

Little Book of Foundation



Area	Target	1	2	3
Open	I can listen to other peoples ideas.			
Open	I can share and take turns when using equipment			
Grow	I can talk to my friends and adults, explaining my ideas			
Grow	I can talk about what I do at home and school			
Believe	I can tell people what learning I want to do			
Believe	I can ask a friend or adult for when I need it.			

Foundation Learners 2018/2019

Target cards are our social, emotional and disposition to learn curriculum. This curriculum is crucial if you want to child to achieve academically. Remember we can't give out pins unless you are with us to celebrate.

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Beliefs and Values of Early Years

At Brooklands Farm we believe that Foundation children :

- Young children need to be in control of the own learning for much of the time
- Children's learning should be active and exploratory
- Children need long periods of uninterrupted time to learn through play
- Children need plenty of opportunities to revisit and consolidate skills and understanding as well as to meet what is new
- Children learn in different and beneficial ways by spending a good deal of time outdoors
- Young children's learning and development is most secure when they form positive relationships with their educators and when they have self confidence and a positive mindset
- Children need knowledgeable and skilful others to stimulate and scaffold their learning
- Interactions with others are crucial to maximise learning and to lead to higher order thinking
- Young learners need opportunities to review and think about and talk about their own learning
- Each child is known well, valued and respected
- Children are busy, involved and committed to their learning, whether alongside an adult or learning independently
- Varied, enticing environments - both indoors and out - encourage independent, exploratory , playful learning
- Children learn through scaffolding of knowledgeable adults
- Children's experiences are planned daily as a result of careful and attentive observations of their learning
- Parents are respected as joint educators throughout their time in the Foundation Stage

Learning Environment

Autumn	Spring	Summer
<ul style="list-style-type: none"> ★ Build strong relationships with the class teacher ★ Understand what well-being levels are ★ Move around the unit exploring different areas of the curriculum both indoors and outside ★ Teach phase 2 phonics and recap phase 1 ★ Begin to understand what ★ Win the 'open, grow, believe' pin 	<ul style="list-style-type: none"> ★ Recognise learning zones ★ Using the continuous provision to support the children to choose how they can best meet their individual next steps ★ Use plan, do, review board ★ Children to use always success criteria Children to choose activities within the environment with the use of their photograph to plan, do, review their learning within the environment. ★ Children to actively access all areas of the provision ★ Children can choose the path of their learning and self select resources. 	<ul style="list-style-type: none"> ★ Children to use the 'orchestration' model of teaching (teach, practise, apply) ★ Recognise the daily routines and become independent in the classroom ★ Following instructions independently, and use the enhanced learning(lanyard boards) ★ Completing four (open ended) jobs in each room and completing the challenge jobs throughout the week ★ Recognise what a success criteria is and talk about their learning

	<ul style="list-style-type: none"> ★ Mixture of adult led and child led learning - children to come into small groups to complete a teacher directed task. ★ Introduction in Spring 2 of lollipop learning/star challenges. Children beginning to review learning using green (grow) and gold (got it) their learning ★ Win the 'friendship' pin 	<ul style="list-style-type: none"> ★ Review learning with the class teacher independently and as a whole class ★ Understand the marking (green is 'good' yellow 'You've got it') ★ Beginning to add their lanyard work onto 'tapestry' ★ Win the 'ribbon' on the target card
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Wellbeing and Involvement

As a teacher, it is my job to adapt teaching and learning timetables constantly to ensure all children are in learning zones 4 and well being zones 4. If 80% of my class dip below this level, I will use rest and relaxation strategies to support them to self regulate. This could take anything between 5 and 15 mins. As children get older, they self regulate independently and therefore rest and relaxation becomes personalised.

Rest and Relaxation

Numerous studies by universities all over the world have shown that the average person needs 45 minutes of relaxation a day in order to maintain high levels of the chemicals in the brain, which control well-being and thinking.

There are four main chemicals which help create your mood and in turn create the feeling of relaxation. These are: Serotonin, a chemical that plays a role in sleep and other 'essential' feelings as well as depression; Dopamine, a chemical that deals with emotions as well as some 'learning behaviors', such as cognitive function; Glutamate, a chemical found in your brain as well as your spinal cord, which deals with other 'learning behaviors' like development and memory; and Norepinephrine, a chemical which dictates how you react to stress.

Fifteen minutes of 'Rest and Relaxation' time helps you to work towards your daily 45 minutes and maintain your wellbeing at a level 4 or 5. At Brooklands Farm we believe that you must take this time to ensure your meta cognition and self regulation abilities are high. This leads to higher outcomes in learning.

