



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.

The Year 1 Team

Mrs Murray – Class Teacher

Mrs Phillips – Teacher Assistant

Timings of the day

Gates open at 8.40

Registration is at 8:50

Lunch is at 12.00 until 13.00

School ends at 15.10



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Uniform Standards

ALL items of clothing must be **clearly** named, **coats, jumpers, cardigans, hats and gloves** included.

Red P.E. kit, green P.E. kit, plimsolls, spare socks, water bottles, school bags, lunch boxes, snack boxes!

Please ensure children's hair is tied back.

Water bottles will be sent home daily to be cleaned and refilled with water only.



Name, name, name everything!



PE



Children come to school dressed in PE kits on Mondays and Thursdays.

For daily mile, if you wish, your child can bring in footwear suitable for running.

To help with independence skills and physical development skills, children should try and dress themselves at home.

Children to keep wellington boots and Forest School overalls at school.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet swollen near touching the floor, totally absorbed in the wonderful adventures..."

Autumn Timetable

	8:40-8:50	9.9.20 9.50-9.30	9.30-9.40	9.40-10.30		10.45 - 12.00	1:00 - 2:15	2:15-2.30	2:30-2.45	2:45-3.00	3.00-3.10		
Monday	Registration, Early morning work.	PE	Miss Ryan	PE 9.15-10.15	10.15-10.30 Science	Break	Maths	Phonics/ Continuous Provision	Break	Story time/ Continuous provision/ Computing/ Group work	Geography	PSHE	Tidy up, school home time.
Tuesday		Phonics		9.40-10 English/Handwriting/ reading/spelling	Music 10-1030		Maths	Continuous Provision/Group work		French/ Continuous Provision/ Group work	Computing	Story time	
Wednesday		Phonics		English/ Reading/ Spelling Handwriting			Maths	Continuous Provision/Group work		Story time/ Continuous Provision Group work	RE	PSHE	
Thursday		Assembly		Phonics	PE Forest School		PE Forest School			Story time/ Continuous Provision/ Group work	DT	PSHE	
Friday		Phonics		English/ Reading/ Spelling Handwriting/			Maths	Continuous Provision/Group work		Story time/ Continuous Provision/ Group work	Art	PSHE	




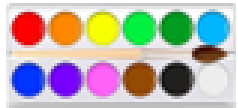


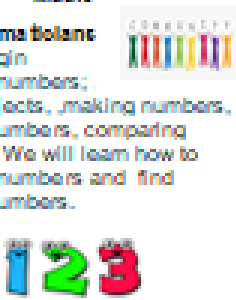






The Curriculum for this term

- PE on Mondays is taken by an external specialist sports teacher.
- Music is taught by an external specialist.
- French is taught by an external specialist.



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The Curriculum Overview for Autumn

Topic	Topic	Topic	Topic
Geography <p>As Geographers we will discover the geographical, physical and human features in our local area, Farnborough village compared to a seaside town, Broadstairs. We will begin to explore the United Kingdom, its four countries, its capital cities and its geographical features.</p> 	Art <p>As Artists we will begin to practise observational drawing and explore mark making. We will explore lines and use colour to develop spiral drawings.</p> 	Music <p>As musicians we will be learning about different tempos and pitches, and practise new songs.</p>  <p>We will explore musical instruments and the different sounds they</p>	Design Technology <p>As Designers we will plan, design and begin to learn how to sew and create a hanging ornament.</p> 
Maths <p>As Mathematicians we will begin exploring numbers; sorting objects, making numbers, ordering numbers, comparing numbers. We will learn how to represent numbers and find missing numbers.</p> 	English <p>As readers we will continue our journey as decoders, by recapping sounds learnt previously and learning new sounds. We will listen, enjoy, understand and discuss fiction and non-fiction books everyday, linked to our learning and interests.</p> <p>As writers we will learn our Talk 4 writing texts and write a recount and journey tale focussed on settings.</p> 	Science <p>As Scientists we will investigate everyday materials. We will identify objects, and everyday materials, to learn that objects are made from everyday materials. We will investigate and understand how important everyday materials are important to our everyday lives.</p> 	RE <p>In RE, we will explore our natural world, celebrate and learn about Diwali and the Harvest Festival.</p> <p>We will learn about the Bible and the Christmas Story.</p> 
PE <p>As Athletes we will be developing our core strength and movement skills to be healthy and strong individuals. We will take part in games to develop our turn taking skills and team games.</p> 	P.S.H.E <p>In P.S.H.E we will focus on feelings and emotions. We will talk about how we are feeling and discuss ways to express our feelings to each other, and at school.</p> 	Computing <p>In computing we will be learning about E-Safety and how to use a computer and I-pad safely. We will be talking about safety online.</p> 	Homework <p>As Home Learners we will read our reading books with a grown up every day for 10 minutes.</p> <p>As Home Learners, we will share a book with a grown up every day.</p> <p>As Home Learners we will complete a simple piece of maths work, phonics work and handwriting each week.</p>



Curriculum – Reading -Phonics



Phonics is taught daily in Year One using the Bug Club scheme. Bug Club phonics teaches a new grapheme (a letter or combination of letters) linked to a related phoneme (sound).

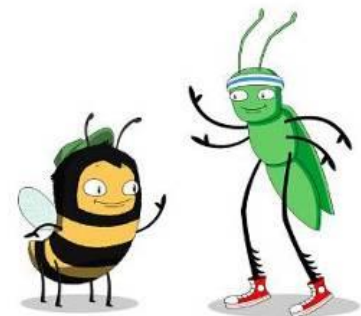
/ch – ch/

This progresses to alternative spellings to previously -taught phonemes in every phoneme session.

/ay – ai/



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."





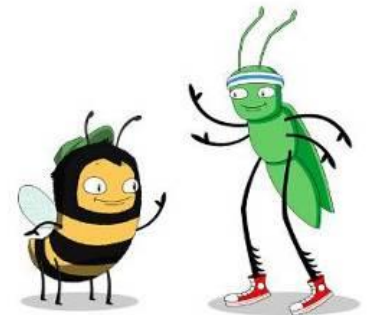
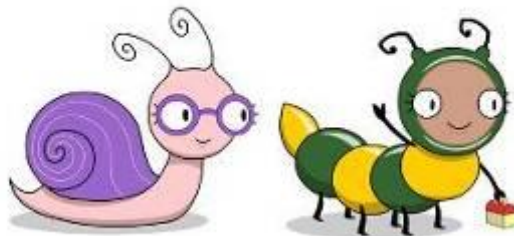
Curriculum - Reading

Please send in your child's reading folder every day.

Paper bug club books sent home and
bug club e-books are linked to the child's daily
phoneme lessons.



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Curriculum - Reading

Reading for pleasure Reading Comprehension

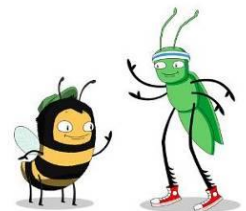
We read and enjoy books, picture books, fiction, non-fiction books, poetry daily.

Books are linked to all areas of the curriculum, themes and children's interests.

Books are easy to access for children to share, look at and read throughout the day.

