



PARK HILL PREPARATORY SCHOOL & NURSERY

For boys and girls aged 2 years and above

Curriculum Information Booklet



**Year 1
2023-24**

Introduction

Dear Parents,

Welcome to Pre-Prep! We hope the following information is of assistance to you and your child and ensures 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

Morning

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 children are expected to independently hang up their coats and unpack bags handing in reading books daily and homework. Once this is complete they will be given an early morning activity to complete so please ensure that they arrive on time.

It is important to help your child develop their independence through for example, packing and carrying their own book bag and PE bag.

If you have any messages please post to the Showbie group or email me directly.

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 classroom at the end of the day. If your child is going to be collected from school by somebody else, please inform the office by phone or email. We will not let your child go home with

another adult, without your prior written or verbal permission. A photograph of the person collecting and password is also good practice.

Equipment

Please ensure your child has the following items for the beginning of the school year.

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

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

Hand hygiene is encouraged - we would encourage your child to have hand sanitiser, the children will also wash their hands regularly and furniture and equipment will be cleaned throughout the day.

Classroom equipment

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 (recommended Staedler)
- * Tub sharpener
- * Colouring pencils
- * Thin black outlining pen for art
- * Glue stick x2
- * Blunt tip children's scissors
- * 30cm ruler (clear)
- * Small pack wooden paintbrushes - no plastic bristles.

We learn from mistakes so please do not send in erasers.

A good quality stylus

<https://www.amazon.co.uk/iCrayon-Stylus/dp/B00LPN6TOM>

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.

Forest School kit for Thursday (waterproof jacket, trousers and Wellington boots), this can be kept in school or brought in on the day. The children for the first term can come dressed in school sports kit to reduce the amount of time spent changing and enable more time in Richmond Park.

Swimming lessons are currently on Wednesday. Please bring items in a named Park Hill bag. Your child will need a named towel, appropriate swimming goggles, a black swimming hat, and black swimming costume. To aid changing for the first term your child can wear school sports kit for swimming and come to school wearing their costume under their sports kit.

Zoggs goggles are recommended as they are clear, comfortable and have a quick and easy adjustment for ease of fit. Please **no** mask style goggles.



Monday and Friday - full school uniform.
Blazers for school assembly on Thursday please.

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.

Your child will need to complete the following each week: daily reading and spellings practice. Taking time to develop fluency and ask comprehension questions will aid development in English lessons.

We also have a weekly mental maths quiz. 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 in 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 eg once.

Here are some ways to approach reading. We 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, e.g. 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 e.g. 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 the 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

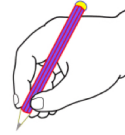
During Year 1, children are taught to write sentences by:

- 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 them 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 literacy and phonics lessons and through weekly spelling tests. Each week we 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. **Success with spellings is applying the correct spelling in their written work not just achieving 10/10 in a weekly test.**

Phase 5 sounds

Systematic phonics is an approach which teaches children to recognise letters (graphemes) and their associated sounds (phonemes). It is also known as alphabetic phonics and involves breaking the word down into the smallest units of sound.

The aim is for most children to have completed Phase 4 and Phase 5 and be working on Phase 6 by the end of Year 1. Phase 6 focuses

| | Letter progression | | | | | | | | | |
|---------|--|--------------------|--------------------|----------------------|---------------------|-------------------------------|---------------------|---------------------------------------|----------------------|-----------------------|
| Phase 2 | Phases 2 & 3 are revised during Phase 4. | s | a | t | p | i | n | m | d | |
| Phase 3 | | g | o | c | k | ck | e | u | r | |
| | | h | b | f, ff | l, ll | ss | | | | |
| | | 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 | | |

on turning pupils into fluent readers and accurate spellers by teaching them fundamental grammatical skills, such as verb tenses, suffixes, additional spelling rules and helpful spelling techniques.

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 e.g. “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 then 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:

<https://www.phonicsbloom.com>

<http://www.phonicsplay.co.uk/interactiveresources.htm>

<https://www.teachyourmonster.org>

The computer versions is free. The app version is currently priced at £4.99.

<https://readingeggs.co.uk>

<https://www.ictgames.com/mobilePage/literacy.html>

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

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

Maths

At Park Hill School children develop mathematical understanding of number, geometry, measure and shape. Using the White Rose Maths scheme of learning has transformed the teaching and learning of maths in Year 1. It has inspired us to focus on the 'WHY?' rather than the 'HOW?' in maths. We can support less confident mathematicians through the CPA approaches whilst extending other learners through reasoning and problem-solving questions that flow throughout the whole scheme.

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 your child to help when you are counting or using money, or measuring or weighing.
3. Look at clocks and begin to tell the time.
4. Help your child 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:

<https://www.ictgames.com/mobilePage/index.html>

<https://www.prodigygame.com/Memberships/math/>

<https://www.topmarks.co.uk/Search.aspx?Subject=16>

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 dark
- Seasonal changes
- Forces
- Materials

- Space

Forest School

Our learning outside the classroom curriculum supplements the science curriculum and other areas. Forest school sessions take place weekly on Thursday 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 e.g. 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:

CEOP: www.ceop.gov.uk

Think U Know: www.thinkuknow.co.uk

Childnet: 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 as well as exploring Oceans, Seas and Continents.

