

Welcome to
Year 1!



The Year 1 Team



Chestnut - Class teacher: **Miss Holt**
 - LSAs: Mrs Holt (Mon-Weds), Mrs Roberts (Mon,
Tues, Thurs, Fri), Mrs Armitage (Weds-Fri)

Maple - Class teacher: **Miss Flint**
 - LSAs: Mrs Goodenough (Mon-Tues) Mrs Karn (Weds-
Fri)

Hazel - Class teachers: **Miss Pace (Mon-Tues) Mrs**
Summers (Weds-Fri)
 - LSAs: Miss White, Mrs Tilley

Miss Penfold helps in all three classes.

Transition from Reception to Year 1



- Continuous Provision
- Small group work
- Encouraging independence
- Building up to whole class lessons
- Art aprons - please add child's name on
- No waterproofs/wellies needed yet!

A day in the life of Year 1...



During transition...

Active learning!

- Morning challenge
- Reading
- Carpet session
- Continuous Provision + focus activity
- Playtime/snack
- Phonics
- Continuous Provision + focus activity
- Lunch
- Carpet session
- Discovery time + focus activity
- Assembly
- Story time
- Home time

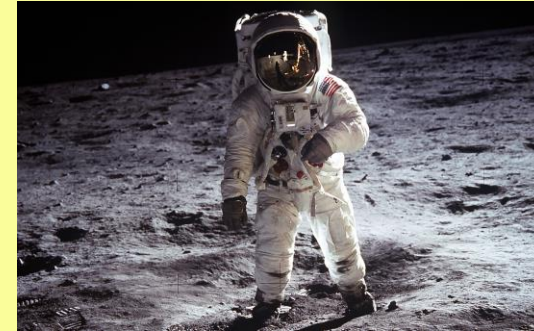
After transition...

- Morning challenge
- English
- Phonics
- Play time/snack
- Maths
- Reading
- Lunch
- Lessons 3/4
- Assembly
- Story time
- Home time

Learning overviews



- Autumn 1: Settling in/ All About Me
- Autumn 2: Toys
- Spring 1: Australia
- Spring 2: Space
- Summer 1: TBC
- Summer 2: Trains
- Half termly topic webs



Autumn 1 learning overview



English

- Focus texts: The Gruffalo, Oi Frog, Oliver's Vegetables
- Use Colourful Semantics to write short sentences
- Develop vocabulary using stories



Art

- Learn and experiment with sketching skills – shading, finger blending, cross hatching, stippling.
- Apply sketching skills to a piece of work – portraits.

Maths

- Learn to sort and count objects
- Represent numbers using practical resources
- Learn to recognise numbers as words
- Compare numbers using greater than, equal to and less than
- Use the 'Part Whole' model with practical resources to find number bonds to 10

Science

- Name and identify parts of the human body and talk about what each part is for.
- Learn about the five senses and which part of the body is associated with each sense.

Our learning overview

Year 1 Autumn 1 2026



History

- Discuss how they have changed how we have changed.
- Order 3 photographs and place on a timeline.
- Talk about 3 memories and place them on a timeline.
- Why are memories important/special?
- Understand the experiences of someone else.

Geography

- Locate features on an aerial photograph.
- Know the name of the country and town they live in.
- Recognise four features in the school grounds using a map.
- Draw simple picture map of our school

PE

- Team building.
- Fundamentals in PE – running, balancing, speed, direction, jumping, hopping and skipping.

Music

- Get Set 4 Music – Senses. Through the stimulus of the five senses, children will explore music using their voices and classroom instruments.

Computing

- Introduction to Purple Mash.
- Logging into and using Purple Mash.
- Creative Computing.

RE

- Understand why Christians call God 'creator'.

PSHE

- Jigsaw – Being be in my world.
- Zones of regulation.