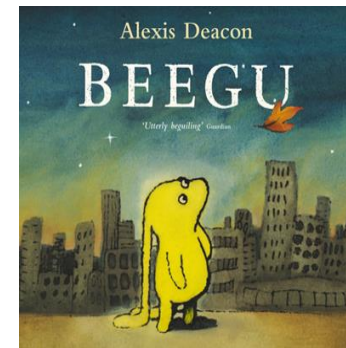
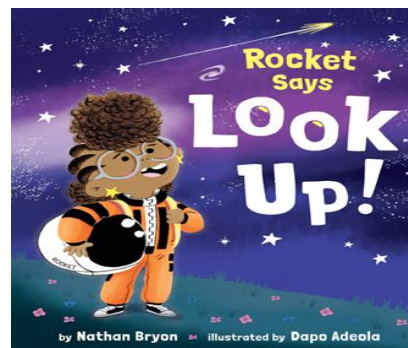
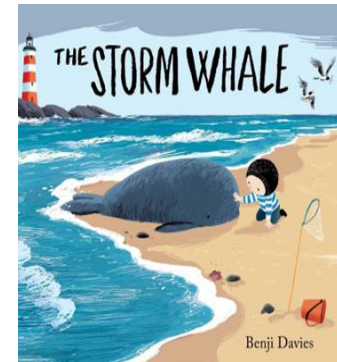
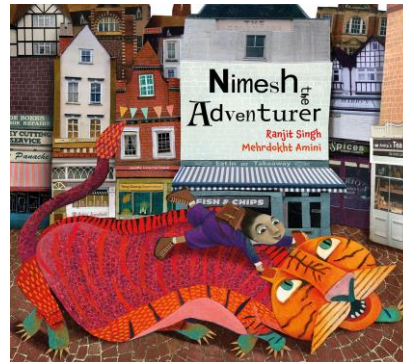
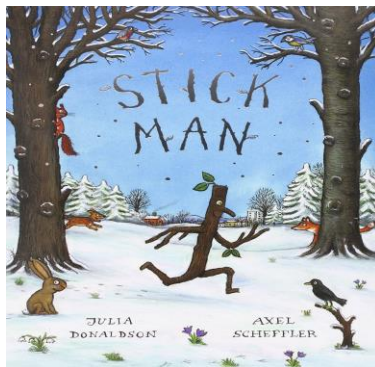
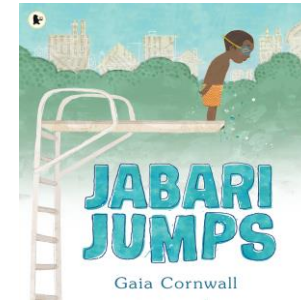
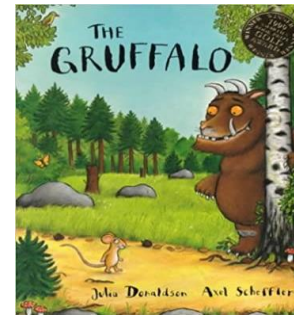
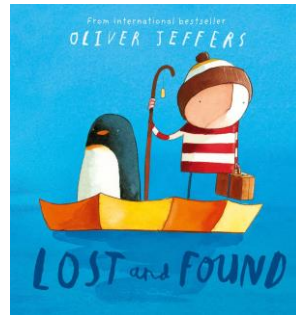
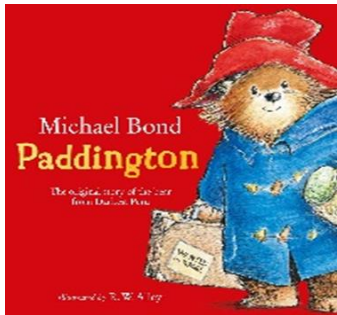


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Curriculum – Reading

Fiction Spine Books



Curriculum – English writing

Non-fiction writing

Recount

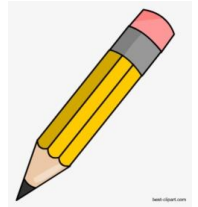
Poster

Instruction

Information



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



Fiction writing

Settings

Character

Description

Journey story

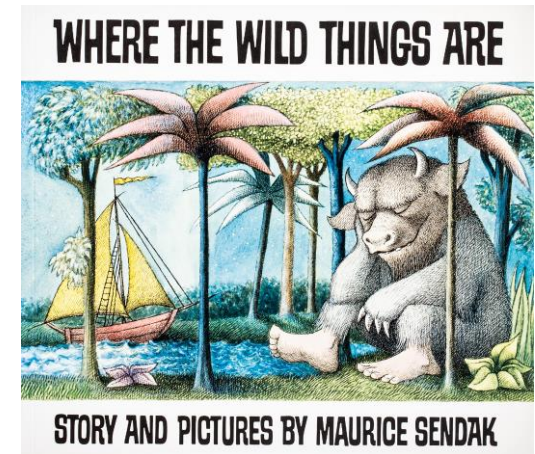
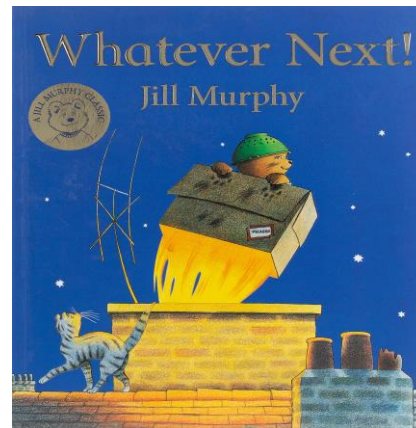
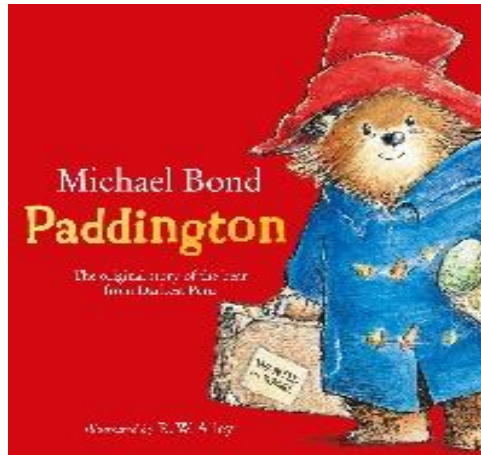
Portal Story

Curriculum – English writing

Talk for Writing texts



*"That's a strange sight to see, this long quiet house
going still, then with the first shadow over
making the floor really shiver in
the unusual silence."*

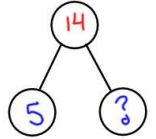
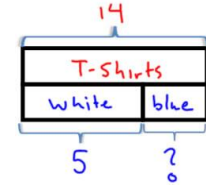
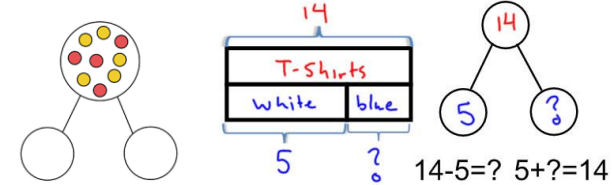
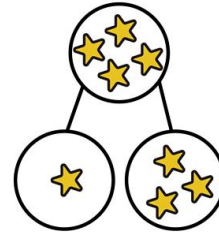


Curriculum – Maths

Place Value

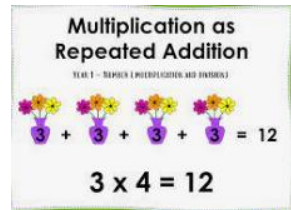
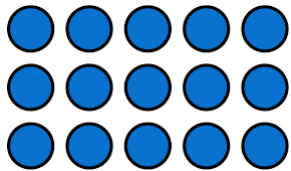


Addition and Subtraction

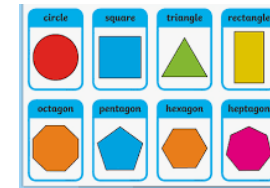


$14 - 5 = ?$ $5 + ? = 14$

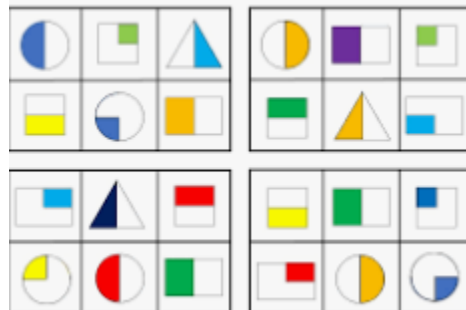
Multiplication and Division



2D and 3D Shapes



Fractions



Measure and Money

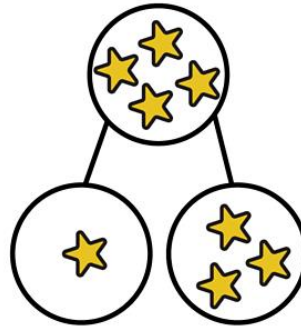


Curriculum – Maths

Object



Picture



Abstract $1 + 3 = 4$

$$3 + 1 = 4$$

$$4 = 3 + 1$$

$$4 = 1 + 3$$



Curriculum 2022-2023

History and Geography

Big Questions



Oh I do like to be beside the *seaside* – or do I?