PE

Across the year the children will be learning hockey, cricket, athletics, games, dance and balance and coordination skills as well as developing their understanding of water safety and learning how to swim. Please ensure your child has the correct PE kit each week including water bottle and waterproof or warm outerwear. We recommend that gloves are worn in the winter.

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 and RSE

At Park Hill we have introduced a whole school PSHCE 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

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 stay for After school club (from 5- 6pm) following an after school activity for £8 per day.

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

Medicines

Please advise the class teachers and school office of any medication or medical requirements for your child in writing. 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 epipens, 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 losing consciousness.

Fit and healthy.

In the event that your child is sick or even 'off colour' do keep him/her at home and call the school. Children must **not** be sent to school when unwell. If they have had a temperature, vomiting, diarrhoea or an infectious disease, they must be clear for 48 hours before returning to school.

It is important that we are informed of any infectious or contagious illness (however mild) so that we can inform other parents and authorities where necessary.

If your child becomes unwell whilst at school we will telephone and ask you to arrange for someone to collect him/her as soon as possible.

Contact details:

Year 1 Teacher - Helen Gardner
helen.gardner@parkhillschool.com

Office: Tel. 020 8546 5496

Showbie Class Code: C4AR3

Showbie Parent group: **PMJ8D**



We aim to read a variety of inclusive and language rich texts throughout Year 1 but to supplement our class reading these books are recommended.

Year 1 Recommended Reading

| | | |
|------------------------------------|--|--|
| That rabbit belongs to Emily Brown | A story of right and wrong that is perfect to explain the concepts of property and justice. | Cressida Cowell and Neal Layton |
| Numenia and the Hurricane | A touching picture book that follows a young bird who struggles against the elements to find and rejoin her family. Told in rhyming verse. | Fiona Halliday |
| Cinnamon | A modern fable with vibrant illustrations. | Neil Gaiman |
| I can only draw worms | The writer invites the reader to use their imagination and this is a good book to help develop inference. | Will Mabbitt |
| King of the classroom | An inspiring and confidence building book, the artwork with hints of Basquiat is inclusive. | Derrick Barnes and Vanessa Brantley-Newton |
| Yokki and the Parno Gry | A traditional Romani folk tale | Richard O'Neill |
| Goodnight Everyone | Engaging and comforting characters, the use of repetition is useful for reluctant readers. | Chris Haughton |
| Oof makes an ouch! | Vibrant illustrations. Great for reluctant readers. | Duncan Beedle |
| We're going on a bear hunt | A wonderful story with many fun and repetitive lines which will help children remember the more difficult words. | Michael Rosen |
| The pocket chaotic | Themes of organisation, self reliance and living with other people. | Ziggy Hanford and Daniel Gray- Barnett |
| The bad tempered ladybird | An ideal way to introduce children to an analogue clock face and telling the time. | Eric Carle |
| A bear called Paddington | The classic tale of Paddington, a bear from darkest Peru. | Michael Bond |
| Hairy MacClary | An idea, book to aid language and literacy development. | Lynley Dodd |
| The smile shop | A modern fable with strong visual elements. | Satoshi Kitamura |
| The Emporer of Absurdia | A wonderfully illustrated fantasy story with a cover twist ending. Highly imaginative and a useful book to develop reading stamina. | Chris's Riddell |

| | | |
|--|---|------------------------------|
| There are cats in this book | An innovative book with flaps and clever pictures puts the reader in charge ... ideal for children who enjoy books with interactive elements. | Viviane Schwarz |
| Captain Toby | Sparkling and imaginative artwork, memorable characters. | Satoshi Kitamura |
| Mister Magnolia | An engaging story length poem. | Quentin Blake |
| My friend bear | A good book to help children discuss friendships and what it means to have a friend. | Jez Alborough |
| Meg and Mog | A good text for children who are phonetically confident. | Helen Nichol |
| A dark, dark tale | A visually stunning story ... there is a gripping ending. | Ruth Brown |
| Dogger | A story to help children discuss and understand possessions, loss and how to resolve problems. | Shirley Hughes |
| The dark | A beautifully illustrated story about overcoming fears. | Lemony Snicket |
| You can't take an elephant on the bus | A funny rhyming picture books where a variety of unlikely animals cause chaos. | Patricia Cleveland Peck |
| Penguin | A book to read aloud which encourages participation and inference. | Polly Dunbar |
| Hole in the Zoo | A funny rhyming story, ideal for paired reading. | Mick Inkpen |
| You choose! | An unusual and imaginative book that makes the reader think. | Pippa Goodhart |
| Stanley's Stick | A great book to stimulate imagination, oral storytelling and reading out loud performance. | Neale Layton and John Hegley |
| How to wash a woolly mammoth | A funny guide with step by step instructions for cleaning this unusual pet. | Michelle Robinson |
| Dinosaurs in the supermarket! | The books use of repetition will help children to develop their inference skills and develop the confidence to read more independently. | Timothy Knapman |
| The adventures of the dish and the spoon | A rhyming picture book, perfect for shared reading, call and respond and encouraging children to read independently. | Mini Grey |