Enrichment activities

- Outdoor learning
- 'Hooks' to start topics and Experience days
- Local walks
- Themed days - dressing up
- Educational visit (Summer Term)
- Workshops
- Visitors
- Sports events
- Active learning



Curriculum and assessment



- Year 1 children follow the National Curriculum for all subjects
- Children are assessed against the National Curriculum standards at the end of the year - best fit
- End of year attainment - working towards the expected standard, working at the expected standard, working at greater depth within the expected standard

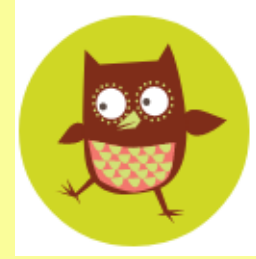
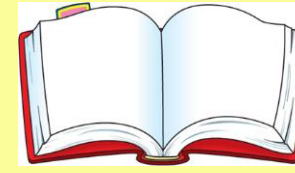
Year 1 curriculum – reading



- Curriculum split up into:
- **Word reading** - decoding the text, applying phonics, building up fluency and confidence
- **Comprehension** - discussing a range of genres, discussing word meanings, making inferences & predictions, retelling and checking the text makes sense.
- Comprehension and word reading equally important
- Children required to re-read texts to comprehend
- Variety of genres
- Reading for pleasure is just as important as reading books at their level



Reading



- Regular reading at home which is little and often (5 times a week for 10/15 mins) has biggest impact on progression
- Children's reading books should be fully decodable and match the sounds they have been taught in school
- Children should read a book three times (decoding, fluency, comprehension)
- Children change decodable reading books every Friday - please return! "Friday Books"
- Library books - read for pleasure
- Reading records - please write in them so we know your child is reading! Star tokens!

Phonics – continued from Reception



- Essential Letters and Sounds (ELS)
- Fast pace, thorough, consistent
- Moving onto phase 5
- Alternatives e.g. ow – cow or ow – low





Essential Letters and Sounds: My Phonics Activity Kit 1

by Katie Press , Tara Dodson , et al. | 6 Jun 2024

4.9 ★★★★★ (38)

Paperback

£12¹⁵ RRP: £14.99

Save 5% on any 4 qualifying items

✓ Prime Tomorrow

FREE delivery Tomorrow, 16 Sept

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£20 of Prime Same-day & Overnight
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Essential Letters and Sounds: My Phonics Activity Kit 2

by Katie Press , Tara Dodson , et al. | 6 Jun 2024

4.5 ★★★★★ (8)

Product Bundle

£12¹⁵ RRP: £14.99

Save 5% on any 4 qualifying items

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Essential Letters and Sounds: My Phonics Activity Kit 3

by Katie Press , Tara Dodson , et al. | 6 Jun 2024

3.9 ★★★★★ (3)

Product Bundle

Ages: 5+ years, from publishers

£11⁹⁵ RRP: £14.99

Save 5% on any 4 qualifying items

✓ Prime Tomorrow

FREE delivery Tomorrow, 16 Sept

Add to basket

These packs are available to buy from Amazon if you would like!

Kits 1 and 2 come with flashcards, wall friezes, some books and parental guidance information.

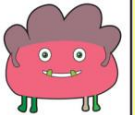
Kit 3 has books and parental guidance.

Phonics Screening Check



- Children will take the check in June 2027
- Children don't know they are being tested!
- Completed 1:1 by class teachers in a familiar place
- Mix of real and alien words containing words from Phases 2, 3, 4 and 5
- Children practise reading words like this all year - built into ELS lessons
- Children have a practice test in March
- Results shared with parents at the end of the year
- If children do not pass, they will retake the check in Year 2

dack



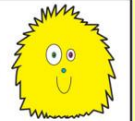
chob



nurt



queet



Colourful Semantics.

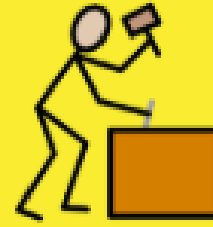
This year, we have introduced Colourful Semantics. It is a simple tool to help the children build effective sentences using pictures to help!

The children will learn to use these tools in various combinations to make effective sentences.

