Year 1 @ HeadStart

3rd October 2024

HeadStart International School, Phuket

Cambridge Assessment International Education
Cambridge International School

Education Development Trust

Welcome to Key Stage 1

KS1

Meeting Outcomes

- To provide an overview of teaching & learning in Year 1.
- To share information about parent communication, assessment and reporting in Primary.
- To discuss strategies about how to support your child as they begin their Primary journey.

Let’s look at a Year 1 timetable

Reception Yellow	07:45 08:45	08:45 09.15	09:15 09.35	09:35 10:00	10:00 10.30	10:30 11:00	11:00 11:30	11:30 11.50	11.50 12.15	12:15 12.45	12:45 1:00	1:00 2:00	2:00 2:20	2:20 3.20	15:20
M	Drop off / Continuous Provision	Phonics	Morning Break playground	Thai	Continuous Provision			Lunch	Afternoon Break Playground	Continuous Provision Snack and ECA prep			Maths	Enrichment	Collection
T		Phonics		Continuous Provision			Maths			Thai	Continuous Provision		Reading		
W		Phonics		Continuous Provision		Rec Y Swimming				Thai	Snack and ECA prep		Reading		
Th		Phonics		Thai	Continuous Provision					PE		Continuous Provision Snack and ECA prep	Reading		
F		Assembly		Tiny CAPA						Thai	Continuous Provision Snack and ECA prep		Maths		15:00

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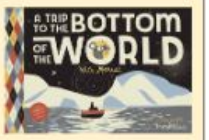
The Year 1 Curriculum

Long Term Curriculum Overview - Y1

YEAR 1	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Stimulus/ Text	**Traditional Tales** CLPE				  CLPE Non Fiction Antarctica text	
Main writing outcomes	Captions/labels Character description & Short narratives	Short Narrative Letter writing Diary writing	Narrative Instructions Fact File Recount	Character description Narrative Diary/Writing in role Alternative traditional tale	Setting Description Fact File Retell narrative Diary	
Topic	Toy Story	Phuket Paradise - links to trip to the beach	Marvelous Maps	Florence Nightingale	Antarctic Explorers	Antarctica
Science	Everyday Materials -materials +Seasonal Change	Everyday Materials -properties and testing +Seasonal Change	Animals including humans +Seasonal Change	Animals including humans +Seasonal Change	Plants and gardening + +Seasonal Change PDRE	

Designed to be challenging and to stimulate creativity and enjoyment.

Where possible, links are made between subjects to make learning more engaging and meaningful.

The essential knowledge and skills pupils learn across their different subjects progress as they move through Primary.

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The Year 1 Curriculum

YEAR 1	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Maths	Place Value (within 10) Addition and Subtraction (within 10)	Addition and Subtraction (within 10) Shape Place Value (within 20) Addition and Subtraction (within 20)	Place Value (within 50) Length and Height	Mass and Volume Multiplication and Division	Multiplication and Division Fractions Position and Direction	Place Value (within 100) Money Time
Computing	Computer Skills	Painting	Programming	Word Processing Skills	Online Safety	Using and Applying
PDIAS	A Fairer World & Respecting ourselves and others	Our Diverse World & Families and Friendships	Our Connected World & Belonging to a community	Protecting our World & Money and Work	A More Peaceful World & Growing and Changing	
Trip		Ao Yon Beach		Aquaria		

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Continuous Provision in Year 1

In Year 1, continuous and enhanced provision is woven into pupils' lessons.

Implementation of Continuous Provision in Year 1 acts as a 'bridge' between the play-based culture in Early Years, and the more formal learning culture that develops through our primary school.

Provision areas are available for children to independently access at different points within the school day. These areas are set up to provide opportunities for children to pursue their interests and curiosity as well as to revisit, practice and embed the skills and knowledge they are being taught.

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Learning English in Year 1

Children in Year 1 take part in daily phonics lessons, learning to read by correlating sounds with individual letters or groups of letters.

We follow the Little Wandle Revised Letters and Sounds approach to teaching phonics. This is an evidence-based programme through which children are actively engaged in short, focused phonics lessons.

Small steps of phonics learning are practised and repeated, and the learning is regularly revisited to support children to commit their learning to memory.

