

What Will My Child Learn In Year 1?

If your child is about to begin Year 1, or is currently working in that year, you might be wondering what they will be learning.

This can depend on the school, your child and the time of year, however this document is meant as a general guide, covering the sorts of things that your child might be working on.

English

Reading

- Pupils will be using their phonics knowledge which has been developed through a synthetic systematic approach to the teaching of phonics using Read Write Inc.
- Children will be blending sounds in words which aren't familiar to them. Children will also practise reading 'tricky' words for example: oh, their, people, Mr, Mrs, looked, called, asked and could.
- Children may work on reading words with different endings, known as suffixes, such as: -s, -es, -ing, -ed, -est and -er.
- Pupils might also learn to read words containing contractions (shortened forms) such as: I'm, I'll and she'd, understanding which letters the apostrophe stands in for e.g I am – I'm, I will – I'll and she would – she'd.
- As soon as your child is confident with the Year 1 programme, they will move onto the Year 2 programme.

Reading Comprehension

- This is all about your child understanding what they are reading, or listening to. In order to help your child become really confident with comprehension, they will be exposed to a range of books they can read and books they will have read to them (above their current reading level).
- They may be encouraged to make predictions about whether the book is fiction, non-fiction (factual) or poetry, what the book might be about, character's actions or speech, and the ending.
- Children will also work on using inference skills to aid their understanding of what they are reading. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- Your child might also become very familiar with fairy stories (Cinderella) and traditional tales (The Three Little Pigs), retelling them in their own words and understanding their special features such as characters (good and bad) and story structure (opening, problem, resolution and happy ending).
- Children will also be encouraged to use vocabulary and structure from various texts they have read in their own writing such as 'Once upon a time'..., 'In a land far away'..., ...'and they lived happily ever after'.
- Children might learn rhymes and poems off by heart and also be encouraged to say whether or not they like the text, giving reasons why

Writing and Spelling

- Children will learn to spell words such as the common 'tricky' words listed above, and the days of the week too.
- Spelling rules for adding suffixes such as –s and –es may also be introduced to make the plural form of nouns or to aid writing in the third person, e.g He goes, She leaves.
- In addition to this, children will learn how to add endings to verbs and adjectives such as: –ing, -ed, -er and –est.
- Children might also learn spellings when adding prefix un- to the start of a word. (A prefix is a group of letters added to the beginning of a word which changes the meaning of the word).
- By the end of Year 1, your child may be able to say and write out the alphabet and use letter names to refer to different letters.
- Children will practise writing simple sentences dictated by the teacher which contain the 'tricky' words and the phonemes (sounds) learned so far.

Handwriting

- Children might work on forming lower case letters in the right direction, starting and finishing in the right place. Children must be able to write capital letters in Year 1 and form digits to 9 correctly.



Writing - Composition

- Children are encouraged to say what they will write before actually writing it in order to plan ideas in their head first. They will practise sequencing their sentences correctly and be encouraged to re-read their work as they go to check that it makes sense.

Writing - Vocabulary, Grammar and Punctuation

- Generally, most children in Year 1 will be learning how to use joining words such as 'and', 'but' and 'because' to join two ideas together to extend their sentences.
- Children will also be reminded to use capital letters for names (including places, days of the week and months of the year), in order to punctuate the beginning of a sentence and when writing about ourselves, using 'I'.
- Other punctuation such as full stops, question marks (?) and exclamation marks (!) will be taught when writing in sentences.

Maths

Number - Number and Place Value (Tens and Ones)

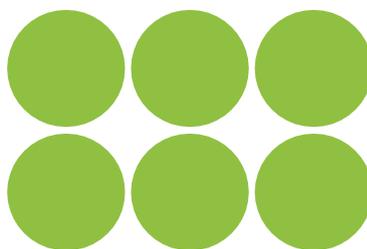
- Most children in Year 1 will be ready to learn how to count to 100 both forwards and backwards from any given number. They might also begin to learn how to read and write numbers to 100 in digits (e.g knowing that 34 is thirty four) and count in steps of 2, 5 and 10.
- Pupils will learn to say the number that is one more or less than any number to 100 and will become familiar with vocabulary such as: equal to, more than, less than, fewer, least and most, in order to answer questions containing this type of vocabulary, particularly in mental maths activities.
- Children may also start writing number words to 20 (e.g eight, thirteen etc) and order numbers using vocabulary such as first, second, third etc.

