



# Transition

Year 1-  
Miss French and Mrs Brown



# Meet the Teachers

## Miss French

Hi everyone, my name is Miss French.

I know most of you as I am always popping down to EYFS. I will have taught some of your brothers and sisters too. I am one of the assistant head teacher's at Brooke Primary and the EYFS lead.

I will be your class teacher all day Monday, Tuesday and Wednesday morning.



# Meet the Teachers

## Mrs Brown

Hi everyone, my name is Mrs Brown.

I know some of you already as last year I worked down in EYFS. I will be your teacher on a Wednesday afternoon and Thursday and Friday all day.



# Your Classroom





# Your Classroom



# Your Classroom

This is your classroom door from the outside. It is located on the KS1 playground.

Please pick up and drop off at this door.



# Your Classroom

## Cloakroom





# Your Classroom

## Toilets





# Your Classroom

Playground and KS1 equipment



# Daily Routine

- 8.45 - school starts and children complete their morning starter
- 8.50 - Register
- 9.00 - Assembly
- 9.15 - 9.45 - Phonics
- 9.45 - 10.30 - English
- 10.30 - 10.45 - Break time
- 10.45 - 11.45 - Mathematics
- 11.45 - 12.30 - Lunch time
- 12.30 - 1.00 - Shared Read
- 1.00 - 2.45 - Themed Learning
- 2.45 - 3.00 - Handwriting
- 3.00 - Story time
- 3.15 - Home time

# Key information

- Year 1 children will enter the building independently each morning
- Children will be provided with snack for breaktime
- Parents will need to sign up if they want their child to have a carton of milk at breaktime (cool milk)
- Children need to come to school in their PE kit on their PE day - in September this will be a Friday
- Reading diaries and reading books to be brought to school everyday
- Homework will be handed out on a Friday. It is due back in every Tuesday.
- Children to bring a named water bottle to school each day



# Phonics Screening Check

At the end of year 1 the children will sit a statutory phonics screening check. This takes place during June. It is either a pass or a fail. The pass mark in previous years has been 32/40. If they fail it in year 1 they have to re sit it in year 2.

## Section 1

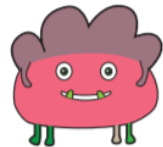
blem



drell



fusp



quisk



## Section 2

crust

trails

strip

scraps

# Year 1 Teaching and Learning Expectations

There are 45 year one common exception words. The children have to be able to read and spell these by the end of year one.

Year 1 Common Exception Words			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

# Word Reading

## Reading – word reading

### Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.



# Comprehension

## Reading – comprehension

### Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

# Writing - transcription

## Writing – transcription

### Statutory requirements

#### Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week

### Statutory requirements

- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- 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
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

# Handwriting

## Statutory requirements

### Handwriting

Pupils should be taught to:

- 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 letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.



# Writing - composition

## Writing – composition

### Statutory requirements

Pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

# Writing - vocabulary, grammar and punctuation

## Writing – vocabulary, grammar and punctuation

### Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

# Mathematics - number and place value

## Number – number and place value

### Statutory requirements

Pupils should be taught to:

- 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
- read and write numbers from 1 to 20 in numerals and words.

# Mathematics - addition and subtraction

## Number – addition and subtraction

### Statutory requirements

Pupils should be taught to:

- 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  $7 = \square - 9$ .



# Mathematics - multiplication and division

## Number – multiplication and division

### Statutory requirements

Pupils should be taught to:

- 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.

# Mathematics - fractions

## Number – fractions

### Statutory requirements

Pupils should be taught to:

- 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.

# Mathematics - measurement

## Measurement

### Statutory requirements

Pupils should be taught to:

- 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]
- measure and begin to 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.

# Mathematics - geometry

## Geometry – properties of shapes

### Statutory requirements

Pupils should be taught to:

- 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].

## Geometry – position and direction

### Statutory requirements

Pupils should be taught to:

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



# Topics

Our Autumn topic will be

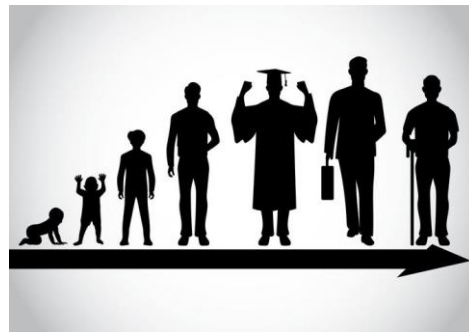
## Our Texts *“A Trip Down Memory Lane”*

In English we will be reading a range of books. Some of them will be: Dogger, Once there were Giants, Man on the Moon, Toys in Space and Hidden Figures.

In Geography the children will be finding out about our school and the local area.

In Science the children will be finding out about the uses and properties of everyday materials.

In History the children will be going back to when their grandparents are younger. We will look at how the school has changed, how toys and games have changed and how travel has changed.



# Topics

Our Spring topic will be  
***“Happy and Glorious”***

In English we will be reading a range of books. Some of them will be: Rapunzel, The Queen’s Hat, Luke goes to London, The Queen’s Knickers and London for Children.

In Geography the children will be finding out about the four countries that make up the United Kingdom. They will look at their capital cities, longest rivers, largest mountains and famous landmarks.

In History the children will be finding out about Queen Elizabeth and Queen Victoria.

In Art and Design the children will be sketching portraits of the Queen.

In Design and Technology the children will be making food for an afternoon tea.





# Topics

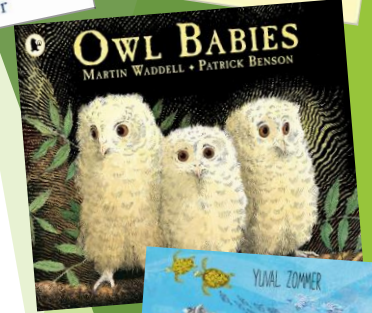
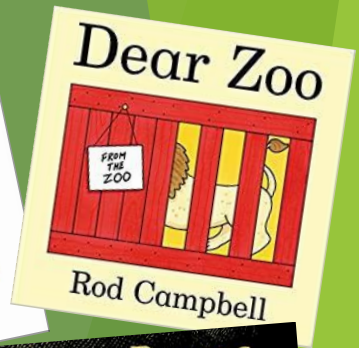
Our Summer topic will be  
***“Paws, Claws and Whiskers”***

In English we will be reading a range of books. Some of them will be: Dear Zoo, The Tiger who came to Tea, Owl babies, The Big Book of the Blue and Dear Greenpeace.

In Geography the children will be finding out about the key physical features of the United Kingdom, focusing on our local area.

In Science the children will be finding out about plants and animals including humans.

In Design and Technology the children will be creating moving pictures.



# All about us

This year all the classes at Brooke Primary Academy will be named after an olympic champion.

Our class will be named after

**Beth Tweddle**

She is a retired British artistic gymnast.

She has an MBE.

She has 3 world gold medals.

She has 6 European titles.





# See You Soon

Please feel to contact us if you have any further questions at:  
[br-admin@venncademy.org](mailto:br-admin@venncademy.org)