How do we learn Maths and Writing in Year 1?

Today we hope to…

1. Explain how we teach maths in school
2. Explain how we teach writing in school
3. Provide some ideas of how you can support your child at home
4. Discuss home/school agreement

Aims of the Maths Curriculum



BECOME **FLUENT**



REASON MATHEMATICALLY



SOLVE PROBLEMS

We use HFL Essential Maths for teaching

YEAR 1 ESSENTIAL MATHS.

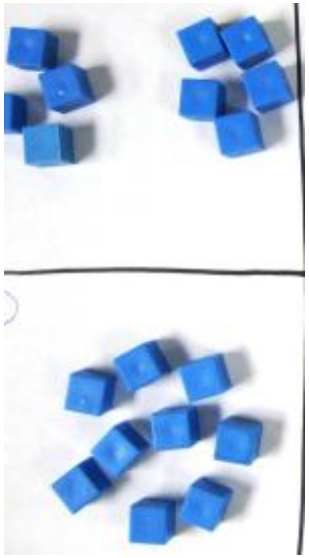
LONG TERM PLAN

National Curriculum Domain	Suggested timings	Learning sequence number and title	Number of small steps (excluding optional steps)
		Autumn	
Geometry	Week 1 **1 week** 5 steps	1LS1 – Geometry: positional language including ordinal numbers (step 5: optional step)	5
Number and place value	Week 2 – 4 **3 weeks** 11 steps	1LS2 – Numbers to 10: finding patterns in numbers (including subitising) 1LS3 – Numbers to 10: counting and comparison (more, less, fewer) (step 5: optional step) 1LS4 – Numbers to 10: estimating and ordering	4 4 3
Number and place value to 10, addition and subtraction	Week 5 – 9 **5 weeks** 23 steps	1LS5 – Numbers to 10: regrouping the whole 1LS6 – Numbers to 10: part whole addition and subtraction (steps 3, 5 and 9: optional steps) 1LS7 – Numbers to 10: solving problems using part or whole unknown (steps 5 and 6: optional steps) 1LS8 – Numbers to 10: comparison 1LS9 – Numbers to 10: equality and balance	2 6 5 4 6
Number and place value to 20, addition and subtraction	Week 10 – 13 **4 weeks** 15 steps	1LS10 – Numbers to 20: making '10 and some more' 1LS11 – Numbers to 20: estimating and ordering, 1 more and 1 less (step 5: optional step) 1LS12 – Numbers to 20: doubling and halving (step 3: optional step) 1LS13 – Numbers to 20: odd and even numbers (step 3: optional step)	6 5 2 2

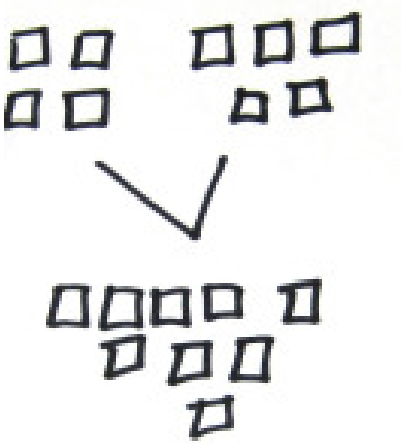
CPA

We use **concrete, pictorial and abstract** approaches at **all ages for all children.**