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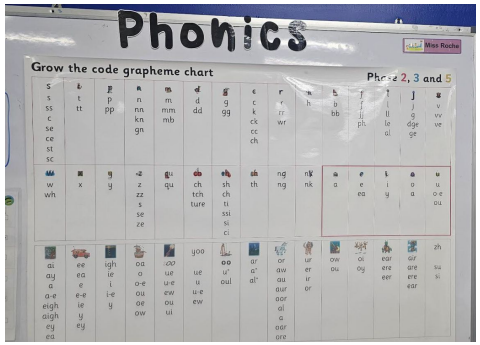
Learning English in Year 1

- Our phonics programme follows a sequential approach.
- Children progress through phonics phases, with each phase building upon the skills learnt in the previous one.
- Children learn phonics in ability groups based on their starting point.
- Assessments take place at the beginning of the year to establish the phonics phase children should start on.
- Pupils also have three reading practise sessions each week where they can apply their phonics learning and develop their fluency and comprehension skills. This year, we have introduced fully decodable reading texts which align with our phonics programme.



Please note that we will be holding a phonics workshop on 7th November, where you can learn more about how we teach reading.

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Learning English in Year 1

To further support reading and writing, English lessons across Primary follow the CLPE 'Power of Reading' approach.

CLPE

CENTRE FOR **LITERACY** IN PRIMARY EDUCATION

This approach focuses on immersing children in high-quality literature to promote a love of reading and provide an engaging and authentic context for their learning.

Exposure to rich literature stimulates children's creativity and imagination and allows them to explore key vocabulary, grammar and sentence structures to support their own writing.

Learning Maths in Year 1

In Mathematics, our curriculum is based on White Rose Maths, which provides a systematic teaching pathway and takes a small step, mastery approach.

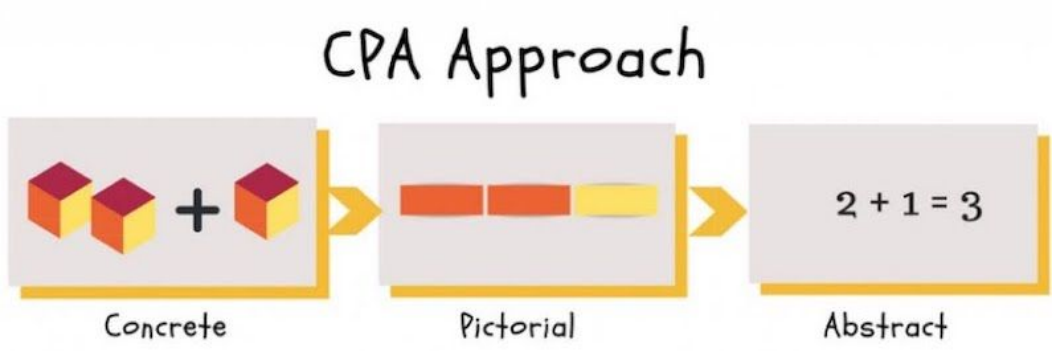
YEAR 1	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Maths	Place Value (within 10) Addition and Subtraction (within 10)	Addition and Subtraction (within 10) Shape Place Value (within 20) Addition and Subtraction (within 20)	Place Value (within 50) Length and Height	Mass and Volume Multiplication and Division	Multiplication and Division Fractions Position and Direction	Place Value (within 100) Money Time

In Year 1, the key focus is to establish confidence in number and place value. This means pupils having a ‘deep’ understanding of what digits mean in a number.

CONSEQUENCES
Rhyming Words
log

Learning Maths in Year 1

Our curriculum follows a CPA approach (concrete, pictorial, abstract) to support pupils deep understanding of the subject matter. Throughout Year 1, children will use lots of concrete representations of number, number facts and addition and subtraction to build their deep understanding.