The timetables for the unique child

Annual timetable for the whole school

July	Sept	October	Nov	Dec	Jan	Feb	March	April	May	June Celebrating the world we live in
Overtime Projects - Plants, seasons and weather, physical self -Forest school										
Transition -Preparing the unique child	Transition - Preparing for meta cognition and self regulation in each year group	8 week year group topic - Geography and science Days - PSHE, SEAL		Brookmas Performance songs for christmas at the theatre DT - based projects linked to Brookmas	8 week year group learning journey History and science		STEM week	Short learning journey cycles to ensure gaps are closed in writing.		Sports week - Science based and PSHE Brookfest
5 for change curriculum Unique child in each year group Science Short writing days - linked to author 4 operations for Maths Fluency against the standard. Intonation	Self regulation Meta cognition Talk Short writing days - jobs , responsibilities Training to use the lanyard board			Social cohesion Science based project Short writing days Science days - short write investigation, outcome Hypothesis,			Links to business questions within MK Short writing days		Well being and outdoor learning weeks 2 weeks during SATS	Health fitness and well being Social cohesion Creativity Short writing days
Be Proud - open classrooms - behaviour , wellbeing and learning zones				Be Proud - open classrooms - behaviour , wellbeing and learning zones			Be Proud - open classrooms - behaviour , wellbeing and learning zones			
Maths is taught everyday, Restorative practises are used daily , active breaks are used between lessons. Foundation and year 1 daily singing assemblies Tell Me Tuesday is practised weekly, PE is undertaken for 2 hours per week, Self study [years 2 to 6 only] 2 hours per week										

Year 1 Annual long term plan

Foundation 2

Long Term Planning

Foundation 2 Long Term Planning 2018/19						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey name	'Wonderful Me'	Bright Sparks/Out of this World	Superheroes	Tails, Whiskers, Fins and Feathers	Tell me a Story..?	Let's Pretend Turrets and Tiaras?
Topics	Week 1 - Me Week 2 - Family Week 3 - Gingerbread Man	Space Aliens Fireworks Diwali Christmas	Superheroes People who Help us Real life heroes	Animals Growing and changing Lifecycles	Traditional Tales	Fantasy characters
Core Books	<i>Sammy goes to School</i> by <i>The Gotcha Smile</i> by Rita Phillips Mitchell	<i>Whatever Next</i> by Jill Murphy <i>Aliens love Underpants</i> by Claire Freedman Kids Space Book - NF Stick Man - Christmas	<i>Superworm</i> by Julia Donaldson <i>Michael Recycle</i> by Ellie Patterson People Who Help us - NF	<i>The Gruffalo</i> by Julia Donaldson <i>Rainbow Fish</i> <i>Walking through the Jungle</i> <i>We're going on a Bear Hunt</i> Growing and Changing - NF	<i>Jack and the Beanstalk</i> <i>Three Little Pigs</i> <i>Goldilocks and the Three Bears</i> Kings and Queens - NF <i>Jim and the Beanstalk</i> by Raymond Briggs	<i>The Princess and the Dragon</i> <i>Pirates Love Underpants</i> Turrets and Tiaras - NF Dinosaurs - NF
Model Books	Fiction Text Squeaky Story Non - Fiction Text Looking after a pet	Fiction Text Let me come in Non - Fiction Text How to keep warm	Fiction Text Gunny Wolf Non - Fiction Text Twist me and Turn - going for a magical walk	Fiction Text Billy Goat's Gruff Non - Fiction Text Should we save the troll	Fiction Text The sheep and the goat Non - Fiction Text Wolves and other cuddly animals	Fiction Text Quackling Non - Fiction Text Give us our Quack back!

A weekly timetable format

	Monday	Tuesday	Wednesday	Thursday	Friday
8.20am - 8.35am	Fine motor carousel	Fine motor carousel	Fine motor carousel	Fine motor carousel	Fine motor carousel
8.35am - 8.50am	Register, calendar and check-in circle.	Register, calendar and check-in circle.	Register, calendar and check-in circle.	Register, calendar and check-in circle.	Register, calendar and check-in circle.
8.50am - 9.00am	Story/ Singing/ Teach	Story/ Singing/ Teach	Story/ Singing/ Teach	Story/ Singing/ Teach	Story/ Singing/ Teach
9.00am - 10.00am	Child-initiated learning	Child-initiated learning	Child-initiated learning	Child-initiated learning	Child-initiated learning
10.00am - 10.20am	Story Snack Time	Story Snack Time	Story Snack Time	Story Snack Time	Story Snack Time
10.20am - 10.40am	Child-initiated learning	Child-initiated learning	Child-initiated learning	Child-initiated learning	Child-initiated learning
10.40am - 10.50am	Tidy up	Tidy up	Tidy up	Tidy up	Tidy up
10.50am - 11.10am	Phonics Story	Phonics Story	Phonics Story	Phonics Story	Phonics Story
11.10am - 11.20am					
11.45am - 12.45pm	Lunch	Lunch	Lunch	Lunch	Lunch
12.20pm - 12.30pm	Register	Collect children from playground. Register	Collect children from playground. Register	Collect children from playground. Register	Collect children from playground. Register
12.30pm - 12.40pm	Mindfulness	Mindfulness	Mindfulness	Mindfulness	Mindfulness
12.40pm - 12.50pm	Story/ Singing/ Teach	Story/ Singing/ Teach	Story/ Singing/ Teach	Story/ Singing/ Teach	Story/ Singing/ Teach
12.50pm - 1.50pm	Child-initiated learning	Child-initiated learning	Child-initiated learning	Child-initiated learning	Child-initiated learning
1.50pm - 2.10pm	Kinetic Letters	Kinetic Letters	Kinetic Letters	Kinetic Letters	Kinetic Letters