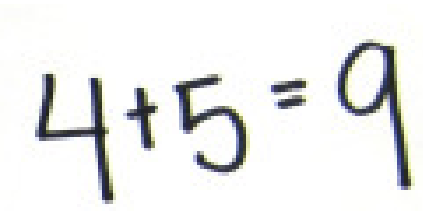
Concrete



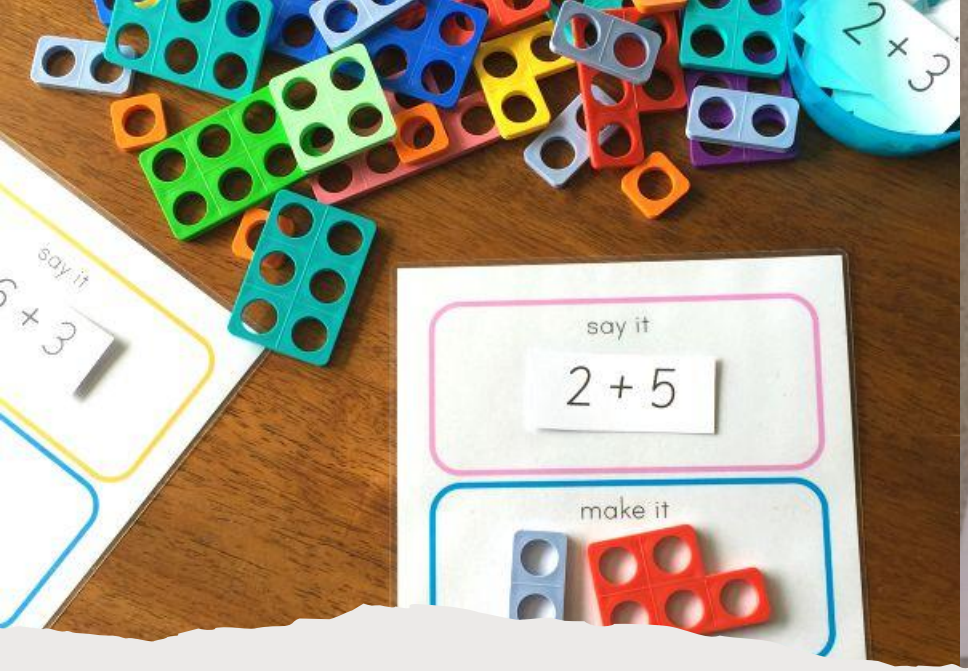
Pictorial

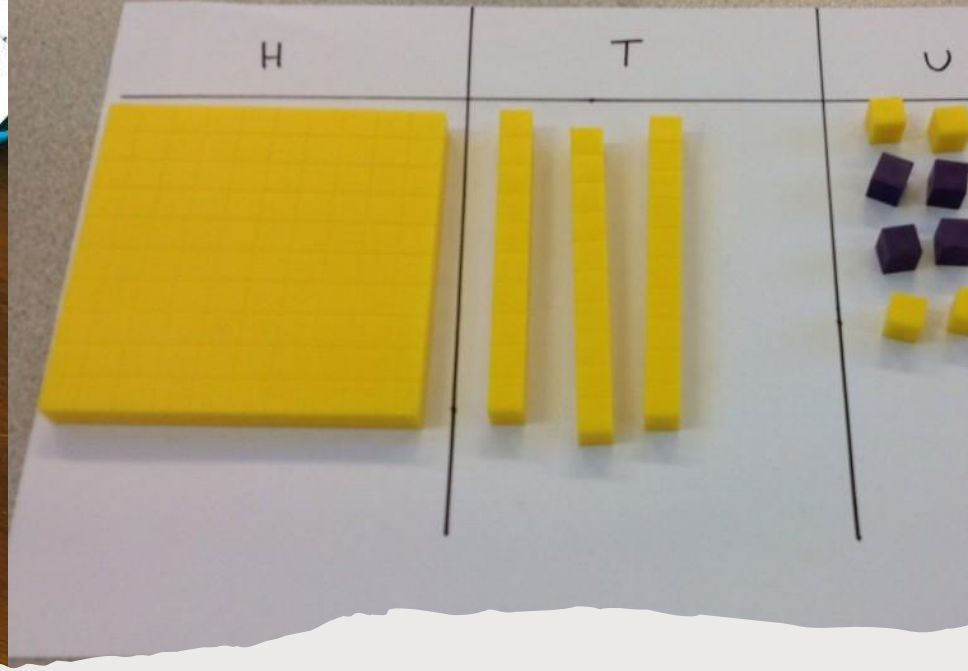


Abstract



The sum of 4 and 5 is 9

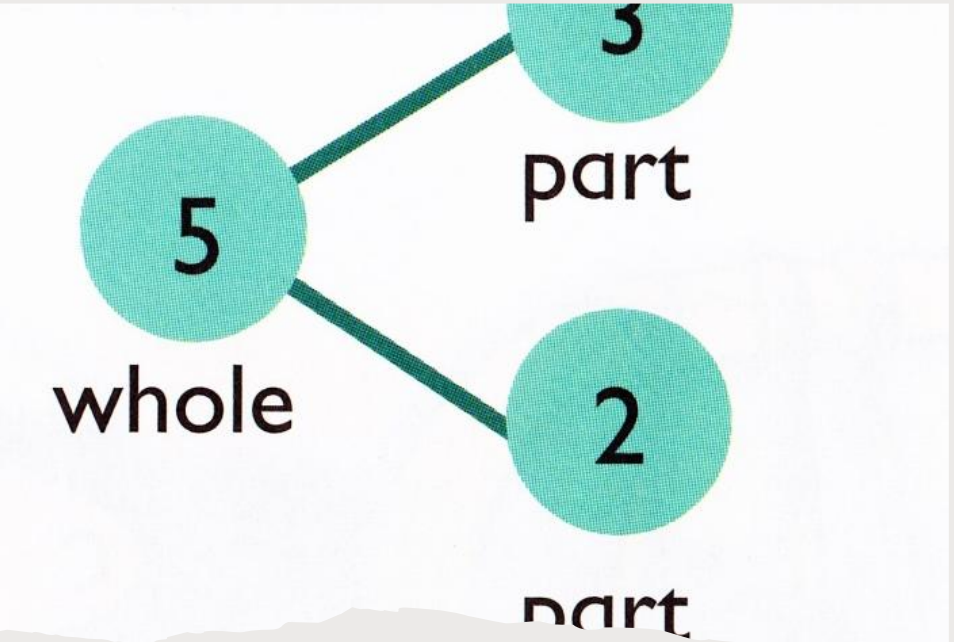




Concrete

Concrete representation

This is a 'hands on' component using real objects and it is the foundation for conceptual understanding.

