

Armathwaite Community Primary School

Learning in Year 1 ~ Autumn Term

Maths

What to Practise ~ How you can help at home

Number: Place Value

- Sort objectscount objectsrepresent objects
- Count, read and write forwards and backwards from any number 0 to 10
- Count one more, count one less
- One-to-one correspondence to compare groups
- Compare groups using language such as equal/more/greater/fewer
- Introduce $<$, $>$ and $=$ symbols ($2 < 4$ (less than) , $4 > 2$ (greater than)
- Compare numbers
- Order groups of objects and order numbers
- Ordinal numbers (1st, 2nd, 3rd etc)
- The number line

Number: Addition and Subtraction:

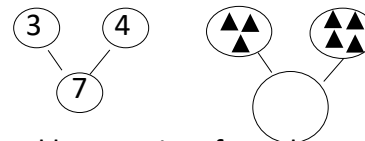
- Part-whole model
- Addition symbol
- Fact families—addition facts
- Find number bonds for numbers within 10
- Systematic methods for number bonds within 10
- Number bonds to 10
- Addition ~adding together adding more

- Recite (say out loud, chant) numbers up to and back from 30. Start with numbers to 20 and back, then move onto 30 and back. As well as counting from 1 and 0, count from any other number, for example start on 6 and count to 23 and so on. Do the same for counting back, counting from 24 to 3 or 16 to 8 and so on. The more you do it the more confident your child will become and the easier it will be for them ~ it will become automatic.

Do it when you are climbing stairs, walking along, driving in the car, fastening buttons etc. We have included a number line so you can use it to help if you like.

- Talk about how many apples, grapes, oranges you have, comparing the number of objectswhich is there more/less/greater/fewer of. Then order these objects and order numbers

- Part-whole model is taking 2 parts and combining them into a whole, for example



- Practise and learn pairs of numbers to 5, 6 and 10. You can use fingers on each hand to do this ~ so for 5 you could have 1 finger on one hand and 4 on the other; 2 on one hand and 3 on the other and so on. The same applies to 6 and 10. For pairs to 10 your child has their pairs to 10 book with a story and song to help them remember. What we want them to be able to do is say which numbers add together to make 10, for example $2 + 8 = 10$. We are also learning that $10 - 8 = 2$ and $10 - 2 = 8$ ~ these are called inverse operations.

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Maths

What to Practise ~ How you can help at home

Number: Addition and Subtraction

- Finding a part
- Subtraction ~ taking away, how many left, crossing out
- Subtraction ~ how many left? The subtraction symbol
- Subtraction ~ finding a part, breaking apart
- Fact families ~ the 8 facts
- Subtraction ~ counting back
- Subtraction ~ finding the difference
- Comparing addition and subtraction statements $a + b > c$
- Comparing addition and subtraction statements $a + b > c + d$

Geometry: Shape

- Recognise and name 3-D shapes
- Sort 3-D shapes
- Recognise and name 2-D shapes
- Sort 2-D shapes
- Patterns with 3-D and 2-D shapes

- You could ask your child what 1, 2 or 3 more than a number is. This could be counting 6 apples out of the bag and asking how many there would be if you had 2 more. The thing is to count on from the number 6 so you would say 67, 8. If finding 2 or 3 less you would say for example 2 less than 7 is 5 because it is 76, 5. Also, you can help your child to learn number doubles from double 1 up to double 6 so they just know them.
- Talk about how long, high, heavy, light, full, empty everyday things are.
- Play with money so your child can recognise coins and begin to make amounts with them, for example 6p, 8p
- Look for and talk about 2 and 3-D shapes all around you (ie the cereal box may be a cuboid, a cylindrical fence post and so on). Talk about the and name the 2-D faces you can see on a 3-D shape (for example 2 circle faces on a cylinder)

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English

Speaking and Listening ~ Our focus is on developing our active listening skills and responding to things we hear. We will talk about looking at the person who is speaking and really thinking about what you are hearing. We will be focusing on responding to what we hear. We will also be learning to follow more complex instructions. We will also learn about being aware of the person you are speaking toreading body language.

Phonics and Grammar ~ We have been revising all the sounds we have learned so far, especially the digraphs (these are two letters making one sound ~ for example 'sh' or 'oa' . We will continue to do this and also begin to look at different letters that make the same sound ~ these are called alternative digraphs, for example 'ai' as in 'rain, or 'ay' as in 'day', or 'a-e' as in 'name'. There are lots of these! Children will bring lists of words home with sound buttons and stitches under them. We are also learning about proper nouns (names of people and places) and that they always have a capital letter. We will also learn about regular nouns and verbs.

Reading ~ We will read and talk about stories every day. We also need to learn and memorise the first 100 high frequency words. We are practising these words every day so children can just see them and say them. We are re-enacting and retelling stories about Biff, Chip and Kipper and other stories we read together including the traditional tale of Goldilocks and the Three Bears. Once we know this story well we will have fun and learn about stories by changing and creating our characters and versions of the story. In reading group sessions we will be developing accuracy and rhythm in our reading. We will learn about Goldilocks and the 3 Bears.

Writing ~ In writing our focus is on developing our handwriting and beginning to join. We will also be writing captions for our moving pictures, letters and recounts (news) of things we have done. We will regularly write together as a group to help us to learn about punctuation and spelling. We will practise spelling words with phonics we are learning in them and will learn to spell some of the first 100 high frequency words. We will write our own version of Goldilocks and the 3 Bears.

What to Practise ~ How you can help at home

Talk together as often as you can. Listen to what your child has to tell you. Encourage them to ask questions. Find things out together. All the conversations you have are giving your child more vocabulary to use and they will pick up and use the phrases and sentences you use too.