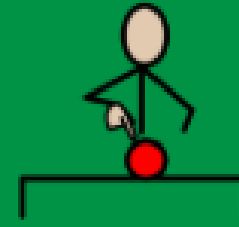
The frog is sitting on a log in the wood.



who



doing



what



where

'The Write Stuff'



'The Write Stuff' is a scheme we will use after Colourful Semantics.

Each unit is based on a high quality book. Children journey through the book with their class and identify key 'plot points' as the story unfolds.

At each plot point, children are carefully guided by their teachers to use the 'Writing Rainbow'. This includes things like feeling words, sound words and our writing basics (capital letters, full stops)

Children then have an opportunity to practice developing their writing, sentence by sentence. This is called sentence stacking and the work is displayed on the wall for reference.

'The Write Stuff'



Children access a modelled text in the sentence stacking lessons and write their own version of it. We do this with the children. The children then plan, prepare and edit a final piece of independent writing.

Write Stuff lessons will be taught daily once we feel the children are ready to move on from Colourful Semantics.

Over the year we will explore a range of non-fiction and fiction genres.

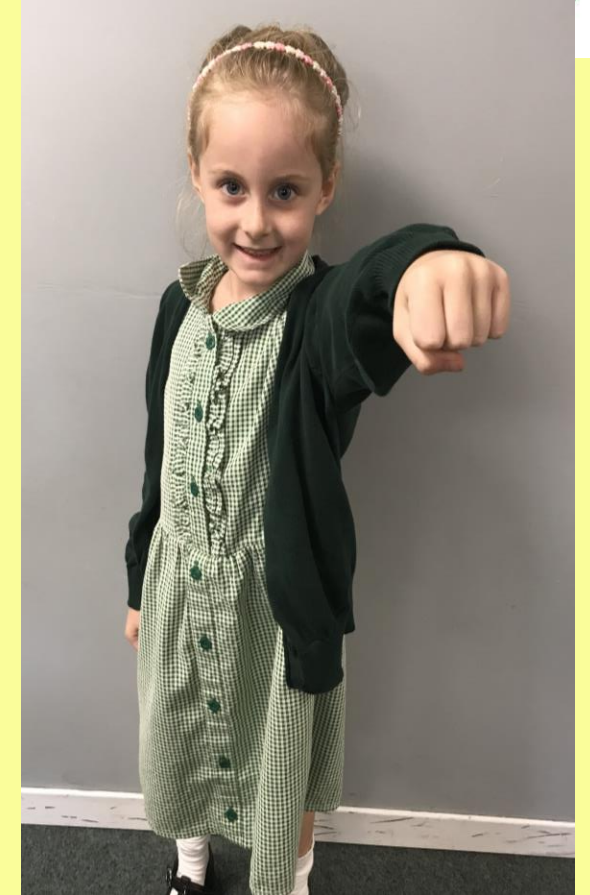
These are the 'non-negotiables' of writing. We use actions to help the children remember:



Capital
Letters



Finger
Spaces



Full Stops

Handwriting

- Letter formation
- Capital letter formation
- Number formation



	Swerve around the snake		Around the ostrich's body		Down the long ladder
	Around the head, down the body		Curl around the camel's back		Swoop down the tentacles and dot the head
	Down her body and cross her shoulders		Down the body, up the arm, down the leg		Down the tongue, up the tongue
	Down his body, around his face		Around the head and down the trunk		Hop to the top, land and hop, land and hop
	Down her body, spot her idea		Under the umbrella and down to the tip		Criss-cross the kiss
	Down the bird and over the nest		Down her body, up over the arm		Under the hull and down to the anchor
	Meerkat, mound, mound		From his head to his feet, up and over his back		Zig and zag
	Over his back and around the tail, up his neck and down to his feet		Down the person and around the wheel		Around the feather and down the pen
	Start at his ear, around the face and down the beard		Over the ear, down to the tail and across the jaw		