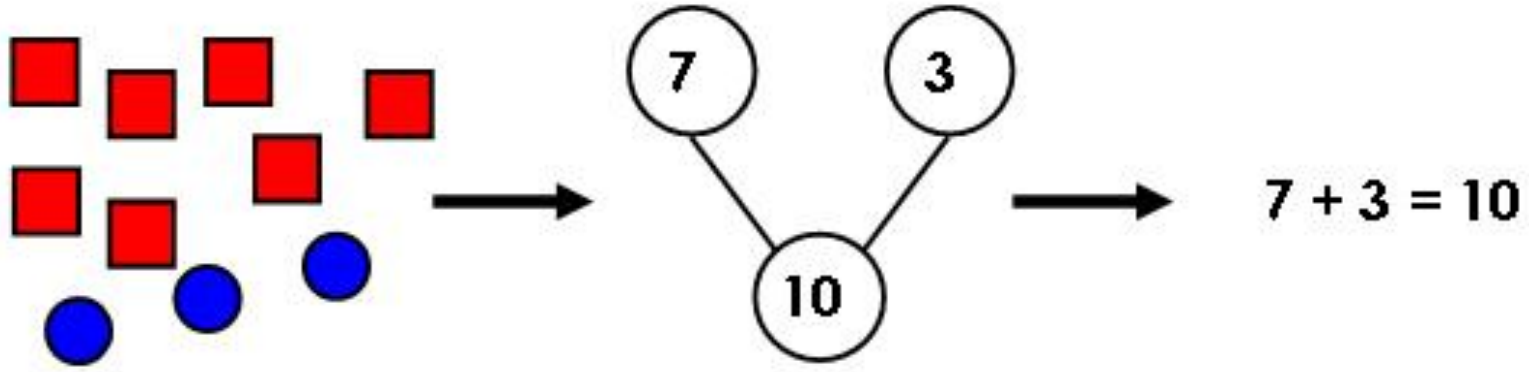




Pictorial

Pictorial representation

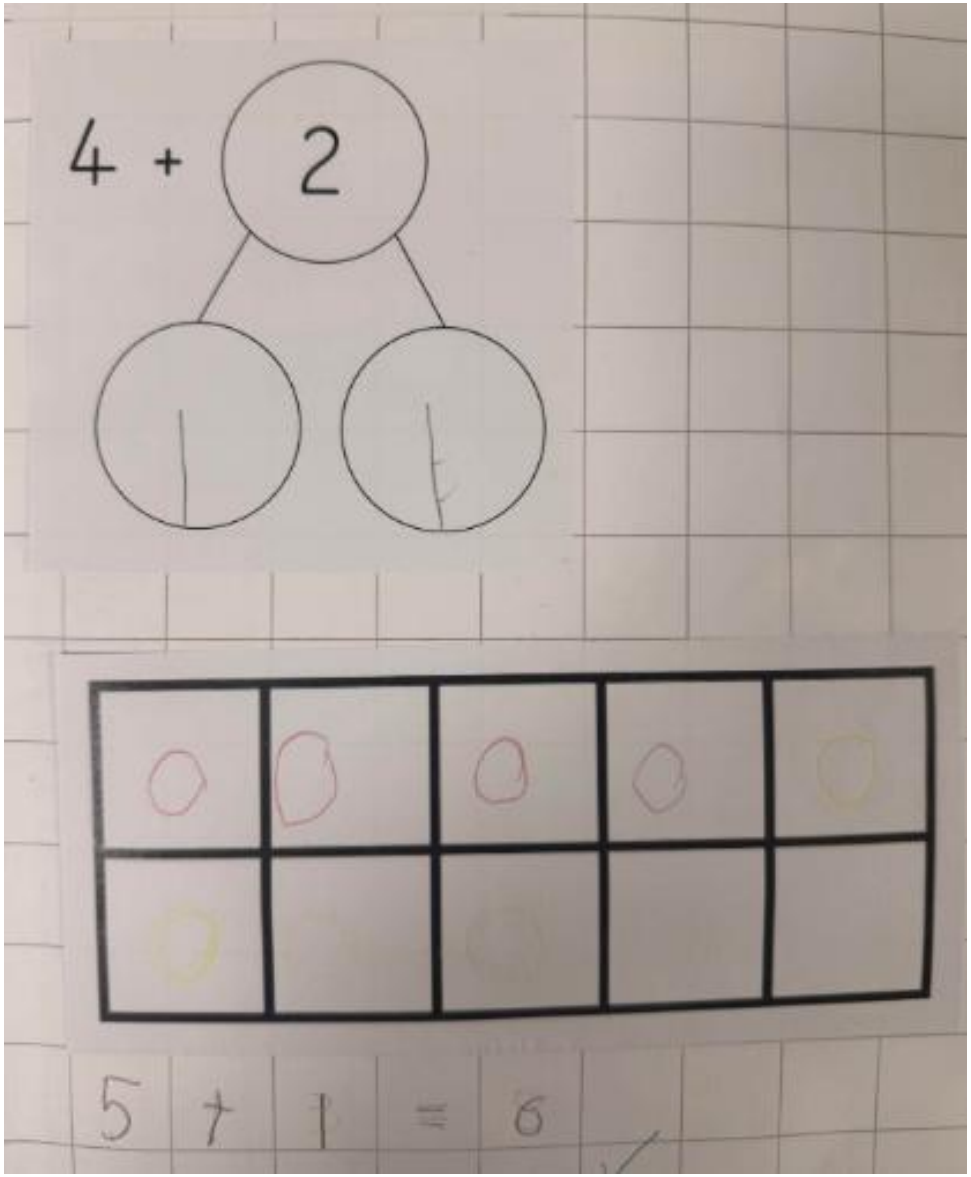
Using representations, such as a diagram or picture of the problem.

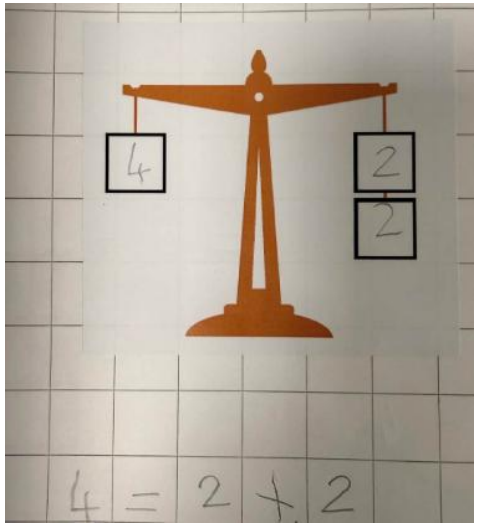


Abstract

Abstract representation

The symbolic stage - a student is now capable of representing problems by using mathematical notation.


