



مدرسة الإبداع
العلمي الدولية
INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE

BAHRAIN

البحرين

SCHOOL READINESS PACK

Year 1



Leaving Foundation Stage and getting ready for Year 1

Leaving Foundation Stage behind and moving into Year 1 can feel like a big step for both children and their parents. ISCS Bahrain will make the transition into Year 1 a smooth one. The children will still be learning through play, they will still be exploring, discovering and making plenty of use of their role-play corner. However, over the course of the year, your child's day may be a little more structured than it was in Foundation Stage and they may have to sit at a table for a little longer than they are used to, but they will still also be learning in a variety of ways; while moving, exploring outdoors, in groups, on the carpet or walking around the school!

What will the children do in Year 1?

Your child will have left EYFS behind, although some goals may be carried on with them as they move into Year 1. This will be their first year of the National Curriculum of England and, like all year groups, Year 1 has statutory schemes of learning to follow.

There is a Year 1 phonics screening test in June, which helps your child's teacher to identify if your child is secure in sounding out and blending graphemes. It also detects if they can read phonically decodable words. Don't be worried about this test. Your child's teacher will be assessing your child daily and will have identified any areas they need to focus on well before June.

1. Phonics

Phonics is a big part of Year 1. Your child will continue to expand on their knowledge of phonics and will probably surprise you with just how quickly they develop their reading. They will undertake phonics learning each day, just like they did in EYFS. They will learn tricky words, spelling rules and how to sound out and blend to aid them with their reading and writing.

2. Topics and stories

Your child may be learning through a variety of topics and stories this year, which makes lessons relevant and exciting. They will plan and write their own wonderful creative stories, design posters and leaflets. They will learn to write in sentences and to use exciting language — all while improving their handwriting.

3. Maths skills

Maths lessons this year tend to be enjoyable, with plenty of hands-on activities. Now that they are using numbers over 20, they will learn to use a 100 square to help with their adding and subtracting. Number bonds will also be reinforced and they will learn to count forwards, backwards, in 2s, 5s, 10s, 20s, and they will double and halve. Again, always learning in a fun and engaging way.

4. Beyond literacy and numeracy

There are a wide range of topics covered in Year 1, and your child will undoubtedly have their personal favourites. Some of the Year 1 activities include:


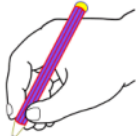

- experiments (science) and product design (DT)
- learning the history of things (history) and about the local area we live in (geography)
- playing games and using gym apparatus (PE)
- painting, drawing and more creative processes (art)





They will also develop their social skills and empathy for each other during PSHE and circle times. Year 1 is an important year for your child's increasing independence.

How can parents help their child in Year 1?

School can be exhausting for a child in Year 1. They are learning so many new things at school, and may well also be starting to join activities after school as well, such as swimming or gym. If you do want to do more at home, why not enhance their reading, writing and maths learning? Ask your child to write a letter to their auntie, count out the cutlery for dinner, read you a story, help at home with cooking and counting.

Below are UK National Curriculum Standards your child is expected to have achieved before entering Year 1:

7 Areas of learning		Aspect	Early Learning Goals
Communication and language 	ELG 1	Listening and attention	Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	ELG 2	Understanding	Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	ELG 3	Speaking	Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development 	ELG 4	Moving and handling	Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	ELG 5	Health and self-care	Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Personal, social and emotional development 	ELG 6	Self-confidence and self-awareness	Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	ELG 7	Managing feelings and behaviour	Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
	ELG 8	Making relationships	Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

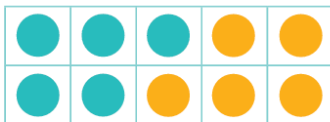
Literacy 	ELG 9	Reading	Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	ELG 10	Writing	Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Mathematics 	ELG 11	Numbers	Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	ELG 12	Shape, space and measures	Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognize, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the world 	ELG 13	People and communities	Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	ELG 14	The world	Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	ELG 15	Technologies	Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive arts and design 	ELG 16	Exploring and using media and materials	Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	ELG 17	Being imaginative	Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Below are some questions/ tasks/ stories your child should be able to read/ complete before entering into Year 1:

6. There are 8 flowers.
1 more grew.
How many flowers are there altogether?

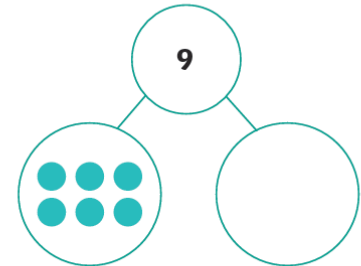


7. Count the counters.

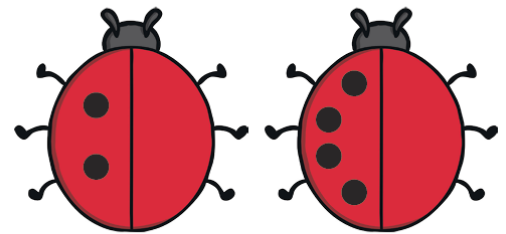


There are counters altogether.