Why is the *United Kingdom* great?



From wheels to rockets. How has *transport* *evolved*?



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person sitting there with her feet nowhere near
touching the floor, totally absorbed in
the wonderful adventures..."





Knowledge Organisers-Geography



Oh I do like to be beside the seaside - or do I?

Year 1 Knowledge Organiser



Big Question	Subject Specific Vocabulary		Cross Curricular Links
<p>Oh, I do like to be beside the seaside - or do I?</p>	geography	Geography is about earth and everything inside it.	<p>Maths: Numbers in a seaside town and in our local area. What are numbers used for in a town or village? What numbers have you spotted in your local area?</p> <p>Reading:</p>  
	beach	A beach is made up of sand, rocks or pebbles and it is the land next to the sea.	
	seaside	The seaside is the land next to the sea.	
	coast	The coast is where the sea meets land.	
	local area	The local area is the area around where you live.	
	town	A town is where people and buildings are found. A town is larger than a village.	
	village	A village is where people and buildings are found. A village is smaller than a town.	
	house, housing	A house is a building where people live. There are different types of houses (detached, semi-detached, bungalow, cottage, flats, caravan, terraced)	
	cliff	A cliff is a mass of rock which is found next to the sea.	
	landmark	A feature or a place that is clearly visible or is easily recognised.	
<p>Prior Knowledge</p> <ul style="list-style-type: none"> What is the seaside? What do you see, hear, smell, and feel at the seaside? 	shop	A shop is a place where people buy goods like food, clothes and toys and services like a post office.	
	harbour	A harbour is a place where boats and ships are protected from the open sea.	
	direction	Direction when someone or something is pointing or moving (left, right, far, near)	
	fieldwork	Fieldwork is an area where you collect information.	
	building	Buildings can be used for different things such as office, school, railway station, hospital, shops, doctor surgery, post office, restaurant, leisure centre.	
	Physical feature	A feature that occurred naturally.	
	Human feature	A feature made by people.	

Curriculum – Science 2022-2023

Big Questions

Materials:



plastic



wood



metal



water



glass

Why are *everyday materials* important to us?

How can Mrs Zoo-keeper organize *animals* in her zoo?



What does Little Red Riding Hood need to understand about her *senses* so that she doesn't confuse the wolf for her Granny ever again?



What do we mean by *plants*?



"And a strange sight it was, the king and queen
sitting there with her feet shrouded near
rounding the floor, totally absorbed in
the wonderful adventures."

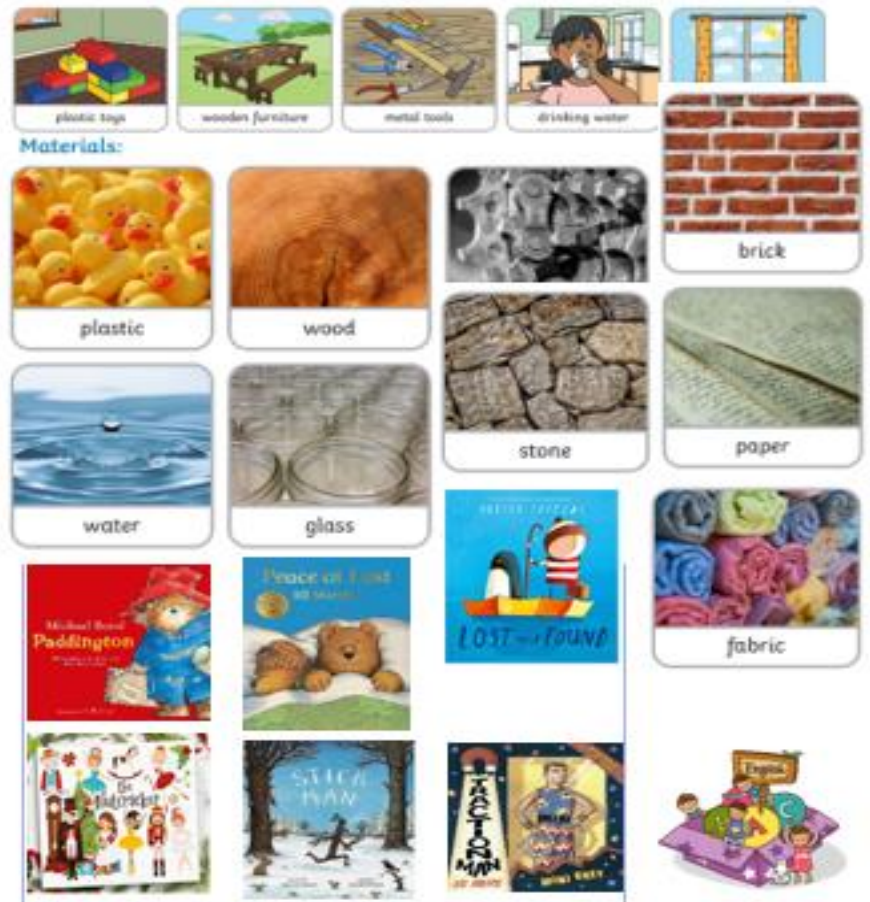
Knowledge Organisers-Science

Everyday Materials

Year One Knowledge Organiser

Why are everyday materials important to us?

Key Vocabulary	
Object	An object is a material that can be seen or touched.
Materials	A material is the substance the object is made of.
Property	A property is the characteristic to describe materials.
Hard	A material that cannot be squashed.
Soft	A material that can be squashed.
Stretchy	A material that can be extended to a full length.
Stiff	A material that is difficult to fold or bend.
Shiny	A material that can reflect light.
Dull	A material that does not reflect light.
Opaque	A material that cannot be seen through.
Transparent	A material that can be seen through.
Rough	A surface of a material that is uneven.
Smooth	A surface of a material that is flat with no bumps.
Bendy	A material that is soft and bends easily into a curved shape.
Waterproof	A material that does not let water through.
Absorbent	A material that soaks up water.



Curriculum – this half term

English writing is based on Paddington's adventures.

Recount writing - Paddington's day out

Settings writing - Paddington visits London



Maths



Place value

This includes sorting objects counting, ordering and comparing numbers, ordinal numbers and finding missing numbers.





Curriculum - this half term

- This term in geography, year one are studying the topic 'Oh I do like to be beside the seaside – or do I?' They will start to identify geographical features in their local area, Farnborough Village and Bromley and a seaside town, Broadstairs.
- In science year one will investigate everyday materials, for example, metal, plastic, wood, glass and water and learning about 'How important are Everyday Materials to us?'



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Bug Club

Home Learning - Reading

Send in your child's reading folder every day.

Send in your child's reading folder on Mondays.
The reading folder will be kept and sent home on Tuesdays with three new paper books for the week.

Write the title and a brief comment about your child's reading in the reading log, including words, phonemes they found challenging.

One picture book selected by your child to go home to read and enjoy with an adult.



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Home learning - Reading

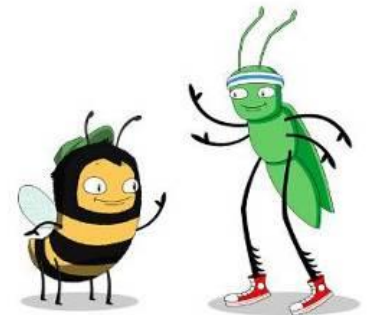
It is important to log on to bug club on-line to access books as well as read the paper books.

The paper books and e-books will vary for each child.

The e-books contain important comprehension questions. These are displayed by the 'bugs'



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Homework

Autumn 1

English/Topic

Five pieces of homework to be completed by 11th October.
Completion of the homework can be sent on Google classroom at a time suitable for you and your family; weekly, fortnightly or in one go.

This is to be uploaded onto google classroom by Tuesday 12th October.

Maths

Play a 'maths' game, snakes and ladders, frustration, at least once a week.

Practise counting objects accurately around the house at least once a week. Fill in the table to indicate games played, how many times, which objects counted and how many were counted.