4 + 2
1
1
5 + 1 = 6

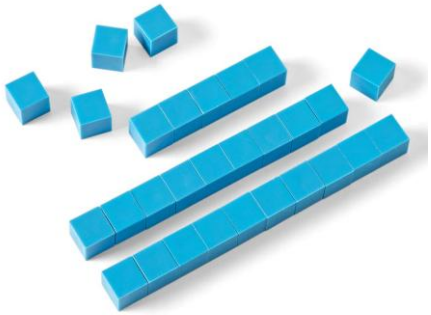

4
2
2
4 = 2 + 2


13

numicon



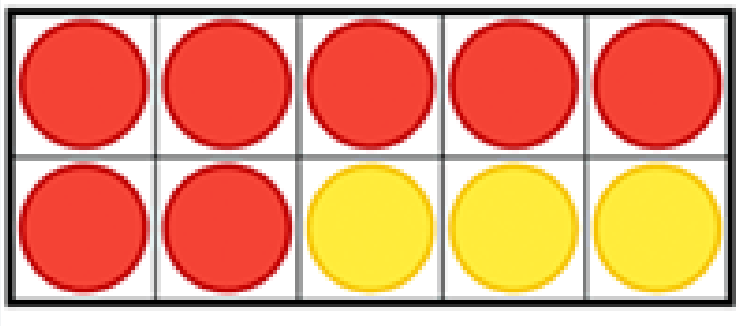
base 10



bead string



tens frame and counters



Home Learning

We will post weekly homework videos on Tapestry.

Your child has a homework maths pack that contains resources for them to use.

Please aim to engage with these videos weekly to support your child.

TAPESTRY
ONLINE LEARNING JOURNAL

Top Tips - Activities at Home

Research shows that families have the first and most significant influence on their children's learning and development.

Practising with your child at home can play a key role in helping your child succeed at school.

Games are the best way to build on and apply maths skills learnt at school.



Board games such as snakes and ladders

Bead string and dice – tug of war

Numicon – numicon swap, odds and evens, what's missing?







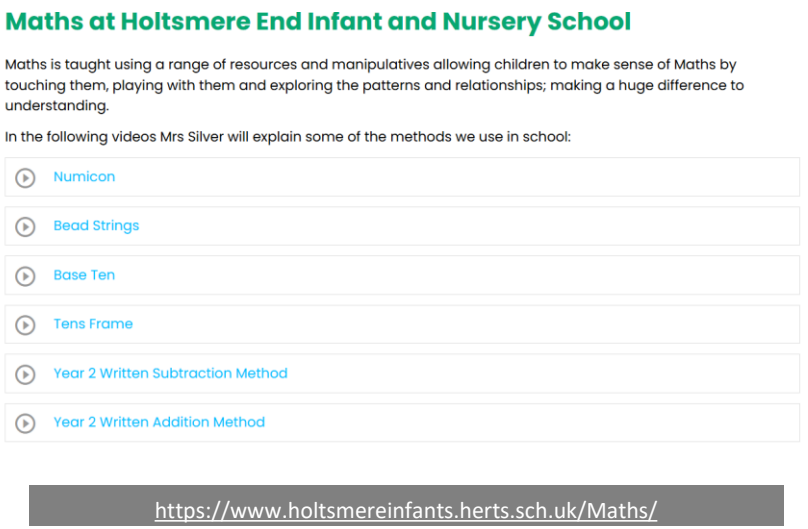
Please see your child's class teacher if you would like some more ideas.

School Website – Maths Videos

There are videos on the school website which you can view to see how we use **Numicon, tens frames, bead strings and base 10 to support children with their maths learning.**

There are also videos for you to show the methods we teach children for addition and subtraction.