2.10pm - 2.35pm	Child-initiated learning	Child-initiated learning	Child-initiated learning	Child-initiated learning	Child-initiated learning
2.35pm - 2.45pm	Tidy up	Tidy up	Tidy up	Tidy up	Tidy up
2.45pm - 3.00pm	Story/ Singing/ Teach	Story/ Singing/ Teach	Story/ Singing/ Teach	Story/ Singing/ Teach	Story/ Singing/ Teach
3.00pm - 3.15pm	Check out circle Home time prep	Check out circle Home time prep	Check out circle Home time prep	Check out circle Home time prep	Check out circle Home time prep

Reading

Last year, as a school, we changed our approach to reading to encourage a greater level of fluency from all readers and to generate a genuine love for reading. This follows on from a whole school process for improving the teaching of reading across all year groups. The development of your child's reading journey will become more fluid and the threads will weave throughout the school and each year group.

Throughout the school we are finding whilst many children are able to sight read, they require more teaching and support around their understanding of what they have read. At school your child will be taught three reading sessions per week. During these reading sessions your child's teacher will focus on a specific reading skill:

- **Comprehension** - To answer questions around the story, to retell, innovate and predict stories
- **Vocabulary** - To develop and build their vocabulary and learn to use story language
- **Word Reading** - To read the sounds and blend to read a word, or sight read and spell irregular words
- **Fluency** - To be able to act out stories and read with intonation and expression

The Moving Library

We are also continuing with **The Moving Library!** Each week your child's class will have the opportunity to swap their reading book after school. Recording of when reading has happened will be on tapestry.

Rhyme of the week

Throughout the year we will focus on different rhymes. We will share these with you on tapestry so you can practise them with your child at home. The expectation at the end of the year is that children will be able to recite them by heart.

Autumn

F2: 1,2 Buckle My Shoe (song to 20)	F2: Open Shut them	F2: Autumn Leaves are Falling Down	F2: Tommy Thumb	F2: Down By the River	F2: 10 in the Bed	
F2: Remember Remember the Fifth of November	F2: Zoom, Zoom, Zoom	F2: 5 Little Men in a Flying Saucer	F2: My Big Fat Cat	F2: There was an Old Lady Who Swallowed a Fly	F2: This Old Man	F2: Twinkle Twinkle Christmas Lights

Spring

F2: Over in The Meadow	F2: 5 little Superheroes	F2: B-I-N-G-O	F2: Five Little Monkeys	F2: The Little Green Frog	F2: Five Little Hearts
F2: Down in the Jungle	F2: If you should meet a Crocodile...	F2: The Animals went in 2 by 2	F2: Piggy on the Railway	F2: Elephants on a Spider's Web	F2: When The Giant Comes to Breakfast

Summer

F2: Mr. Clickety	F2: The Grand old Duke of York	F2: The 3 Bears Rap	F2: Hickory Dickory Dock	F2: Whiskey Frisky	F2: Mr. Clickety
F2: Tony Chestnut	F2: Sing a Song of Sixpence	F2: The Pirate Song	F2: The big Ship Sails on the Alley oh		

Throughout the year, we will focus on the below core books. Please feel free to find these books and read them with your child.

Foundation Core Books

Reading end of Year Standard

	Autumn	Spring	Summer
Reading	<p>Know that information can be retrieved from books and computers.</p> <p>Can segment the sounds in simple words and blend them together and know which letters represent some of them.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>R - Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>R - Begins to read words and simple sentences.</p> <p>R - Enjoy an increasing range of books.</p> <p>R - Beginning to read some common irregular words.</p>	
Learning Behaviours	<p>I can open a front cover</p> <p>I understand that the left page follows the right page.</p> <p>I understand that print comes from left to right.</p> <p>I can locate the title of a book.</p> <p>I can match spoken word to printed word</p> <p>I can recognise common words</p> <p>I can use decoding skills to read simple words</p>		
Phonics	<p>S a t p (CVC words teaching)</p> <p>at, a, sat, pat, tap, sap, as</p>		