This is to be uploaded onto google classroom by Tuesday 12th October



"And a strange sight it was, this tiny dark-haired person sitting there with her feet swollen near-breaking the floor, totally absorbed in the wonderful adventures."

Homework for English/Topic

English/Topic Homework

Write in full sentences and complete five tasks listed below. Five pieces of homework to be uploaded onto Google classroom by Tuesday 11th October

Read/Share a book with an adult. Can you write a book review? Who are the main characters? Where is the story set? What happens in the story?

Use your senses to write about a place you know. What can you hear, smell, touch and see in your chosen place?

Draw and write sentences about a teddy bear. What does it feel and look like? What games do you like playing with your bear?

Draw and write sentences about a bear from a story or film. What happens to the bear? How does the bear feel and why?

Make a healthy packed lunch for someone in your home. Write sentences about what you have made and give reasons why you chose the items.

Read a story set in another country in the world or another world with an adult. Write sentences about where the story is set. Is the place real? Can you describe where the place is? Can you describe what it is like?





Workshops

You are invited to three workshops to help support your child at home with reading and maths.

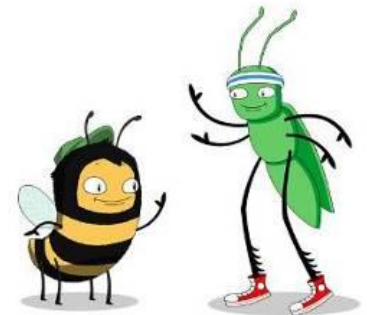
Phonics workshop – 28th September @ 9.00 am

Reading workshop – 5th October @ 9.00am

Math workshop – 5th October.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."





Math workshop

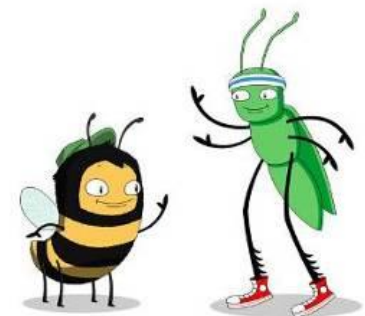
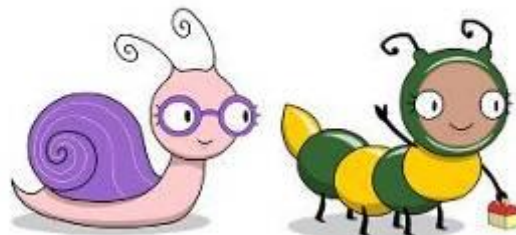


You are invited to a Math workshop for EYFS, Year 1 and Year 2 pupils, which will cover how Math is taught at Farnborough and how parents can support their children with the learning at home.

This will be held on the 12th October.



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Target Sheets

	FARNBOROUGH PRIMARY SCHOOL	Year 1 Autumn Term
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*"And a strange sight it was, the boy and the girl
pacing slowly there with their feet motionless
reading the flow, really absorbed in
the wonderful adventures..."*

Reading Targets	Effort
Word Reading - I can use my knowledge of phonic rules to read and spell words.	
I can read new words accurately by blending sounds and using my knowledge of phonic rules.	
I can read words that are common exceptions to phonic rules and identify unusual pairs of letters and sounds in these words.	
I can read contractions and I understand that the apostrophe represents the missing letter/s.	
I can accurately read books aloud when the words follow the phonic rules I have been taught.	
Comprehension - I can retell and explain the features of a well-known stories, fairy tales and traditional tales.	
I can check that a text makes sense as I read, and correct any errors in my reading.	
I can infer meanings from what characters say and do.	
I can discuss books that have been read to me and listen to other people's opinions about them.	
I can discuss the importance of a book's title and events.	
I can appreciate rhymes and poetry, and recite some by heart.	
I can explain my understanding of books that have been read to me.	

Writing Targets	Effort
Handwriting - I have started to write lower case letters in the same direction and shape	
Composition - I can compose a sentence out loud before writing it.	
I can join sentences together to form narratives.	
I can explain out loud what I am going to write about.	
I can read back over my writing to check it makes sense.	
I can name the letters of the alphabet in order.	
I can discuss what I have written with other people.	
Grammar - I can leave spaces between words when I write	
I can use the word 'and' to join words and clauses together	
I have started to use capital letters, full stops, questions <u>marks</u> and exclamation marks to punctuate sentences.	
I can leave spaces between words when I write.	
I can use a capital letter for proper nouns and the word 'I'	
I understand and can use the grammatical terms that I have been taught in my writing.	
Spoken Language - I can ask relevant questions to increase my knowledge and understanding	
I have used different ways to expand my vocabulary.	
I can speak clearly and fluently and use Standard English.	

Maths Targets	Effort
I can read and write numbers up to 100.	
I can read and write numbers up to 20 using words.	
I can count forwards and backwards up to and across 100.	
I can count in twos, fives and tens.	
I can find one more and one less than a number.	
I can add and subtract <u>1</u> and <u>2</u> digit numbers up to 20.	
I can solve addition and subtraction problems using objects and pictures.	
I can solve simple missing number problems involving addition and subtraction.	
I can solve simple multiplication and division problems using objects and pictures.	
I can find on half and one quarter of objects, shapes and quantities.	
I can compare and solve problems involving length, weight height, mass volume and time.	
I know the value of different coins and notes.	
I know the days of the week, and how days are arranged into months and years.	
I can name and describe common 2D shapes.	
I can name and describe common 3D shapes.	
I can describe movement and direction using whole, half, quarter and three-quarter turns.	

A hard copy of the Year 1 targets will be sent home.
This target sheet covers targets for the entire year.

Houses and House Points

The Houses and House Points system continues from last year. All children are placed in houses and if they have siblings they will be placed in the same houses. The houses are **Redgrave**, **Farah**, **Ennis-Hill** and **Simmonds**.

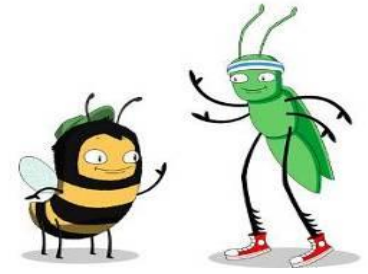


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Reading



Bug Club online

To log on go to:

Type in bug club and the address below will appear.

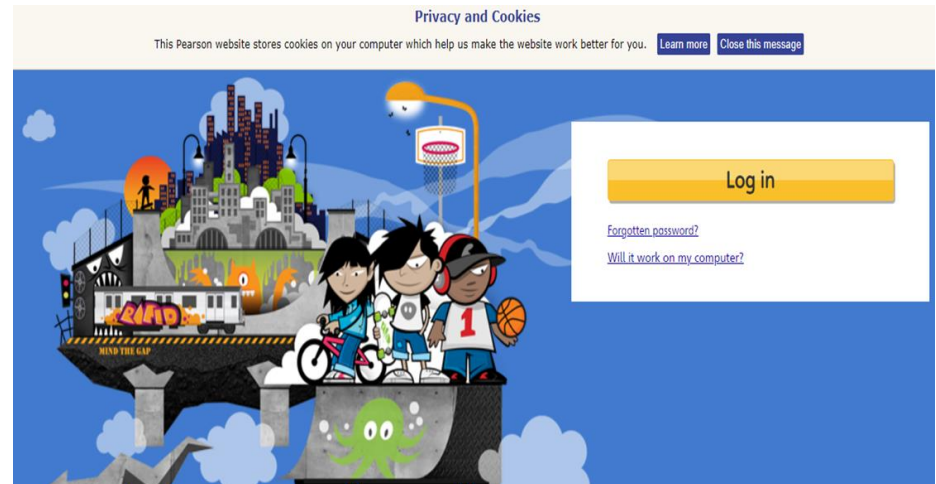
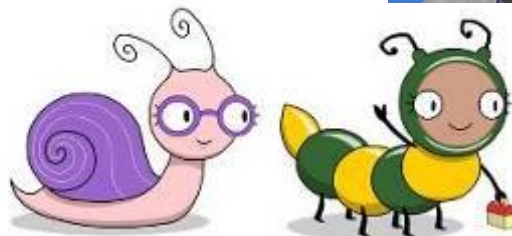
ActiveLearn: Login