Once on the website, click 'Learning' – ' Curriculum' - 'Maths'.



Aims of the Writing Curriculum



COMMUNICATE IDEAS CLEARLY THROUGH WRITING



DEVELOP ACCURACY IN SPELLING, PUNCTUATION GRAMMAR AND HANDWRITING



WRITE CREATIVELY AND INDEPENDENTLY FOR DIFFERENT PURPOSES AND AUDIENCES

National Curriculum Objectives — **ESSENTIAL**WRITING **Year 1 Long Term Overview** 2026-27

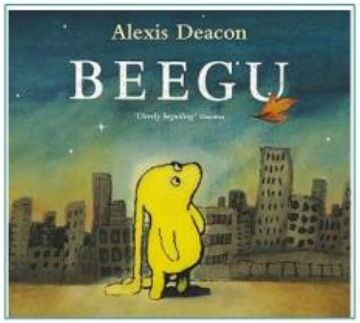
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	*Whole-School Unit** Inform (10 steps) Entertain (10 steps) Entertain (5 steps)	Inform (10 steps) Entertain (20 steps)	Entertain (10 steps) Inform (10 steps) Entertain (5 steps)	Entertain (15 steps) Entertain (10 steps)	Inform (10 steps) Entertain (9 steps) Entertain (15 steps) *can be split across into Sum2*	Inform (10 steps) Entertain (10 steps)
Written Outcomes	*Range of genres (whole-school unit)** Lists, labels, captions; Instructions Simple sentences List poetry	Recipes / Instructions Simple traditional tale	Short narrative Rules & Recount Poetry (rhyme and nonsense/ free verse)	Short narrative Performance Poetry	Letters Poetry (free verse) Short narrative	Explanation / Simple report Short narrative
NC: Composition (planning, drafting, editing and proof reading)	• Say out loud what they are going to write about; • Compose a sentence orally before writing it • Re-read what they have written to check for sense • Sequence sentences to form short narratives • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and teacher					
NC: Sentence level	Write single-clause sentences Leave spaces between words	Sequencing sentences to form short narratives Use 'and' to link words within sentences	Join two clauses in a sentence using the co-ordinating conjunction 'and'	Join two clauses in a sentence using the co-ordinating conjunction 'and' Use 'and' to link words within sentences		
NC: Word level including punctuation	Use a capital letter for names of people and days of the week Begin to punctuate sentences using a capital letter and full stops	Begin to punctuate sentences using a capital letter and full stop Use a capital letter for names of people, places, days of the week	Use a capital letter for names of people, places, days of the week and personal pronoun 'I'	Begin to punctuate sentences using a capital letter, full stop or exclamation mark use a capital letter for names of people, places, days of the week and personal pronoun 'I'	Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark	Review all learning

We use HFL Essential Writing to teach

SENTENCE-LEVEL PROGRESSION

- **Reception**
  - A reader needs spaces between words so that they can understand and follow the writing
  - Sentences are used to tell the reader about ideas and feelings
- **Year 1**
  - A sentence is an idea about a person or thing (noun) that carries out an action, thought or feeling (verb)
  - A reader needs spaces between words so that they can understand and follow the writing
  - Writers can join words together with 'and' to make connections between things (e.g. I ate fish and chips)
  - To avoid the reader becoming bored, writers can also join sentences together with 'and' to create better rhythm and flow

RECEPTION



lost

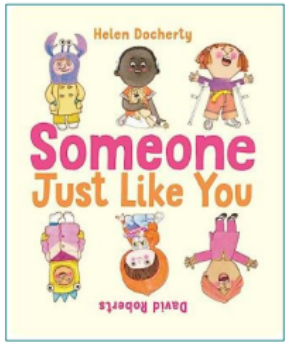
on her own

She **looked** up .

**Teacher models can include a capital letter and full stop to demarcate the sentenc
However, children are not expected to apply this in their writing until Y1.**

YEAR 1

I **need** a hug .