	i <i>it, is, sit, sat, pit, tip, pip, sip</i> n <i>an, in, nip, pan, pin, tin, tan, nap</i> m <i>am, man, mam, mat, map, Pam, Tim, Sam</i> d <i>dad, and, sad, dim, dip, din, did, Sid</i>		
	G <i>tag, gag, gig, gap, nag, sag, gas, pig, dig</i> O <i>got, on, not, pot, top, dog, pop, God, Mog</i> C <i>can, cot, cop, cap, cat, cod</i> K <i>kid, kit, Kim, Ken</i> (CVC words teaching)		
	Ck <i>kick, sock, sack, dock, pick, sick, pack, ticket, pocket</i> E <i>get, pet, ten, net, pen, peg, met, men, neck</i> U <i>up, mum, run, mug, cup, sun, tuck, mud, sunset</i> R <i>rim, rip, ram, rat, rag, rug, rot, rocket, carrot</i>		
	H <i>had, him, his, hot, hut, hop, hum, hit, hat, has, hack, hug</i> B <i>but, big, back, bet, bad, bag, bed, bud, beg, bug, bun, bus, Ben, bat, bit, bucket, beckon, rabbit</i> f, ff <i>of, if, off, fit, fin, fun, fig, fog, puff, huff, cuff, fan, fat</i> l, ll <i>lap, let, leg, lot, lit, bell, fill, doll, tell, sell, Bill, Nell, dull, laptop</i> Ss <i>ass, less, hiss, mass, mess, boss, fuss, hiss, pass, kiss, Tess, fusspot</i>		

Phonics

Phonics in Foundation is taught every day. During transition and for the first 2-3 weeks of Year 1 phase 2,3 and 4 should be recapped and gaps should be identified and closed. Any children who are not at the standard should be identified for intervention. Phase 5a should then be started before Autumn half term.

Intervention phonics is then taught to help diminish the difference/close the gap.

At Brooklands Farm we follow the Letters and Sounds phonics programme. We also use the LCP phonics to plan to support planning. Phonics sessions should follow the following structure.

Revisit and Review	Teach	Practise	Apply
<p>This section should be used to either recap a group of sounds (via flashcards or another method) or to revisit an individual sound that has been previously taught.</p> <p>This section could also be used to close a gap that has been identified.</p> <p>This section may also be used to revisit tricky words/spelling rules that have previously been taught.</p>	<p>This section is used to teach the new sound.</p> <p>The sound should be introduced to the children.</p> <p>Phonetic language should be used in this section to discuss if the new sound is a digraph/trigraph.</p> <p>This section could also be used to teach spellings of tricky words and spelling rules.</p>	<p>The children should now be given the chance to practise using the new sound through either reading or writing.</p> <p>This section should be differentiated appropriately so that all children can access the new sound taught.</p> <p>This can include teacher led groups and independent tasks.</p>	<p>The children should now apply their new knowledge to either reading or writing (the opposite of the skill used in the practise session)</p> <p>This section should also be differentiated.</p> <p>This can include teacher led groups and independent tasks.</p>

Practise phonics screening checks should be completed throughout the year to ensure children are on track to meet the expected standard for the real screening check. Any children not on track to meet the standard should be identified on the close the gap plan and interventions should be put in place.

Writing

Writing in Year 1 is taught in two ways. It is taught in discrete writing sessions that follow the Talk for Writing sequence and it is also taught through project lessons where the children connect the skills they have learnt in their discrete sessions with knowledge gained from projects to create cross curricular writing. The structure of a writing lesson should follow the transition point (from above) and should be orchestrated appropriately.

End of Year 1 standard for writing

Writing End of Year Standard - Year 1	
Composition	Vocab, Grammar and Punctuation
<ul style="list-style-type: none"> • Compose sentences out loud by saying what they are going to write. • Write sentences by composing a sentence orally before writing it. • Write sentences by sequencing sentences to form short narratives. • Write sentences by re-reading what he or she has written to check that it makes sense. • Discuss what he/she has written with the teacher or other pupils. • Read aloud his/her writing clearly enough to be heard by his or her peers and the teacher. • <i>Writing is beginning to demonstrate an understanding of features of the text type.</i> • <i>Writing is starting to take the appropriate layout for the text type.</i> • <i>Form is increasingly maintained across writing.</i> • <i>Writing mainly makes sense across an extended piece of writing.</i> • <i>The writer is able to sustain ideas across short narratives.</i> • <i>On occasions, writing is improved independently.</i> 	<ul style="list-style-type: none"> • Understand how words combine to make sentences. • Separate words with spaces. • Use a capital letter for the personal pronoun I. • Understand the following terminology letter, capital letter, word, sentence • Use joining words and join clauses using and. • Use capital letters and full stops to demarcate sentences in some of his/her writing. • Use capital letters for the names of people. • Understand the following terminology full stops. • Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation for example unkind or undoing: untie the boat. • Use question marks and exclamation marks to demarcate sentences in some of his/her writing. • Use capital letters for the days of the week and places. • Understand the following terminology question mark, exclamation marks, singular and plural. • Use regular plural noun suffixes –s or –es e.g. dog dogs including the effects of these suffixes on the meaning of the noun. • Use suffixes that can be added to verbs where no change is needed in the spelling of root word e.g. helping, helped, helper. • <i>The writer understands that the repetitive use of ‘and’ becomes boring for the reader.</i> • <i>Writing shows awareness that clauses can be joined using different words such as so, but, because.</i> • <i>The use of capital letters, full stops, question marks and exclamation marks</i>

