

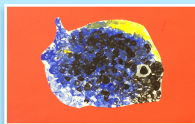
A balanced curriculum

We are committed to a broad and balanced curriculum so that your child will do far more than reading, writing and mathematics during their time at school.

We aim to provide opportunities that will allow them to express themselves through art, drama, music and technology.

We aim to use the world around us to expand horizons, raise aspiration and provide a platform to allow the children to believe that anything is possible.

We will only succeed with your help.



HELP @ HOME



You can support your child at home with:

- stories before bedtime
- reading for at least 10 minutes a day
- cooking with your child
- making shopping lists
- going shopping with real money
- counting objects
- playing board games
- watching TV or using devices together
- talking to your child
- having a family reward chart
- visiting places of interest

For support you can also visit

www.mathsathome.lgfl.net
www.ansonprimaryschool.com

YEAR ONE



www.ansonprimaryschool.com





Work from the 2016 Anson Art Festival

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your child to achieve these is very valuable. There are more details on how to do this on the back of this leaflet.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

WHERE ARE YEAR ONE HEADING?



These are the end of year expectations for children in Year One in the core curriculum areas:

Reading

- Identify which words appear again and again.
- Relate reading to own experiences.
- Re-read to correct if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said and done.
- Read with pace and expression
- Know difference between fiction and non-fiction texts.
- Be secure at Phase 5 phonics.

Writing

- Read and write the capital letter form of each letter.
- Write sentences that start with a capital letter and end with a full stop.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use tense correctly eg 'went' not 'goed'.
- In writing, show evidence of; full stops, question marks, exclamation marks.
- Use capital letters for names and personal pronoun 'I'.
- Write clearly sequenced sentences.
- Correct formation of capital and lower case – starting and finishing in right place.
- Correct formation of digits.

Mathematics

- Count to and across 100, forwards and backwards from any number.
- Read and write numbers to 20 in digits and words.
- Read and write numbers to 100 in digits.
- Say 1 more and 1 less than numbers to 100.
- Count in multiples of 1, 2, 5 and 10.
- Know bonds to 10 by heart.
- Use bonds and subtraction facts to 20.
- Add and subtract: 1 digit and 2 digit numbers to 20, including zero.
- Add any three 1-digit numbers with a total up to 20.
- Solve simple multiplication and division with apparatus and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in order.
- Know months of the year in order.
- Use language of day, week, month and year.
- Know o'clock and half past using analogue clock.