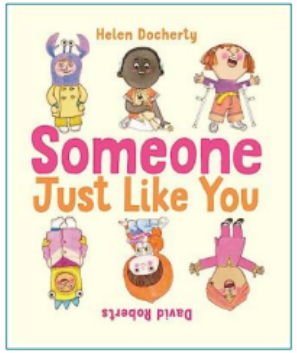


I **feel** safe | and | happy .

I **fell** over | and | I **hurt** my leg .

Teacher Note: In this example, the conjunction 'and' is placed over the top of the yellow main clause strip, to show that it is joining the words 'safe' and 'happy, but this is still just one clause. In the example below, 'and' is joining to separate strips to show that it is joining two separate ideas or clauses – there is a verb in each.

YEAR 1



Do you **feel** happy ?

Help me !

Teacher models should include exclamation marks and question marks.
However, children are not expected to use this punctuation with more security until they are in Y2.



Why is the mermaid hiding?
Where did the ship come from?

Dear Aunt Lucy
I went to London.
Judy is very kind.
Mrs Bird gave me a cup of tea.
I live at 32 Windsor Gardens.

From
Paddington

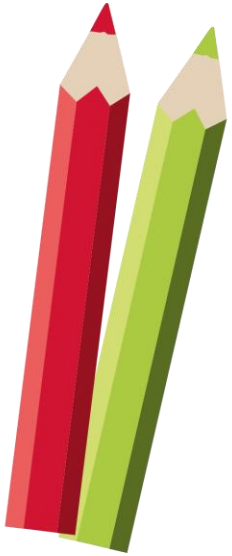


Peter was diving for fish.

Tools we use in the classroom

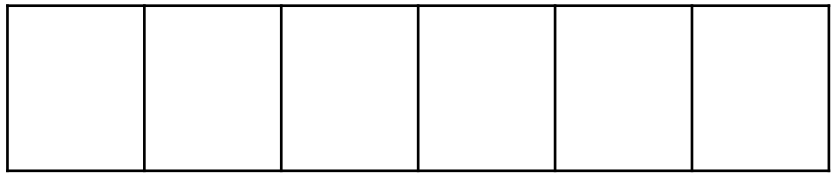






Sentence Checker

capital letters A B C	spaces between words 	full stop •



Top Tips - Activities at Home

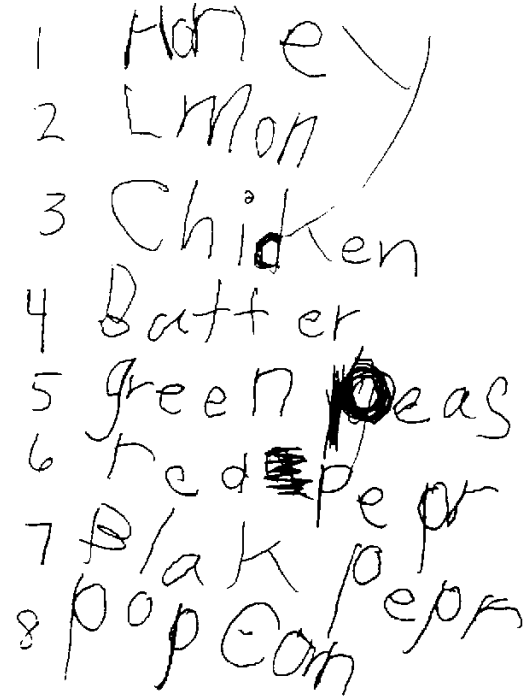
Shopping lists – ask your child to write a list of items you need

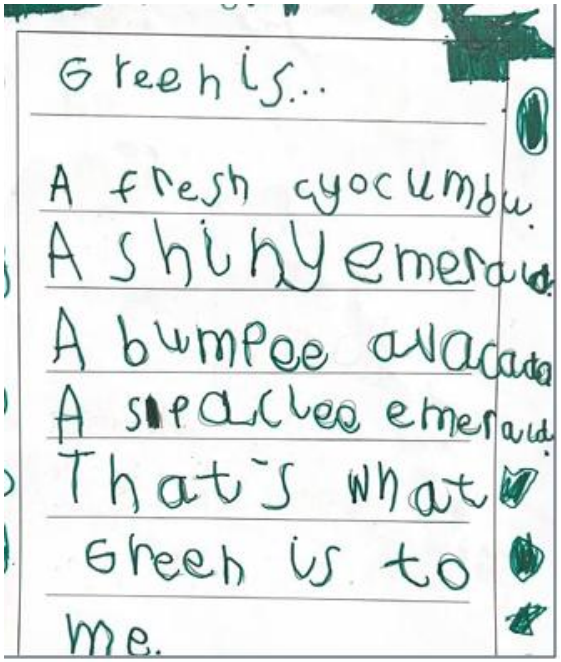
Postcards or letters – write a short message to family or friends