<https://www.activelearnprimary.co.uk>

A digital learning space for your pupils and a toolkit for you, so that you can search, plan, allocate and assess all in one place.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

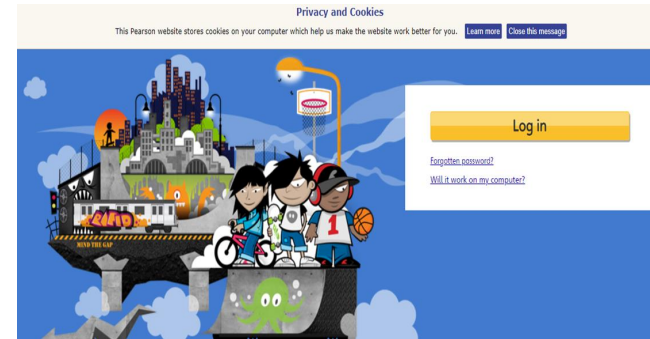




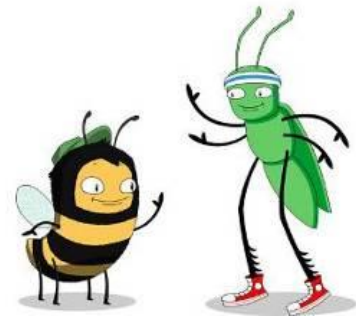
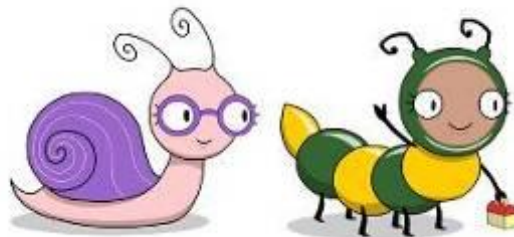
Reading

Bug Club online

Type in your child's login details



Once in your child's account, go to 'my stuff' where your child's books are displayed. Select a book to read. The book does not have to be completed in one go.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

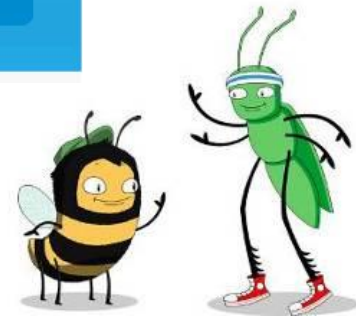
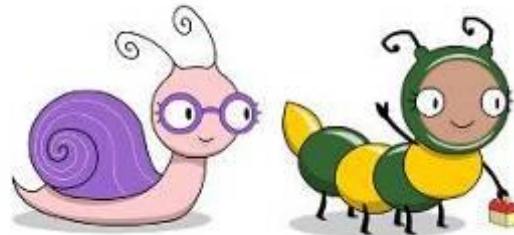


Reading

Bug Club online

The screenshot shows the 'My Stuff' section of the Bug Club online interface. At the top, there is a navigation bar with links: 'My Home', 'My Stuff' (highlighted with a red circle and the number 5), 'My Library', 'My Rewards', 'Log Out', and 'Grown-ups'. A 'Close' button is also present. Below the navigation bar, the main content area is blue and displays '5 items'. A small icon with a red circle and the number 5 and the word 'Independent' is shown. The items are displayed in a grid of five cards, each with a book cover, title, author, a green 'New' button, and a yellow circle with a number:

Book Title	Author	Level
At the Toy Shop	Written by Nicky Bagnall	3
Sid and the Scarecrow Dare	Written by Nicky Bagnall	3
The Trout Fishing Song	Written by Nicky Bagnall	3
Wallace & Gromit and the Snowman-o-tron	Written by Nicky Bagnall	21
Super Gloop!	Written by Nicky Bagnall	18



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



Reading

Bug Club online

Before and during reading

1 Say the sounds and look at the new spellings

/ow/	ou	/oi/	oy
------	----	------	----

2 Blend the sounds

toy	our	en/joy
loud	sounds	
de/stroy	cow/boy	
fair/ground	coun/ter	

3 Read the tricky words

diff/er/ent
man/y

Point out the tricky bit of the word (i.e. the 'a' sounds /e/ in 'many') and then blend the rest.

Comprehension

Ask the children to read the title. What do they expect this book to be about? Point out that this is an information book. What kinds of information might they expect to be inside? Have the children ever been to a toy shop themselves? Open the book to look at the contents page. What does this tell us?

Vocabulary check

Check that the children understand the meaning of following words: destroy, outfit, big wheel.

Reading the book

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Ensure that children read the headings.
- Point out any places where there are speech bubbles on the page. How might the toys speak? Encourage the children to read the text as expressively as they can.
- Stop on page 14 and point out the speech punctuation. What does this show us? Encourage the children to think about who is saying the words as they read.

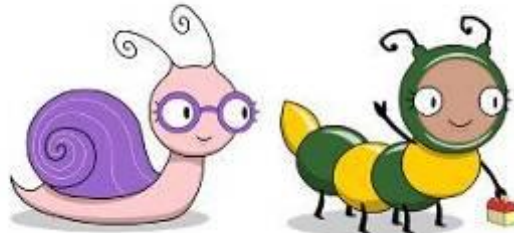
Blending more than one syllable? Do one syllable at a time, e.g. cow/boy

At the Toy shop

Contents

Our toy shop	page 2
Looking inside	page 4
Loud sounds	page 6
Different dolls	page 8
Counting	page 10
Harry Hound	page 12
Home time	page 14

Written by
Vicky Shipton



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



Reading

Bug Club online

Complete the bugs when you come across them.

Before and during reading

1 Say the sounds and look at the new spellings

/ow/	ou	/oi/	oy
------	----	------	----

2 Blend the sounds

toy	our	en/joy
loud	sounds	
de/stroy	cow/boy	
fair/ground	coun/ter	

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diff/er/ent
man/y

Point out the tricky bit of the word (i.e. the 'ai' sounds in 'many') and then blend the rest.

Comprehension

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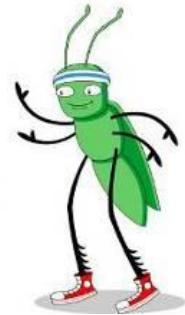
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At the Toy shop

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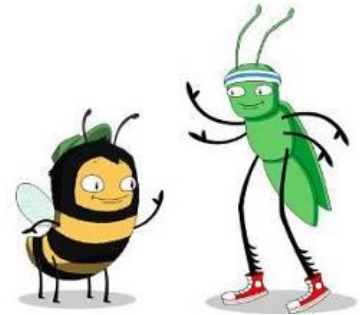
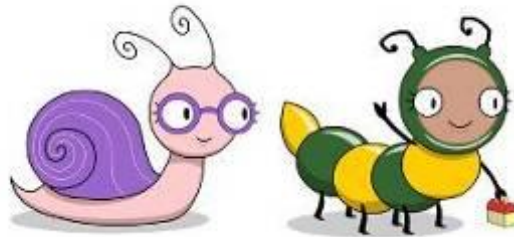


"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



Accessing Bug Club on line

When your child has finished a book, the book will move to 'my library' as long as all the bug questions and the ratings emojis are answered.