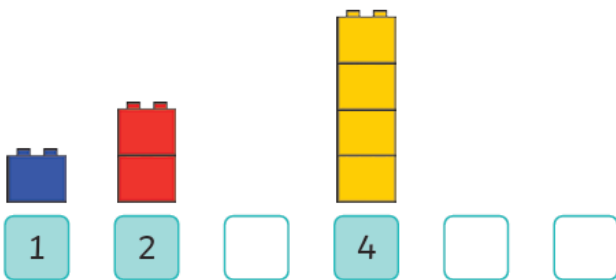
8. Complete the part-whole model by filling in the empty circle.



9. Double the spots on each ladybird.



1. Draw the missing towers and write the missing numbers.



2. There are 5 rabbits.
1 hops away.
How many rabbits are left?



3. Work out 1 more than the bead string.



4. Solve the calculations.

$7 + 1 = \square \quad \square = 19 + 1$

$11 - 1 = \square \quad \square = 16 - 1$

5. Use the number lines to solve the problems

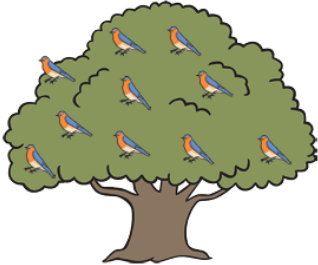
$1 \text{ more than } 9 = \square$



$1 \text{ less than } 18 = \square$



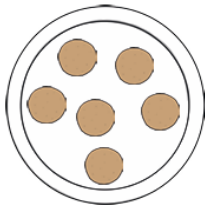
10. 10 birds are in a tree.
2 fly away.
How many are left?


 birds

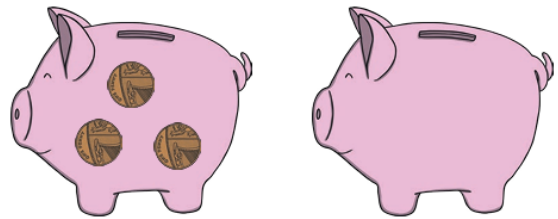
11. Circle two numbers that make 11.



12. There are 6 biscuits.
How many need to be eaten so there are 2 left?


 biscuits

13. Ali has double the amount Pam has.
Draw Ali's coins.



Ali has coins.

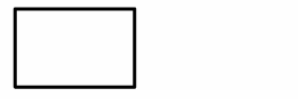
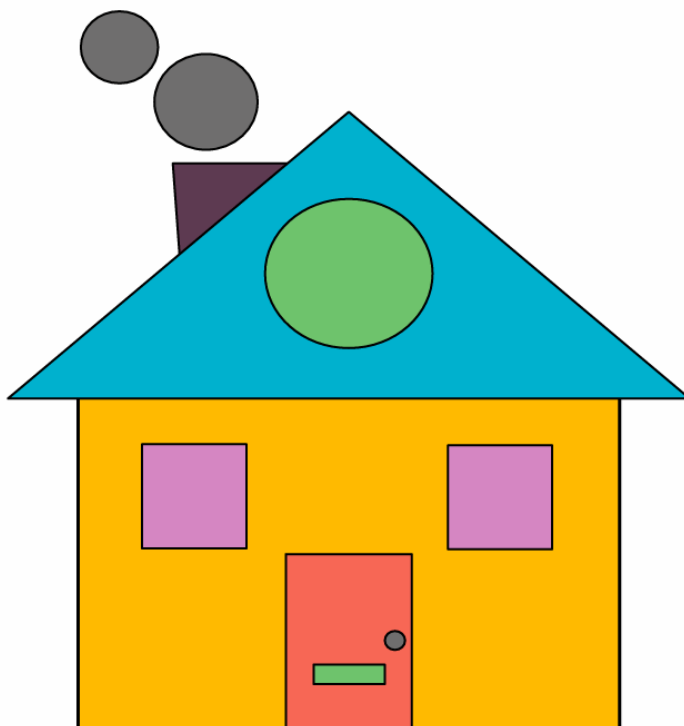
14. Start at 17 and count on 3 =

Start on 12 and count back 4 =

15. Write these numbers in the correct order from lowest to highest.

7 8 10 6 9

How many of each shape can you see in the picture below?