Year 1 curriculum - maths

- Maths national curriculum aims:
- **Fluency** - understanding the basic fundamentals and having the ability to recall and apply knowledge rapidly and accurately.
- **Reasoning** - justifying or proving how they know an answer is correct using mathematical language
- **Problem solving** - applying mathematical skills to solve a range of problems



Year 1 curriculum - maths

- **Number and place value** - counting, reading and writing numbers, counting in 2s, 5s and 10s, one more/one less
- **Addition and subtraction** - reading, writing and interpreting mathematical statements, number bonds within 20
- **Multiplication and division**
- **Fractions** - finding a half and quarter of shapes and quantities
- **Measurement** - length and height, mass/weight, capacity and volume, money, telling the time
- **Properties of shape** - naming 2D and 3D shapes
- **Position and direction** - describe position, direction and movement

Maths



- We follow the White Rose Scheme of Work and National Centre for Excellence in the Teaching of Mathematics (NCETM) guidance for maths to teach a broad and challenging curriculum.
- Our mathematics curriculum provides many opportunities for children to develop confidence and fluency with whole numbers, counting and place value.
- We teach full lessons and Mastering Number Sessions which are 10 minute fluency blasts.

PE



- 60 minutes daily exercise (30 minutes at school, 30 minutes at home)
- PE inside and outside - dress appropriately
- PE kits need to be worn on PE days - green shorts/joggers, green jumper, white t-shirt, black trainers
- No earrings to be worn during PE (only small studs at all other times)
- Apply tape if earrings cannot be taken out
- Hair to be tied back
- Please name everything!

**Year One PE days:
Monday and
Thursday**

PSHE



Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me.

Changing me

- Start to have an understanding of the lifecycles of humans and animals
- Identify things about self that have changed or have not changed
- Know how my body has changed since I was a baby.
- Identify the parts of the body that make boys different to girls and use the correct names for these: testicles, penis, vagina, anus, breasts
- Respect my body and understand which parts are private
- Understand that every time I learn something new I change a little bit
- Share changes that have happened in my life



A letter will be sent out nearer the time, so you are aware when the lessons will be taught (body parts)

Tapestry



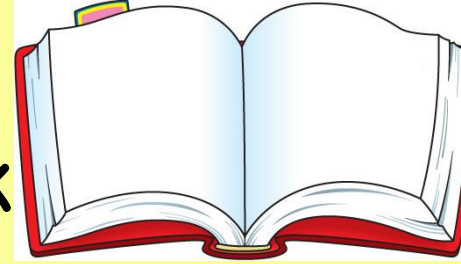
- Individual logins
- Journal - learning in and out of school
- 2 per week
- Memos - reminders or celebrations of learning

This should be active now, please let us know if not and we will pass your name onto the office staff.

Home Learning



- Reading - **5 times** per week



- Numbots - we will notify you when we start this
- White Rose Maths 1 minute maths app



Star Tokens



- Awarded for positive behaviour over and above our non-negotiables, for displaying any of the Rainbow of Respect behaviours.
- Can be given at any point during the school day- both inside and outside on the playground
- Reading at home - when you read at home at write it in the reading record, your child will receive a token for each read.
- Weekly class winners in each year group, highlighted in assemblies.
- Overall class winner each half term with a reward such as extra play, or a movie and popcorn.





Partnership with Families

- Speak to teachers at the classroom door, morning or afternoon. If it requires more time, please email to arrange a suitable time.
- Teachers are unlikely to check emails between 8.35-3.10 (Aim to be answered within 48hrs)
- Keep us informed of any change in home circumstances
- If your child is going home with someone different please let us know. During school hours, please phone/ email the office. Photos of people collecting are really helpful!
- Tapestry
- Website - sync calendar
- Medication - Please take to the office and fill out a form

Date for your diaries!

To continue our History learning this half term and lead us into next half term, we are hosting a "Grandparents Day!".

This will happen in the final week of Autumn 1 (week beginning 12th October).

Please email the class teachers to register interest and when we have an estimate of numbers, we will send out more details.

Thank you for coming!

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hazel@meath-green-infant.surrey.sch.uk