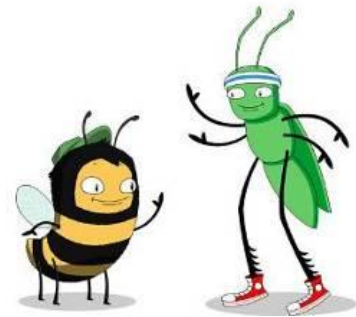
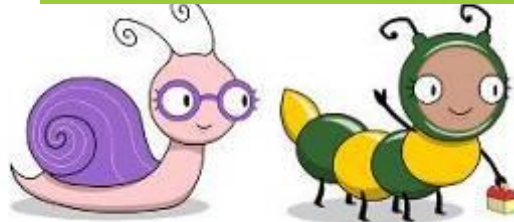
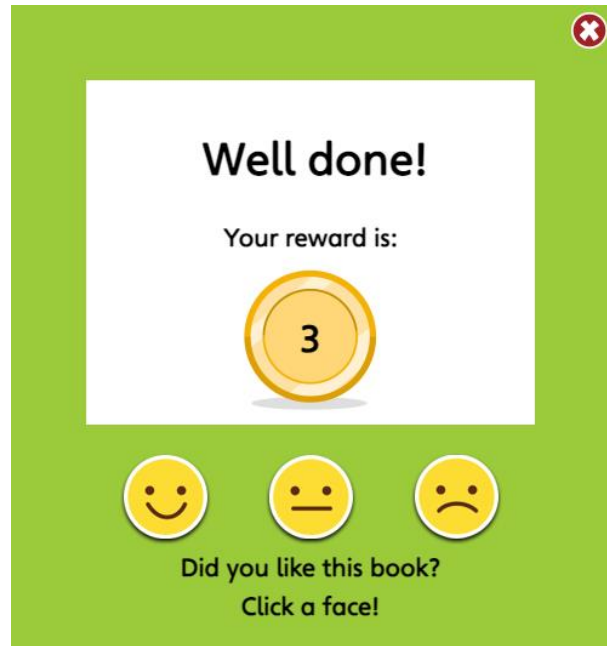


"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



Reading

Bug Club online – always rate the book at the end so the book goes to ‘my library’ and a new One appears in ‘my stuff’.

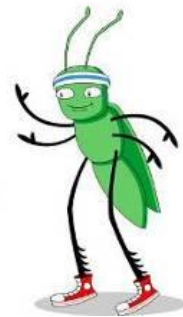
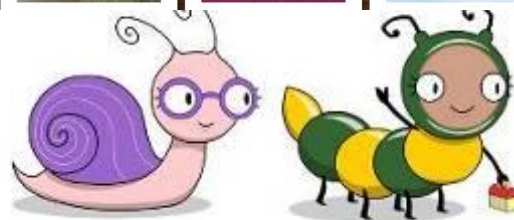
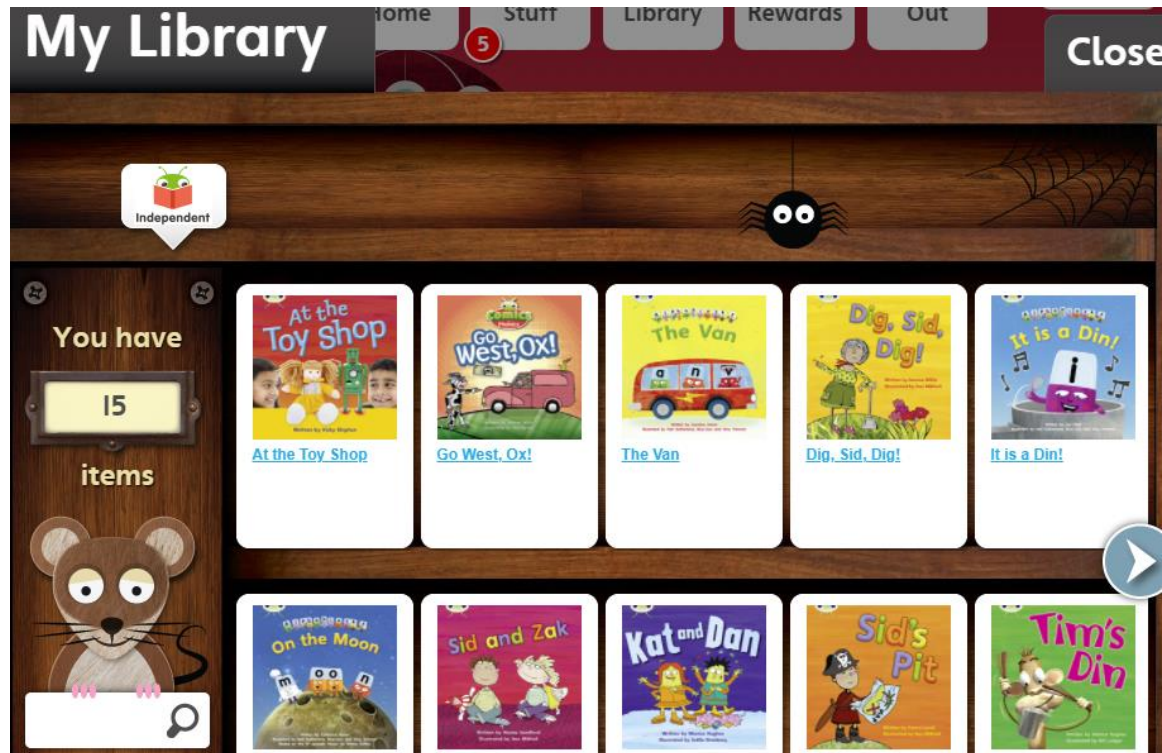


"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."



Reading

Bug Club online



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

Bug club log in details

<https://activelearnprimary.co.uk>

ActiveLearn: Login



Bug Club

**Each child will receive a
Bug Club login**

Activelearnprimary.co.uk



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

Google Classroom



Sign in - Google Accounts - Google Classroom

www.classroom.google.com ▼

Sign in - Google Accounts - Google Classroom

Log on to google classroom

Sign in with your child's log in details.

Each child will receive a Google Classroom login.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

Google Classroom



Google Classroom

Classroom helps classes communicate, save time, and stay organized.
Learn more

1) Go to <https://edu.google.com/intl/en-GB/products/classroom/>



2) Login using your own username and password
[Username format: xxxxxxx@nestschools.org]



Enter your username then select 'Next'

On the next screen, enter your password then select 'Next'



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

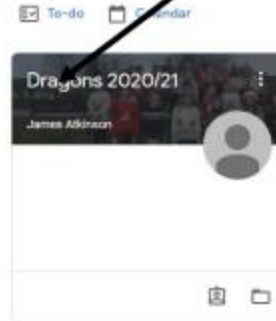
Google Classroom



Google Classroom

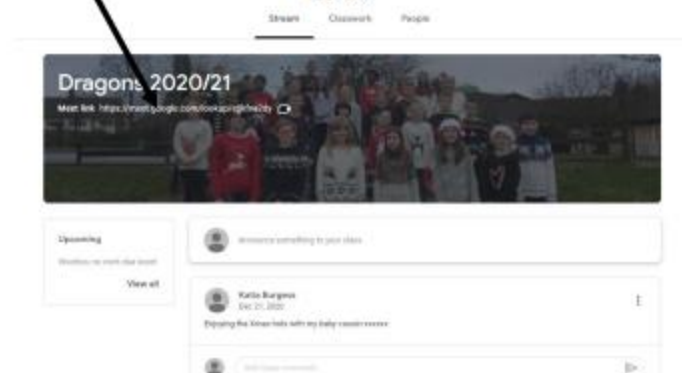
Classroom helps classes communicate, save time, and stay organized.
[Learn more](#)

3) Click on the class name



4) The 'Stream' page will show any announcements or messages, most recent first.

'Meet link' will take you to Google Meet where you can access the live lessons

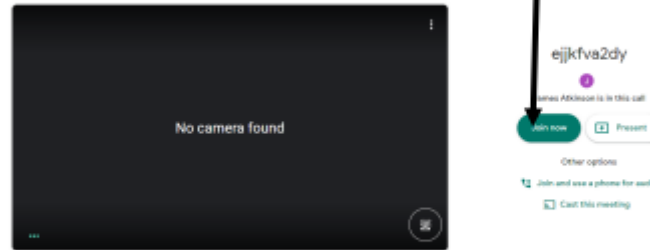


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Google Classroom

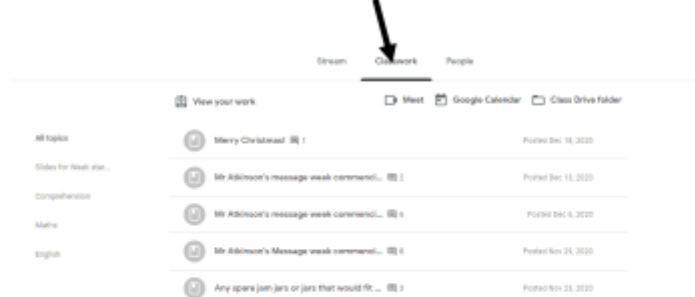


5) When in Google Meet, make sure your volume is turned up, microphone is on and camera is on. When ready, click 'Join now'.



