines sites like Kid Rex and Kiddle.

Additional information can be found at:

CEOP: [www.ceop.gov.uk](http://www.ceop.gov.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Childnet: [www.childnet-int.org](http://www.childnet-int.org)

## **Topic**

Our topic sessions enable children to explore the History and Geography curriculum.

### **Toys (Autumn term)**

This topic looks at similarities and differences between toys today and in the past. It introduces children to the concepts of 'old' (traditional/historical) and 'new' (modern), and encourages them to think about the changes in their own lives and in those of their family or adults around them.

### **Houses and homes (Spring term)**

the children will be encouraged to identify the key features of homes around the world and of a home built a long time ago. They will be asked to identify the differences and similarities. They will also make inferences about aspects of home life a long time ago. The children will explore different types of houses within the locality.

### **Seaside/ An Island home (Summer term)**

The children will learn about life on an island in the Hebrides and make comparisons to their own locality. They will build their knowledge of human and physical features.

## **PE**

We anticipate being able to return to use the Kingston Grammar School Ditton field for Games and PE. Across the year the children will be learning football skills, hockey, cricket, athletics, and balance and coordination skills. Please ensure your child has the correct PE kit each week including water bottle and waterproof or warm outerwear. In the winter, gloves are recommended.

## **RE**

Religious Education will be covered throughout the year and will cover topics which include; thanking god for nature, our wonderful world, festivals of light, Christmas, Belonging, and Easter.

## **PSHCE**

At Park Hill we have introduced a whole school PSHE scheme called Jigsaw. Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development. The children will learn about fundamental British values like democracy and respect.

## **Extra Curricular Activities**

**Breakfast Club 7.30-8.15 a.m.**, it includes breakfast and activities. Please register with the school office.

**After School Club.** The After School Club runs from 3.30 - 6.00 pm, at a cost of £16 per day. Your child may also say for After School club (from 5 -6pm) following an after school activity for £8 per day.

## **Medicines**

Please advise the class teachers and school office of any medication or medical requirements for your child in writing. Office staff can administer medicine during the day as long as a form has been completed and signed by the parent. If your child needs medicine to be kept at school, including epi-pens, anti-histamines and inhalers, please ensure that they are in date for the entire term, clearly labelled with your child's name and with any additional equipment needed to administer it (for example, spacers to accompany inhalers).

It is also useful to include a clear action plan for children who need emergency medicine.

For children who have anti-histamines, please only provide medicine that has been prescribed for your child, with the prescription label clearly on the bottle or box. Please ask your GP to prescribe a non-drowsy anti-histamine, as, if this is given as part of an allergy treatment, it is essential that a medical team can tell whether a child is drowsy due to medicine, or unconscious.

## **Contact details:**

**Year 1 Teacher - Helen Gardner**  
[helen.gardner@parkhillschool.com](mailto:helen.gardner@parkhillschool.com)

Office: Tel. 020 8546 5496  
Mrs Blower: [kate.blower@parkhillschool.com](mailto:kate.blower@parkhillschool.com)

## Year 1 Recommended Reading

The Cat in the Hat	Dr Seuss
The Tiger who came to Tea	Judith Kerr
Hairy McClary	Lynsey Dodd
The Large Family collection	Jill Murphy
Charlie and Lola	Lauren Child
The Smartest Giant in Town	Julia Donaldson
The Gruffalo's child	Julia Donaldson
The Whisperer	Nick Butterworth
The Gigantic Turnip	Aleksei Tolstoy
Mrs Armitage on Wheels	Quentin Blake
My friend bear	Jez Alborough
Avocado Bear	John Burningham
A bear called Paddington	Michael Bond
Funnybones	Allan Ahlberg
The Hodgeheg	Dick King Smith
The Jolly Postman	Allan Ahlberg
Mister Magnolia	Quentin Blake
Katie Morag series	Mairi Hedderwick
Frog and Toad are friends	Arnold Lobel
The Princess and the pea	Minnie Grey
Amazing Grace	Mary Hoffman
Emporer of Absurdia	Chris Riddell
The true story of the three little pigs	Jon Scieszka
Don't forget the bacon	Pat Hutchins