Practise the phonics we send home, especially the sounds in the clicky wallet and the focus sound sheets. Notice them in reading books and words you see around. Talk about them. Say the sounds that these letters make but when saying the letters for these sounds use the NAMES of the letters. The sounds with 2 letters (for example ai as in train) are called digraphs and the sounds with 3 letters (for example igh as in high) are called trigraphs. We are learning these words. Your child will bring practise sheets home. Please practise sounding out and blending the words on these lists using the sound buttons and stitches under the words. That will make a huge difference.

Read every day or as close to this as you can. Re-read your child's book and read other books and stories to your child, talking about what you are reading and new words you find.

If your child is writing at home help them to form and join their letters correctly and to write them on the line with tall letters tall and hanging down letters hanging down. Always use capital letters for names and the names of places. Practise spellings.

Armathwaite Community Primary School

Learning in Year Reception ~ Autumn Term

Maths Development ~ What we will be learning

- **Measurement**

We will be exploring length and height, using the language associated with comparing and measuring. We will also begin to explore capacity using the terminology 'empty', 'half full' and 'full'. We will compare the capacities of different containers and explore capacities through play. The water area will be very busy!

- **Number and Place Value**

We will be chanting and singing numbers to 20 and will start chanting numbers to 100. We will count five, then ten items into a set and begin to match spoken numbers and written numerals to appropriate quantities. We will count accurately using one-to-one correspondence and understand conservation of number. We will learn to write numbers to 10 and begin to compare and order numbers to 10. Later in the half term we will reinforce our knowledge of spoken numbers and will have experience of matching written numerals up to 10, ordering numbers, counting on and back from a given number and writing numerals 1 to 10. We will learn one more and one less than a given number and be introduced to the corresponding addition and subtraction number sentences.

- **Shape**

We will learn about 2D shapes, identifying circles, triangles and rectangles including squares. We will begin to use language to describe simple 2D shapes. We will also learn the days of the week and begin to learn the months of the year and the seasons, including key months when festivals and our birthdays occur.

- **Money**

We will begin to learn about and recognise that different coins have different values (they will buy more or less, are worth more or less). We will then begin to match real coins to amounts of money, e.g. 10p is ten 1p coins, 20p is twenty 1p coins. We will use Numicon to help us to do this. They then start to use money in small amounts to buy things, starting to realise that they can pay a given amount using different combinations of coins.

What to Practise ~ How you can help

- Compare everyday things around the house and when you are out and about. Use the mathematical language ~ long, longer, tall, taller, heavy, light, full, empty and so on. There are so many opportunities to do this when you know about them. Let them wash up or play with containers in the bath.
- Practise counting, reciting numbers so your child just knows them from memory. Count up and backwards. It's so important to count back as well as up. Count up as you go up the stairs and back as you come down etc. Food provides a good opportunity to talk about how many and compare numbers. Help your child to just be able to recognise 5 of something (ie apples) so they know what 5 looks like without counting. If your child is counting more than 6 encourage them to move objects as they count. This helps them to learn to count reliably.
- Notice, say the names of and describe shapes around the house and when you are out and about. Talk about and play with money. If you can let them use money to buy things at the shop.

Armathwaite Community Primary School

Learning in Year Reception ~ Autumn Term 2

Communication, Language and Literacy, Reading and Writing ~ What we will be learning

Speaking and Listening There are lots of opportunities to speak and listen in school, with friends, teachers, classmates and with older buddies and volunteers. Everyone your child talks with is a role model for them ~ what they see you do they will imitate, so we speak clearly and correctly and always listen attentively. We are learning how to be a strong listener and speaker. Both involve thinking so we teach that to be an active listener you need to look at the person who is speaking, show them you are listening and think about what they are saying., responding to what you hear. This sounds obvious but it isn't always when you are four or five!

Phonics We are working hard on our phonics and will continue to learn a new sound almost every day. We are recalling all the phonics we have learned every day too. We have moved from single letter sounds like a, s, f, h, to 2 letters making one sound ~ like sh, ee and ng and so on (these are called digraphs ~ two letters ~ one sound). We are beginning to learn the order of the letters of the alphabet and the names of the letters.

Reading

We are reading lots of stories, traditional and modern from around the world. This includes 'The Squirrel's Who Squabbled' and the traditional tale 'Goldilocks and the Three Bears'. We will recall and re-enact stories, remembering the sequence of events. Your child will read a new book each week which they will bring home to read with you.

Writing We are learning to form our letters and beginning to remember which family of letters they belong to. We do shared and modelled writing together and are talking about letters, words and sentences. We are providing purposeful, relevant writing opportunities and encouraging your child to use their writer' voice to compose what they would like to write. We are scribing for children so they can see writing modelled (they tell us what they want to write and we write it for them).

What to Practise ~ How you can help

Talk together as often as you can. You need to make time for this, which could be as you are walking or driving to and from school, eating breakfast or tea together, going for a walk, doing things at the weekend. Listen to what your child has to say and respond and if you don't know the answer to those fantastic questions they ask tell them and you can find out together!

Practise the sounds book every day and when the clicky wallet with letters comes home practise those too. Make it fun and play games to help to develop your child's working memory.

Notice words and logos on vans, cereal packets, cards and so on. Read often to your child ~ talk about the pictures\what is happening, predicting what might happen next and why. Read your child' reading book with them every day if you can. This makes so much difference. Encourage them to read with other family members. Make sure you have no TV\devices switched on at the time as this could distract your child when you are reading.

Support your child to listen for sounds in words. Model writing for them if you can. Scribe for them if they ask you to and encourage them to have a go. Keep in mind letter families so your child learns to form letters correctly.