[Please note: if the teacher has not started a meeting, the link will not work and take you to a screen saying you cannot start your own meeting]

6) To access additional resources for lessons and to submit work, click 'Classwork'.



Lessons will be listed in the Classwork section. To submit your work, go to the lesson and submit your work as you would your homework.

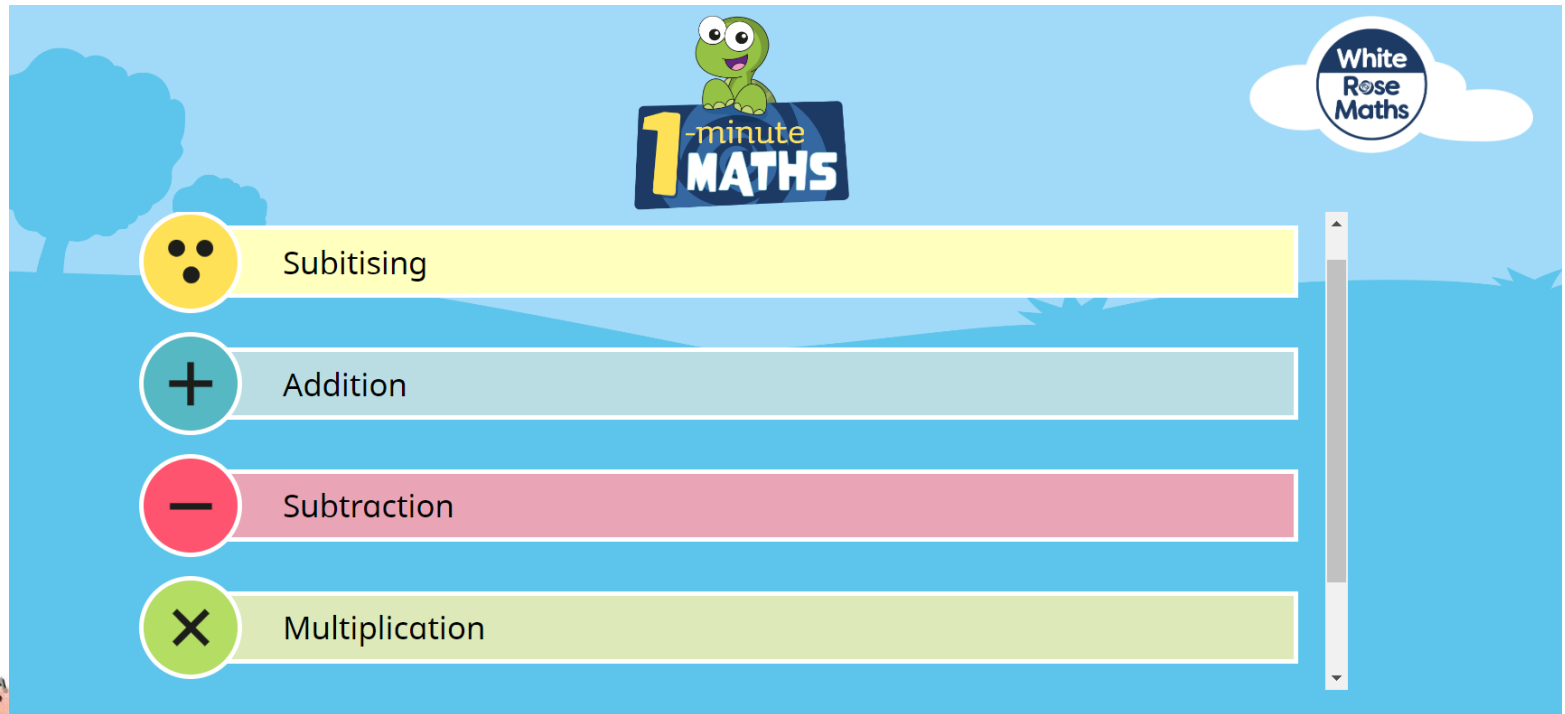
Click on classwork to find homework/spellings.

Once the homework is complete, upload it to google classroom. Use the tab labelled 'your work' and select how you want to upload the piece of work. This will alert your teacher that you have completed it and they will mark and respond to your work.

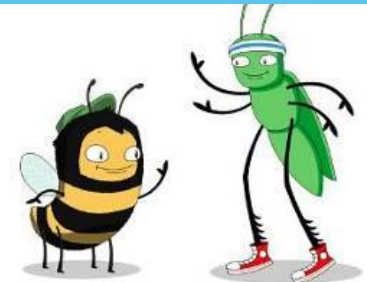
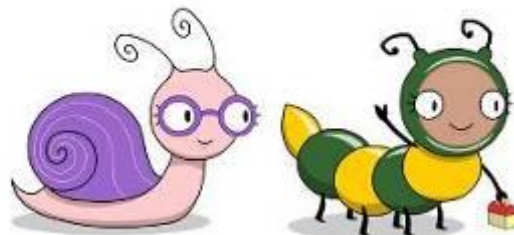


"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

One way to support your children is by using



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."



EYFS & KS1 Maths App

We are excited to share a new, exciting app suitable for children in EYFS and Key Stage One to help them develop their mental arithmetic skills. White Rose Maths is used by many schools to support the planning and activities in class, and now they have developed 1 Minute Maths for children to use in school and at home.

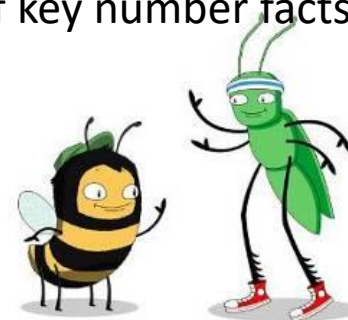
The app can be downloaded through the Apple Store, Google Play or Amazon Kindle app stores and is currently free of charge.

Once in the app, children can select from subitising (recognising amounts without needing to count them), adding, subtracting and multiplying.

Within each section, children can select practice activities that they have been learning in class and use the quick-fire questions to help improve their recall of key number facts.

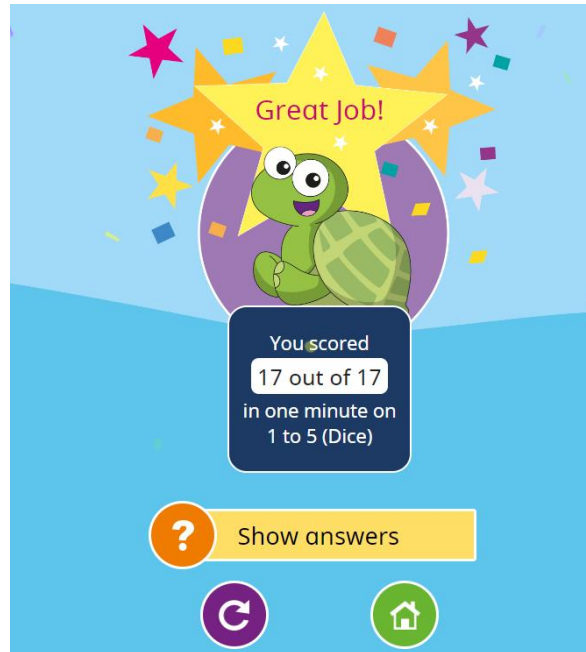


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Select practice activities.