	<i>are used correctly to demarcate most sentences.</i>
Transcription - Handwriting	Transcription - Spelling
<ul style="list-style-type: none"> ● Sit correctly at a table, holding a pencil comfortably and correctly. ● Begin to form lower case letters in the correct direction, starting and finishing in the right place. ● Form capital letters. ● Form digits 0-9 ● Understand which letter belongs to which handwriting family. (i.e. letters that are formed in similar ways) and practise these. ● <i>Spacing between words becomes more consistent.</i> ● <i>Letters are consistent in size and spacing.</i> ● <i>Letters and digits are orientated accurately.</i> 	<ul style="list-style-type: none"> ● Spell words containing each of the 40+ phonemes already taught (phase 2 and 3 phonics sounds) ● Name the letters of the alphabet in order. ● Spell common exception words (tricky words – phase 2 and 3) ● Spell common exception words (phase 4 and some from 5) ● Spell days of the week. ● Name letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. ● Spell common exception words (phase 5) ● Apply simple spelling rules and guidance, as listed in English appendix 1. ● Write from memory simple sentences dictated by the teacher that include words including the GPCs and common exception words taught so far. ● Some words are spelt in a phonetically plausible way (Non-stat guidance from NC) ● <i>Spelling rules are being applied more consistently across independent writing.</i>

Overview of the year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Transcription	Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form digits 0-9	Form capital letters.		Understand which letter belongs to which handwriting family. (i.e. letters that are formed in similar ways) and practise these.	
Composition	Compose sentences out loud by saying what they are going to write. Write sentences by composing a sentence orally before writing it.	Discuss what he/she has written with the teacher or other pupils. Write sentences by re-reading what he or she has written to check that it makes sense.	Read aloud his/her writing clearly enough to be heard by his or her peers and the teacher. Write sentences by sequencing sentences to form short narratives.		
Vocab, Grammar, Punctuation	Understand how words combine to make sentences.	Separate words with spaces. Use a capital letter for the personal pronoun I. Understand the following terminology letter, capital letter, word, sentence	Use joining words and join clauses using and. Understand the following terminology full stops.	Use capital letters and full stops to demarcate sentences in some of his/her writing. Use capital letters for the days of the week.	Use capital letters for the names of people and places. Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation for example unkind or undoing: untie the boat. Use question marks and exclamation marks to demarcate sentences in some of his/her writing. Understand the following terminology question mark, exclamation marks, singular and plural. Use regular plural noun suffixes –s or –es e.g. dog dogs including the effects of these suffixes on the meaning of the noun. Use suffixes that can be added to verbs where no change is needed in the spelling of root word e.g. helping, helped, helper.
Spelling	Name the letters of the alphabet in order.	Spell words containing each of the 40+ phonemes already taught (phase 2 and 3 phonics sounds)		Spell common exception words (phase 4 and some from 5) Name letters of the alphabet using letter names to distinguish between	Spell days of the week. Spell common exception words (phase 5)

		Spell common exception words (tricky words – phase 2 and 3)		alternative spellings of the same sound.	Apply simple spelling rules and guidance, as listed in English appendix 1.
	Write from memory simple sentences dictated by the teacher that include words including the GPCs and common exception words taught so far. Some words are spelt in a phonetically plausible way (Non-stat guidance from NC)				