Labels – label objects around the home

Birthday cards – encourage to write own message

Pictures to words – look at a picture and ask your child to write a sentence about it. You can use your child's reading book.





HOLTSMERE END INFANT AND NURSERY SCHOOL

HOME–SCHOOL AGREEMENT

Working Together to Help Every Child Thrive

At Holtsmere End Infant and Nursery School, we believe that children achieve their best when school and families work together in a positive and respectful partnership.

THE SCHOOL WILL:

- Provide a safe, caring, inclusive and stimulating environment where every child is valued.
- Provide high-quality teaching and learning appropriate to each child's needs.
- Encourage children to develop confidence, independence, resilience and a love of learning.
- Have high expectations for children's behaviour, attendance and achievement.
- Celebrate children's effort, progress and achievements.
- Keep parents and carers informed about their child's learning, progress and wellbeing.
- Provide opportunities for parents and carers to engage with school life and their child's learning.
- Communicate respectfully and professionally with families.
- Listen to concerns and work constructively with families to resolve them.
- Promote our school values and support children to be *Here Every Day, Ready and On Time.*

AS A PUPIL, I WILL:

- Come to school every day and arrive on time.
- Try my best and be ready to learn.
- Be kind and respectful to children and adults.
- Listen to adults and follow our school rules.
- Look after our school, equipment and belongings.
- Tell an adult if I am worried or need help.
- Enjoy reading and learning at home with my family.

Remember our school values:

I am kind. *I am brave.* *I believe in myself.*

AS A PARENT/CARER, I WILL:

Attendance and Punctuality

- Ensure my child attends school every day unless they are genuinely too unwell to attend.
- Ensure my child arrives at school on time and ready to learn.
- Inform the school promptly if my child is absent and provide the reason for their absence.
- Avoid taking holidays or unnecessary leave during term time.
- Work with the school to improve attendance or punctuality if concerns arise.

Supporting Learning at Home

- Read with or to my child at least three times each week and record this as requested by the school.
- Support my child with home learning activities.
- Regularly access Tapestry and engage with homework, learning activities and information shared by the school.
- Encourage my child to talk positively about their learning and celebrate their efforts and achievements.
- Attend parent consultations and engage with school events wherever possible.

Behaviour and School Expectations

- Support the school's behaviour expectations, policies and values.
- Encourage my child to be kind, respectful and considerate towards others.
- Work in partnership with the school if concerns arise about my child's behaviour, learning or wellbeing.
- Treat all members of the school community with respect, including staff, children and other families.

Communication and Social Media

- Raise any concerns directly with the school so that they can be addressed appropriately and promptly.
- Communicate with school staff respectfully, including in person, by telephone, email and online.
- Use parent WhatsApp groups and other social media responsibly and respectfully.
- Not use WhatsApp groups or social media to make inappropriate, offensive, defamatory or disrespectful comments about individual children, families, staff members or the school.
- Respect the privacy and confidentiality of children, families and staff and not share photographs, personal information or confidential school matters without appropriate permission.
- Avoid discussing individual children, staff members or sensitive school matters within group chats.
- Understand that concerns about the school or an individual should be raised directly with the school through the appropriate channels rather than debated or shared on social media.

OUR SHARED COMMITMENT

By working together, we can ensure that every child feels happy, safe, included and able to achieve their very best.

We ask all families to support the principles and expectations set out in this Home–School Agreement as part of our shared commitment to children's education and wellbeing.

Child's Name: _____ Parent/Carer Signature: _____ Date: _____

Parent/Carer Name: _____ Date: _____