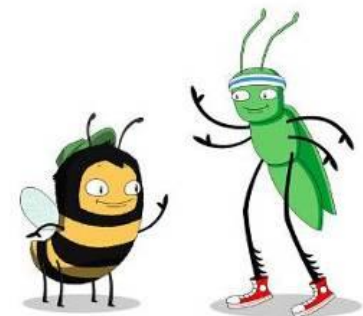
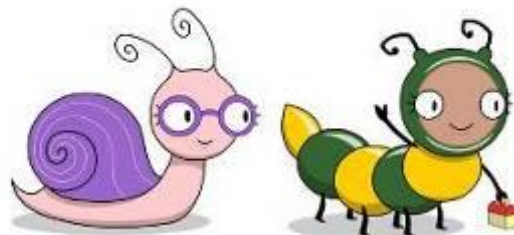
Question	Answer	Your Answer	Correct
1 to 5 (Dice)	4	4	✓
1 to 5 (Dice)	3	3	✓
1 to 5 (Dice)	2	2	✓
1 to 5 (Dice)	3	3	✓
1 to 5 (Dice)	1	1	✓
1 to 5 (Dice)	2	2	✓
1 to 5 (Dice)	4	4	✓
1 to 5 (Dice)	3	3	✓
1 to 5 (Dice)	4	4	✓

Rapid recall of facts.

Quickfire questions



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."





Math workshop



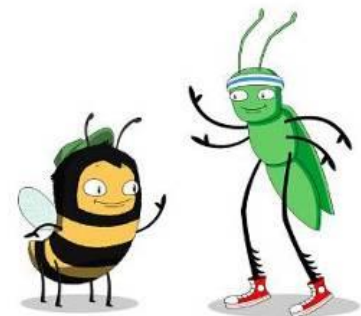
Another way to support your children is by using



When it comes to times tables, speed AND accuracy are important — the more facts your child remembers, the easier it is for them to do harder calculations. Times Table Rock Stars is a fun and challenging programme designed to help students master the times tables. World Famous musicians need to practice and so do children with their tables!



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Math workshop



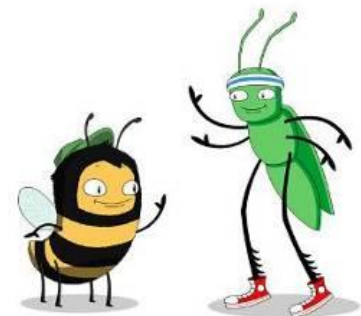
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For your child to be fully motivated and for them to get the best out of the practice, they need your help - your praise, reminders and support will help your child feel confident and motivated.



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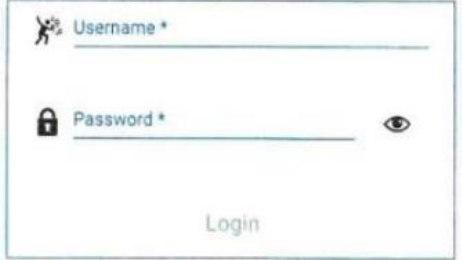




Math workshop

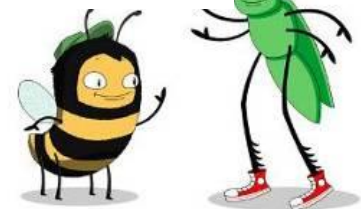
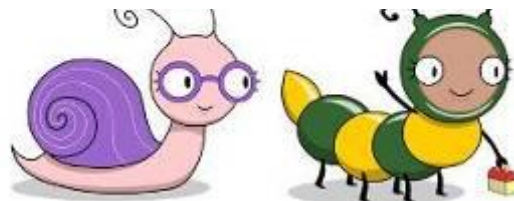


Logging in to Times Table Rockstars

- 1 Type **play.ttrockstars.com** into your browser's address bar.
- 2 Click Login! > School > Student
- 3 Enter the School Name.

- 4 Enter your child's username and password.




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Math workshop



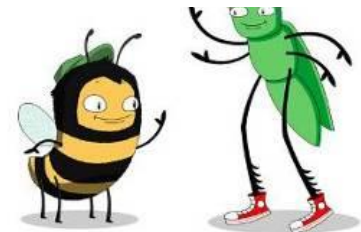
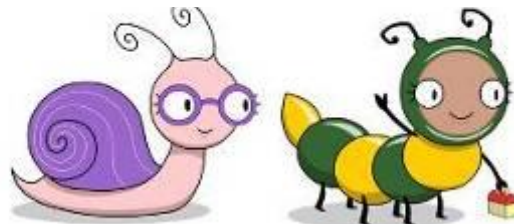
Rock Status

It's helpful to understand that the quicker your child can answer a times tables question, the higher their Rock Status. Use this list as a guide to help your child work out their Rock Status:

- ≤ 1 sec/question = Rock God
- ≤ 2 secs/question = Rock Legend
- ≤ 3 secs/question = Rock Star
- ≤ 4 sec question = Headliner
- ≤ 5 secs/ question = Support Act
- ≤ 6 secs/ question = Breakthrough Artist
- ≤ 7 secs/ question = Unsigned Act
- ≤ 8 secs/ question = Gigger
- ≤ 9 secs/ question = Busker
- ≤ 10 secs/ question = Garage Rocker
- > 10 secs/ question = Wannabe



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Math workshop

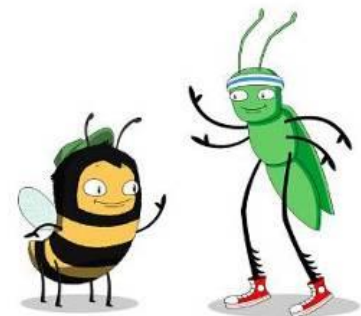


Single Player

Garage - the questions will only come from the times tables the teacher has set for the week. As pupils start to answer questions, TT Rock Stars works out which facts they take longer on and will give them more of these questions to answer. The Garage is best for getting quicker at a few facts. Players get 10 coins per question.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."





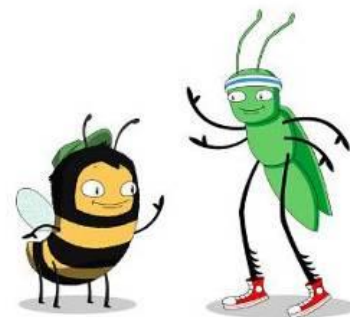
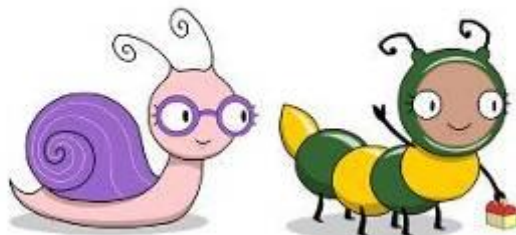
Math workshop



Studio - the questions in the Studio can be anything from 2×2 up to 12×12 .
TT Rock Stars calculates each the mean speed from their last 10 games in the Studio and translates into a Rock Status:
Under 1 second per question to become a Rock God
Under 2 seconds per question to become a Rock Legend
Under 3 seconds per question to become a Rock Star
Over 3 seconds is a Busker
They earn 1 coin per question and the Studio is the place for them to set their best time across all the tables.



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Math workshop

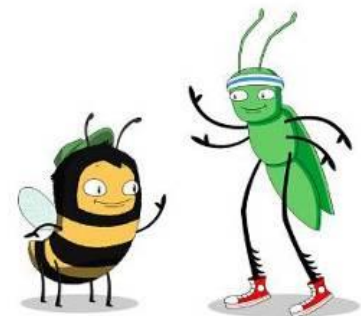
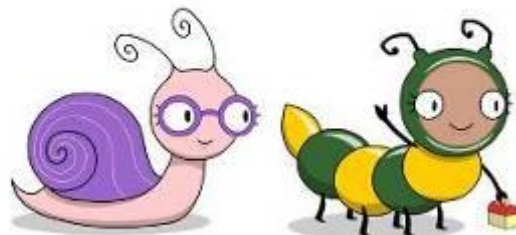


Multiplayer

Rock Arena - The Arena allows players to compete against all other members of their Band (their Bandmates would need to join the same game in order to compete together). A new Arena game starts every 15 seconds and once the clock starts they race to answer more questions than the others. In the Arena, questions will only come from the times tables the teacher has set for the week, similar to the Garage. They earn 1 coin per correct answer.



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures."



abcdefgh
ijklmnopq
rstuvwxyz



"And a strange sight it was, this tiny dark-haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures..."

Please talk
to Mrs Murray
if you would
like any guidance or have a
question
about any of the areas covered
today.