Spelling overview for the year

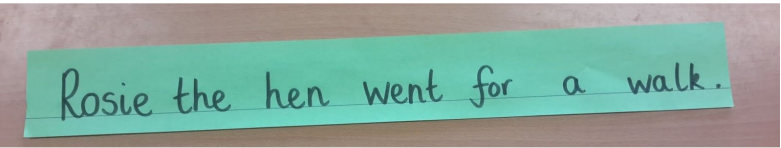
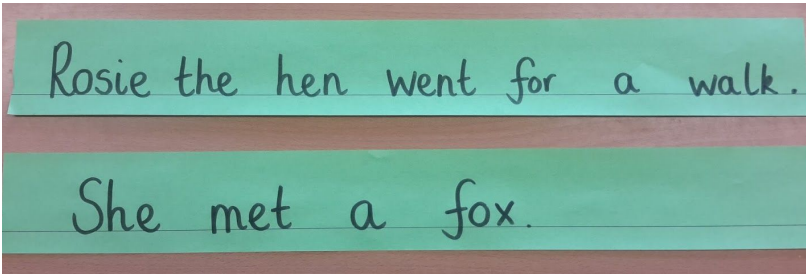
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Common exception words (If a project lends itself to any particular words, change the order taught)	Consolidate Phase 2-4 tricky words (these should be spelt correctly by the end of F2) a, I, is, of, his, put, the, to, no, go, do, he, she, we, me, be, Days of the week	New common exceptions words to teach: was, there, were, said, one, some, come, my, are, they, you by, so	New words to teach: where, your, love, today, once, ask, friend, says, school, push, pull, full, has, here, house, our		No new words. Consolidate words already taught.	
Spelling rules (The order of these rules can be changed according to what is recommended in phonics scheme being followed. However, these rules MUST be covered in Year 1)	add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs (e.g. cats, dogs, spends, rocks, thanks, catches)	Add suffixes –ing , –ed , –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest, hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper, fresher, freshest]	Revisit suffixes	Adding the prefix –un where no change is needed in the spelling of root words [E.g. unhappy, undo, unload, unfair, unlock]	No new words. Consolidate words already taught.	

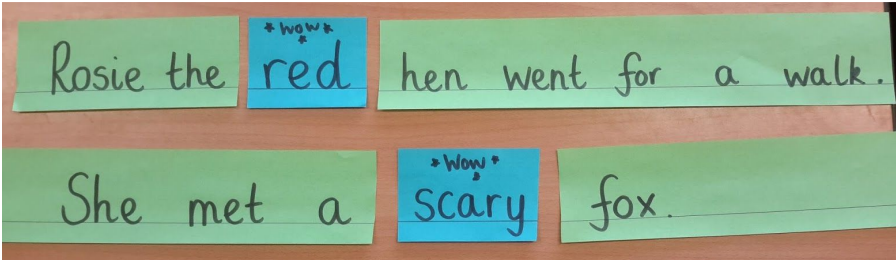
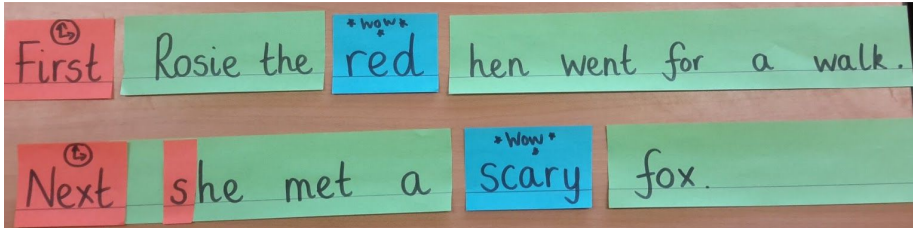
Teaching sentence construction in Year 1

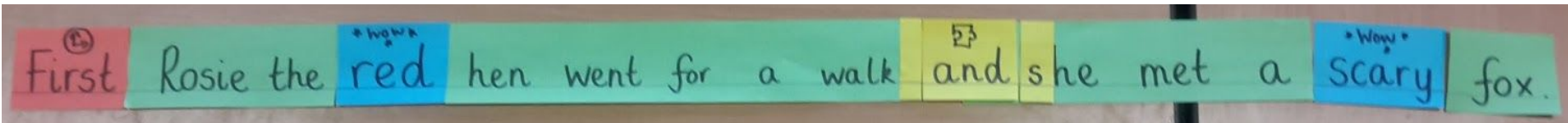
Cut up sentences - Used for children who need to learn the structure and order of a sentence:

1. Choose a simple sentence (this may be from a PM book or adapted from the whole class text)
2. Write the sentence on to a sentence strip
3. Shared read the sentence as a group modelling how to use phonics to sound out a word and identify and discuss any tricky words
4. Cut in between each word
5. Count the words in the sentence
6. Mix the words up, children to reorder the words to put the sentence back together
7. Turn over some of the words from the sentence - leave the tricky words facing up (unless the children have been taught how to spell them)
8. Children to write the sentence using the cut up sentence as a support
9. Children to write their own sentences based on the original sentence by changing one or more words from the original