Number - Addition and Subtraction

- In Year 1, most children are taught to recognise the following symbols: +, - and = and number bonds to 10 and 20 (these are both addition and subtraction number pairs which make 10 and 20, e.g $4 + 6 = 10$, $10 - 6 = 4$, $14 + 6 = 20$ and $20 - 6 = 14$). Number bonds are a great way of helping calculate quickly.
- Your child may work on adding and subtracting one digit and two digit numbers to 20, including as part of solving simple problems. Your child might be given missing number problems to see if they can apply their knowledge of number bonds, e.g $20 - ? = 8$ or $3 + ? = 10$.
- They will most likely be exposed to the following vocabulary often found in word problems: total (+), altogether (+), add, take away, difference between (-), distance between (-), less than (-) and more than (+). This will help your child to become familiar with what a word problem is actually asking them to do in order to find out the answer.

Number - Multiplication and Division.

- Children may use arrays to learn about what multiplication actually is. The array below can help us to solve two multiplication calculations: $3 \times 2 = 6$ (3 lots of 2) or $2 \times 3 = 6$ (2 lots of 3).



- Most Year 1 children will begin to double small numbers and quantities and look out for number patterns in the 2, 5 and 10 times tables, e.g all multiples of 2 end in an even number, multiples of 5 end in only 5 or 0.
- To help introduce division, children might practise sharing and grouping small quantities. For example, if trying to solve $15 \div 3$, we could share 15 counters into 3 separate piles and see how many are in each. Alternatively, we could group the 15 counters into piles of 3 and see how many are in each, either method will give the same answer.
- From here, children will begin to solve simple multiplication and division word problems using objects, pictures and arrays to help them.

Number - Fractions

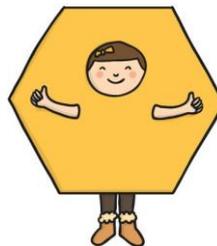
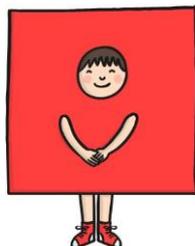
- In Year 1, your child may learn to spot and name one half of objects or numbers, understanding that this is one of two equal parts. This will be extended to a quarter (one of four equal parts) and from here, children might be solving problems involving finding fractions of amounts of things, e.g what is $\frac{1}{2}$ of 8 sweets?

Measurement

- Your child may have already been exposed to much of the following vocabulary however this is likely to be revised in Year 1 to ensure children are secure: tall/short, double/half, long/short and longer/shorter in order to compare and describe lengths and heights using centimetre or metre rulers.
- Similarly, children will need to be familiar with the following vocabulary related to mass (also known as weight): heavy/light, lighter than, heavier than, using weighing scales to make comparisons and capacity (also known as volume): full/empty, half, half full, quarter full, more than, less than, using a variety of different containers.
- Finally, time – slower, quicker, earlier and later. Once children are familiar with this vocabulary they will begin to learn the standard units of measurements related to each concept and what their abbreviations stand for e.g mm, cm, m, g, kg, ml, l, second, minute and hour.
- Children should know what the various coins and notes are worth in relation to each other, for example 50p is worth more than a 2p coin however a 2p coins is worth more than a 1p coin because this is double that amount.
- Children may also practise correctly sequencing events using vocabulary such as yesterday, tomorrow, morning, afternoon, evening, before, after, next, first and today.
- In addition to this, your child may begin to learn and sequence the days of the week and months of the year.
- Finally, your child will work on time in order to build their confidence with telling the time to the nearest hour and half hour. They may practise this by drawing hands on clocks.

Geometry - Shape

- Your child may already be familiar with some shape names by the time they enter Year 1 however the teacher may check they are secure in their understand that 2D shapes are flat, whereas 3D shapes are not.
- They may be exposed to all the different 2D and 3D shape names, looking for these in the world around them and labelling them.
- Your child will need to remember that a shape may be a square however it may be shown in a different orientation such as sitting on its corner rather than on its side. Another similar learning point would be that a cuboid can be taller or shorter than another.





Geometry - Position and Direction

- Does your child understand the following vocabulary: right and left, top, middle and bottom, on top, in front, between, above, near, around, close and far, forwards, backwards, up and down, inside and outside. Hopefully by the end of Year 1, this will be secure and children may have also learned how to make a full, half, quarter turn and three-quarter turn in both directions (linking this with the hands of a clock).