Practise these words:

good work

Fish and Chips



Mum gets in her van.
She is off to work.

1 How does Mum get to work? Tick **one** box.

By bus

By bike

By van



Mum's job is at the fish and chip shop.
Mum cuts up the chips.
She tips the chips into the hot fat.

2 Why does Mum cut up the chips? Tick **one** box.

She is going to buy them.

She is going to cook them.

She is going to throw them away.

3 Draw a circle round the word that means the same as 'tips'.

pours

hits

fits



Then Mum cuts up the fish.
The bits of fish go into the hot fat
as well.

4 What does Mum cook last – the chips or the fish?



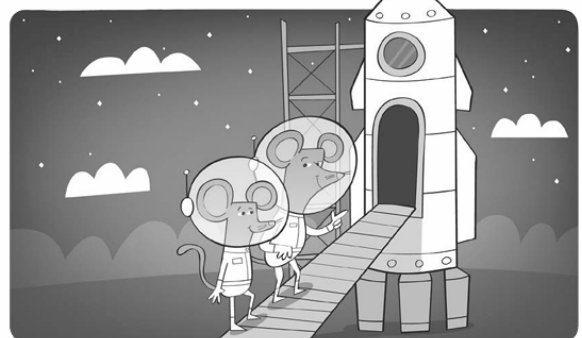
Yum! The fish and chips are good.
Mum is good at her job.

5 Will the man like the fish and chips?

Practise this word:

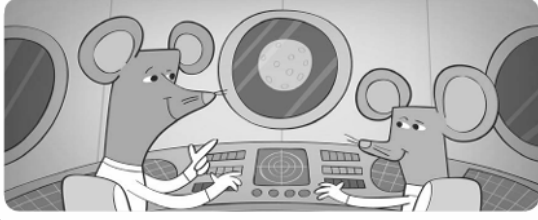
monsters

Zip, Zap, Zoom!



This big thing is a rocket.
Get in! Off we go.
Zip, zap, zoom!

Look – I can see the moon!
We will soon get to the moon in
this rocket. Zip, zap, zoom!



2 Where do the mice want to go? Tick **one** box.

The sun

Mars

The moon

3 Find and copy **three** words from the story on this page that
all start with the same sound.

Hang on! This is not the moon!
I can see a lot of big, bad monsters.
They can see us, too.



4 Why do you think the mice are worried? Tick **one** box.

They are scared of the monsters.

They do not like flying in rockets.

Their rocket is broken.



Quick! Get back in the rocket!
Off we go!
Zip, zap, zoom!

1 What is the big thing the mice are getting into?

1. Write your name on the line below.

2. Circle the objects whose name starts with the 'sh' sound.



3. Write the correct word next to the picture.













7. Write the correct word next to the picture.













8. Add in the missing capital letters and full stops to the text below.

my book was good the farmer had a silver beard
and the cow had some turnip for dinner

Year 1 Baseline Spelling

Assessment Checklist



	Word	✓		Word	✓
1	are		21	no	
2	there		22	one	
3	quickest		23	our	
4	bear		24	tune	
5	by		25	grew	
6	phonics		26	full	
7	she		27	safe	
8	of		28	person	
9	bus		29	claw	
10	mouth		30	year	
11	come		31	be	
12	jumper		32	moon	
13	week		33	said	
14	elephant		34	back	
15	dinosaur		35	they	
16	farmyard		36	pushes	
17	brown		37	bird	
18	Saturday		38	me	
19	Monday		39	kitchen	
20	your		40	were	

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



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1. For each picture below, say the word and then write the beginning sound.











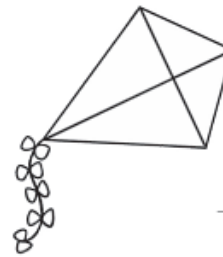


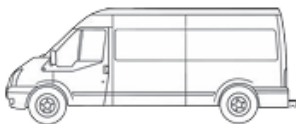




4. For each picture below, write the word.











5. Complete the sentences below.

There was a fluffy white _____ in the sky.



A big brown _____ fell from the tree.



My dad put a _____ on me when I fell asleep.



The _____ was very loud.