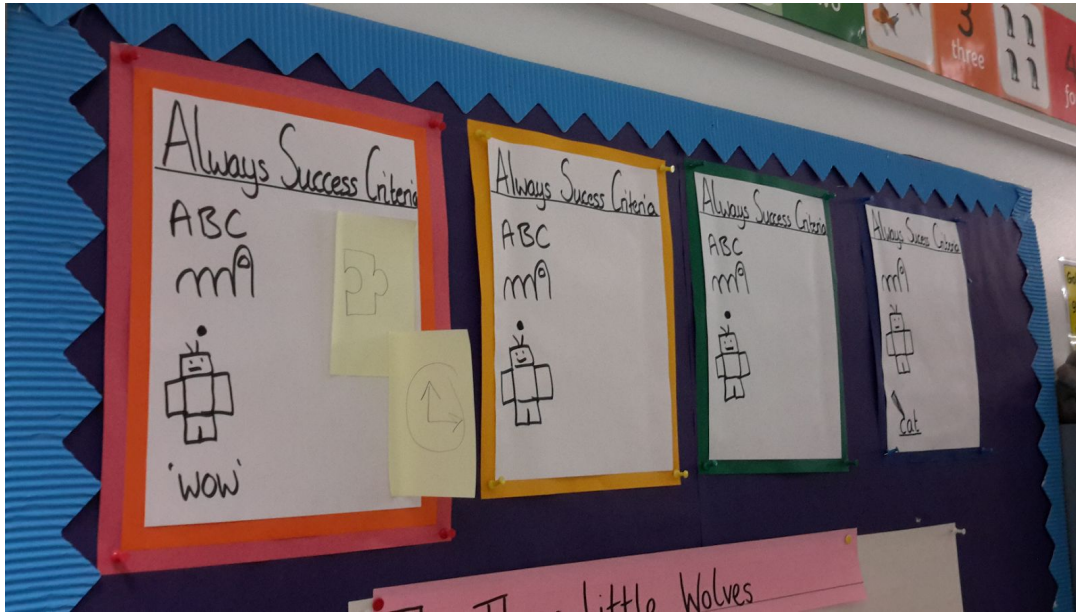
Sentence development towards the year 1 standard - Used for children who are able to write a simple sentence and need to develop their composition and punctuation.

Step 1 - Simple sentences	Step 2 -
	
<ul style="list-style-type: none"> • Think of a simple sentence. • Say the sentence out loud. • Write the sentence by sounding out your words using your robot arms. • Check you have used a capital letter, finger spaces and full stops. 	<ul style="list-style-type: none"> • Think of your next sentence. • Say the sentence out loud. • Write the sentence by sounding out your words using your robot arms. • Check you have used a capital letter, finger spaces and full stops for your next sentence.

Step 3 - adding adjectives	Step 4 - adding time connectives (sentence starter)
	
<ul style="list-style-type: none"> • Choose the object in the sentence. • Ask your child to think of a word to describe the object e.g. What does the hen look like?/ What type of fox? • Cut the sentence to make a gap for the adjective. • Add the adjective into the sentence. • Re-read your sentence to make sure it makes sense. 	<ul style="list-style-type: none"> • Explain that time connectives are used to give your sentences an order. • Make a list of time connectives with your child. (first, next, then, after that, finally) • Write the time connective onto a piece of paper and put it at the start of the sentence. • Make sure you change the capital letter if you need to. (see She/she in the picture) • Re-read your sentence to make sure it makes sense.

Step 5 - adding conjunctions

<ul style="list-style-type: none"> • Explain that conjunctions are used to join two simple sentences together. • Make a list of conjunctions you could use. (and, because, so) • Write your chosen conjunction on a piece of paper. • Rearrange your sentences so the conjunction joins them together. • Take out the full stop at the end of the first sentence by covering it with the conjunction. • Change the capital letter in the second sentence to a lower case letter. • Re-read your sentence to make sure it makes sense.

Always Success Criteria



Year 1 children need to be clear of their 'Always Success Criteria'. This is a differentiated success criteria that should be used whenever a child is writing. The success criteria should be built up throughout the year so that it covers the Year 1 standard by the end of the year. This should be used alongside a writing 'toolkit' that is specific to the genre.

Handwriting

Following Kinetic Letters Scheme

(See How We Teach Handwriting at Brooklands Farm - in The Little Book of Literacy for more information)