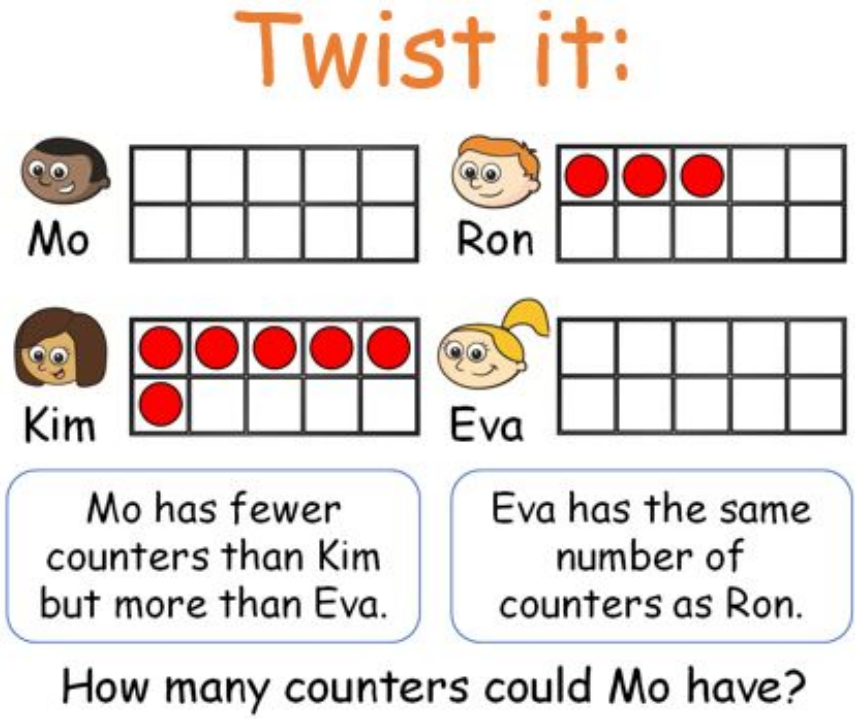
Lesson activities often follow a three-part structure (Try it! Twist it! Deepen it!) This allows children to first focus on gaining fluency in a skill before building their reasoning and problem solving skills.

HeadStart
book
Dr.Seuss
GLUE
stick

Learning Maths in Year 1

Parent Challenge

Can you try a ‘Twist it’ question from Year 1?



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Learning Science in Year 1

Our science curriculum is organised on a topic basis which cover the three strands of biology, chemistry and physics.

We have a core resource in place called Science Bug. This is a hands-on programme which encourages imagination and curiosity.

In Science lessons, pupils learn through practical experiences including experiments, investigations and demonstrations.

Key to the teaching of science is not only knowledge but also the development of working scientifically skills.

Science	Animals including humans	Seasonal Changes	Plants	Everyday Materials

Learning Computing in Year 1

Our computing curriculum follows a progressive sequence of lessons which aim to develop a broad, deep understanding of computing.

As pupils progress through the curriculum, they develop skills to become responsible, competent, confident and creative users of technology.

Our curriculum covers the three main strands of computing: Computer Science (programming or coding); Information Technology (creating and storing content); and Digital Literacy (e-safety).

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Our Curriculum- EAL

If your child requires additional English instruction because they are new to English, they will be part of our English as an Additional Language programme.

Pupils are selected by a process of teacher assessment.

EAL pupils do not attend language lessons. Instead they attend dedicated EAL lessons three times a week, plus two EAL booster lessons after school.

Our EAL lessons are a hybrid of personalised teacher-led activities and access to our FastForWord English reading programme.

Once pupils are assessed as having made sufficient progress in English, you will be informed that they can exit EAL and start their chosen language option.

FAST FORWORD®

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Our Class Birthdays
Star of the week
Rhyming Words
dig
log

Parent - Teacher communication

How will we communicate with you?

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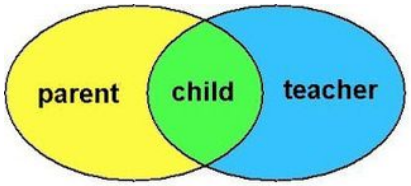
Weekly Updates

Every Friday, you will receive an email from your child's homeroom teacher providing you with an update of the key learning which has taken place that week, as well as an outline of what your child will learn in the coming week.

Your child's homeroom teacher is the first point of contact if you have any questions or concerns, or if you would like to know more about your child's learning.

We value a collaborative, cooperative partnership between parents and teachers to help children achieve their highest potential.