Maths



Maths No Problem overview

PRIMARY MATHS SERIES – YEAR 1 AT A GLANCE

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Week 1	Number and Place Value: Numbers to 10 LESSON BREAKDOWN	Calculations: Addition and Subtraction within 20 LESSON BREAKDOWN	Calculations: Multiplication LESSON BREAKDOWN
Week 2		Geometry – Properties of Shape: Shapes and Patterns LESSON BREAKDOWN	Calculations: Division LESSON BREAKDOWN
Week 3	Calculations: Addition and Subtraction LESSON BREAKDOWN		Measurement: Length and Height LESSON BREAKDOWN
Week 4		Revision and Mid-year (A) Tests	Number and Place Value: Numbers to 100 LESSON BREAKDOWN
Week 5			Review and Remediation
Week 6		Measurement: Money LESSON BREAKDOWN	
Week 7	Geometry – Position and Direction: Positions LESSON BREAKDOWN	Number and Place Value: Numbers to 40 LESSON BREAKDOWN	Measurement: Volume and Capacity LESSON BREAKDOWN
Week 8			Measurement: Mass LESSON BREAKDOWN
Week 9	Number and Place Value: Numbers to 20 LESSON BREAKDOWN	Calculations: Addition and Subtraction LESSON BREAKDOWN	Geometry – Position and Direction: Space LESSON BREAKDOWN
Week 10			Revision and End-of-year (B) Tests
Week 11	Calculations: Addition and Subtraction within 20 LESSON BREAKDOWN	Calculations: Multiplication LESSON BREAKDOWN	Review and Remediation
Week 12			

Overlearning in Maths

Below provides examples of how a year group spaces continuous learning throughout the year to ensure it commits learning to long term memory and avoids cognitive overload. Each year group should find age appropriate ways to ensure this happens.

When these activities could take place?

- Lining up in the classroom
- Walking to lunch - chanting times tables
- On the playground before coming upstairs to calm
- As soon as children come in from lunchtime, something on the board when they have a drink
- Attached before/after a circle (2 opportunities per day!)
- In between lessons (especially in the afternoon)

Maths activity ideas

Around the world maths

Splat maths

Number bond tennis

Loop/full circle cards - timed for extra challenge

Question and answer match up

Multiples matching - children have various multiples on post-its and need to find other children in that times table. Could be timed for extra challenge

Top Marks website (interactive games) e.g. Hit the Button

Maths methods displayed on the board throughout the day at random times e.g. 500 - 321 in column

"What's the time Mrs?" At regular times, ask children to read clock (build with simple questions) where will the hands be in 20 minutes time, in 2 hours time etc

True or false questions - e.g. "all 2d shapes are symmetrical"

How do we assess Maths in Year 1?

Assessment should be embedded as part of the mastery style of teaching. Continual formative assessment should enable teachers to know if a child is on track at any point in the year. Summative assessment points will assess what has been taught so far and be used only to back up teacher judgements as shown in the cycle below:

Teach	Formative ongoing assessment	Summative assessment	Teacher judgement
Marking and feedback in lessons Recording evidence on tapestry Learning in books Learning practically	Quizzes on paper Quizzes on mathletics Use of timetable rockstars Dialogue boxes on quizzes Recording evidence on tapestry - explorer or master	Summative standardized quizzes - White Rose & Pixl (new for 2018/19)	Not on track On track Explorer Master Voyager

Maths

Year 1

Standard

Standard for Number and Place Value:

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

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 (fewer), most, least understand place value, e.g. how many tens and how many ones in numbers beyond 20.

Read and write numbers from 1 to 20 in numerals and words.

Standard for fractions:

- 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.

Standard for addition and subtraction:

Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs

Represent and use number bonds and related subtraction facts within 20

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 $7 = \square - 9$.

Standard for multiplication and division:

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.

Assessment of
Maths is 65%
- 70% number

Standard for measurement:

Compare, describe and solve practical problems for:

Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

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]

Time [for example, quicker, slower, earlier, later]

Begin to use standard units to measure and record the following:

Lengths and heights

Mass/weight

Capacity and volume

Time (hours, minutes, seconds)

Recognise and know the value of different denominations of coins and notes

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.



Maths

Year 1 Standard



Standard for Geometry: Position and direction

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.



Standard for Geometry: properties of shapes

- Recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].


Marking in Year 1


Marking in Year 1 follows the 'Making Feedback Count' marking policy. Marking in Year 1 is visual so that all children can access the marking without teacher support. The symbols below are written in gold or green pen.

ABC capital letters


m^h finger spaces

• full stops


 robot arms

 cat handwriting

tricky words spelling

 conjunctions

- Wow - adjectives

 time connectives

Homework

Homework in Year 1 will rarely be something new. The focus is consolidating and practising key concepts from the week.

Mathletics is used to promote enjoyment and partnership of learning outside of school. Reading with your child daily will benefit them greatly.

Parental engagement

Working in partnership with parents has an impact on pupil progress and outcomes. At Brooklands Farm we value parents as they know their children best.

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Tea Parent Training - Tapestry	Assessment mornings Year 1 Phonics Screening Check Meeting	Assessment mornings Extra 1:1 meeting with concern children to boost progress	Assessment mornings Open mornings for close the gap children Soft starts for phonics	Assessment mornings Open mornings for close the gap children	Reports Transition Tea