Autumn
HeadStart
International Kindergarten

Mid-term and End of Term Reports

We also provide five written reports a year:

October Mid-term Report - update on how your child is settling in

End of Term 1 Report – End of term progress data and homeroom comment

February Mid-term Report - update on your child's progress

End of Term 2 Report - End of term progress data and homeroom comment

End of Year Report - Full written report for every subject

Parent-Teacher Conferences

We provide four opportunities for conferencing with your child's teacher:

Term 1 mid-term (October)	Settling-in meeting
End of Term 1 (December)	Parent-Teacher Conference
End of Term 2 (April)	Parent-Teacher Conference
End of Term 3 (June)	Parent-Teacher Conference

Assessments

How will your child be assessed?

Age Related Expectations

Progression Marker	(E) Exceeding:	age related expectations	(M) Meeting:	age related expectations
	(WT) Working Towards:	age related expectations	(B) Below:	age related expectations

By the end of a school year, it is our expectation that pupils will have met the learning objectives for that year. We refer to this as '**Age Related Expectations**' (*ARE*).

The age-related expectations identify **what is expected of a pupil in a specified year group**.

We **continuously assess** pupils' progress against the learning objectives for each subject. **Where pupils are not meeting specific objectives, we provide additional support.** This may be through revisiting an objective, using lesson starters to consolidate learning, or through small group interventions.

Recognition Board

How do we assess?

Assessment is a key part of our teaching. It provides us with information regarding what our pupils have learned and what they need to learn next.

- **Formative Assessment** - Assessment for Learning
- **Summative Assessment** - Assessment of Learning

Formative		Summative
It helps students to learn and practice		It assesses the performance of students
Throughout the course		End of an instructional period
Identifies gaps and improves learning		Collect evidence of student knowledge and skills
Focuses on the process		Focuses on the end result

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Formative Assessment

- Formative assessment is used to monitor pupils' learning and collect ongoing feedback that can be used by teachers to adapt and develop their lessons.

- Identifies errors, misconceptions or difficulties so that the teacher can provide guidance and support to help pupils progress.

- It provides feedback to pupils which allows them to identify their own strengths, weaknesses and target areas that need work.

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Summative Assessment

Summative assessment is used to **evaluate pupils' learning at the end of a unit, term and/or year** by comparing it against a standard or benchmark as an **assessment *OF* learning**.

Examples of summative assessments include:

- exams
- end of unit tests
- final projects

The information indicates achievement usually in **grade**-related or numerical terms e.g. C / 57%.

This is provided to parents in the End of Term 1 and End of Year reports.

Supporting your child

How can you support your child as they embark on their Primary journey?

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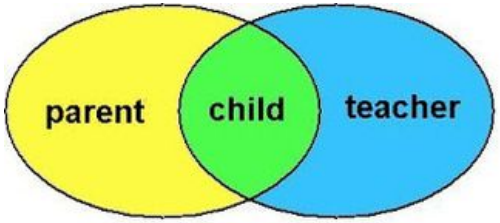
The fact that you are here today…

Supporting your child in Year 1



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Phonics resources for parents

Resources available to parents on the Phonics website (Little Wandle):

https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

White Rose Maths resources

Resources available to parents on the White Rose Maths website:

https://whiteroseeducation.com/parent-pupil-resources/maths/free-downloads

Some other sites for supporting your child

https://www.topmarks.co.uk/

https://www.phonicsplay.co.uk/resources

https://www.spellingshed.com/

Thanks for coming today…

Summary of Teaching and Learning in Year 1

- The Year 1 timetable mirrors a timetable across primary, with discrete lessons being taught for phonics, English, maths, science, humanities, computing, art, music, PE and swimming, Thai and languages.

- Continuous provision is woven into lessons in Year 1 to act as a ‘bridge’ between the learning culture in Early Years, and the new learning culture in Primary. Areas are set up in the classrooms to encourage children to pursue their interests and curiosity, as well as revisit, practice and embed the skills and knowledge they are being taught.

- Children are taught to read through a sequential phonics programme. A phonics workshop will take place on 7th November, where you will have the opportunity to find out more about how your child is taught to read.

- You will receive a weekly update email from your child’s homeroom teacher every Friday to hear about what your child has been learning that week. You will also receive five written reports throughout the year to inform you of how your child is progressing in school.

- Children will be continuously assessed by their teacher through their class work and contributions in lessons. They will also sit summative End of Term assessments in reading, writing and maths.

- Please support your child by talking to them about their learning, encouraging them to try their best and helping them to be organised and punctual for their lessons.

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