



Welcome to Year 1!

The Year 1 Team

Maple

- Mrs Bayjoo, Miss Townsin
- LSAs: Mrs Karn, Mrs Penfold

Chestnut

- Mrs Patel
- LSAs: Mrs Tilley, Mrs Holt, Mrs Barnett

Hazel

- Miss Miller
- LSAs: Miss Davis, Mrs Bance

Transition from Reception to Year 1

- Discovery Time
- Small group work
- Encouraging independence
- Building up to whole class lessons
- Outdoor learning
- No 'Show and Tell'
- Art aprons

A Day in the Life of Year 1...

During transition...

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

**Active
learning!**

After transition...

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

Enquiry Questions

- Autumn 1: What makes me amazing?
- Autumn 2: Would you have a dinosaur as a pet?
- Spring 1: Why doesn't a hedgehog live in Australia?
- Spring 2: Could we go on holiday to space?
- Summer 1: Why did people build castles?
- Summer 2: How does a train move?
- Half termly topic webs



Enrichment Activities

- Outdoor learning
- 'Hooks' to start topics
- Forest School
- 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

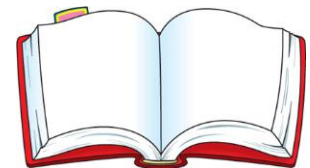
Curriculum split up into:

- **Word reading** – decoding the text, applying phonics, building up fluency and confidence
- **Comprehension** – discussing a wide range of genres, discussing word meanings, making inferences, making 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 – fiction, non-fiction and poetry
- 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!
- Children welcome to take 'Sharing books' daily
- Oxford Owl eBooks – fully decodable
- Reading records – please write in them so we know your child is reading!



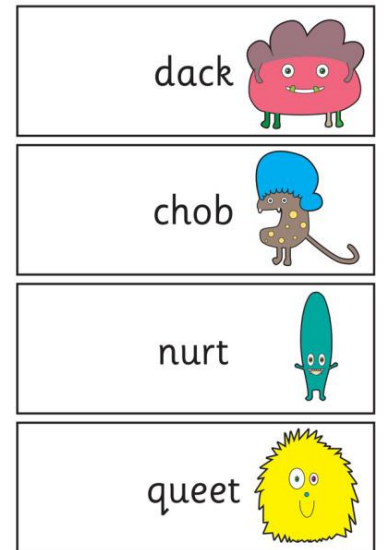
Phonics – Continued from Reception

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



Phonics Screening Check

- Children will take the check in June 2025
- 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



'The Write Stuff'

'The Write Stuff' is an scheme we are now using to teach children to become excellent writers.

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' to identify:

FANTASTICS – key language features such as feelings, what you notice and questions

GRAMMARISTICS – key grammar features such as sentence structures, paragraphing and punctuation

BOOMTASTICS – key technical features such as similes, metaphors, rhyme and alliteration

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'

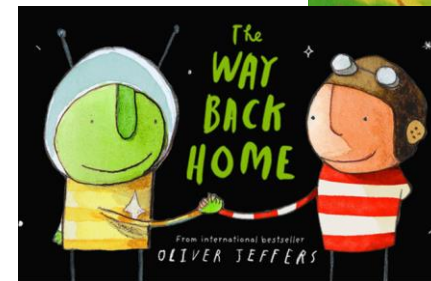
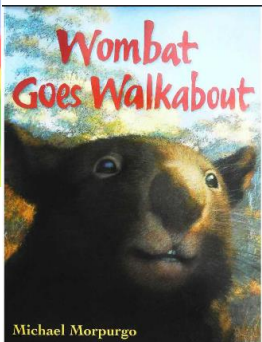
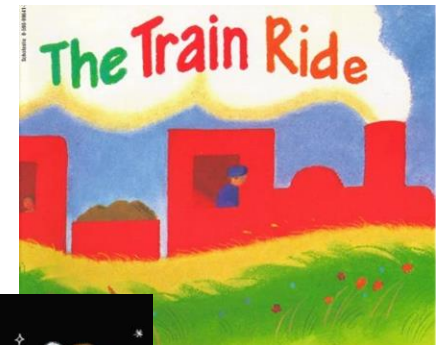
Sentence stacking lessons run alongside 'experience sessions'. These may be based on a practical activity for example using drama to help deepen children's understanding of what they are finding out in the class book.

Children then use their new skills to write independently.

Children access a modelled text in the sentence stacking lessons and write their own version of it incorporating the range of skills provided by the **Fantastic**, **Grammaristic** and **Boomtastic** lenses. The children then plan, prepare and edit a final piece of independent writing.

Write Stuff lessons are taught daily (once whole class lessons are established)

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



Writing Powers!

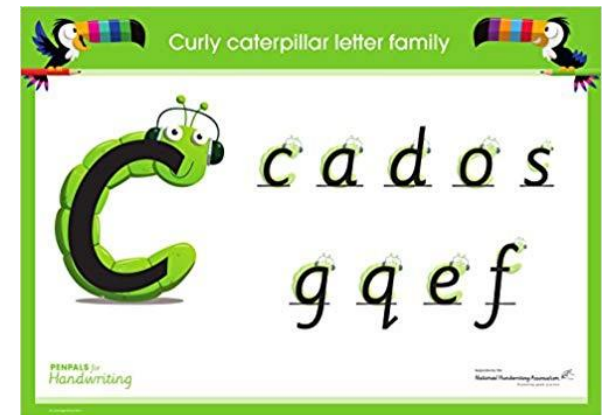
These are the 'non-negotiables' of writing. Actions to help the children remember:

- Capital letters
- Finger spaces
- Full stops



Handwriting

- Scheme of work – PenPals
- Letters in 4 ‘families’
- Capital letter formation
- Taught weekly (once in whole class teaching)
- Year 1 start to join clusters of letters together



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

Maths

Examples of fluency, reasoning and problem solving questions:

Fluency	Reasoning	Problem Solving													
<p>Work out the total of each row and column.</p> <table border="1" data-bbox="417 839 835 1082"><tbody><tr><td>5</td><td>4</td><td>2</td></tr><tr><td>3</td><td>7</td><td>8</td></tr><tr><td>5</td><td>7</td><td>3</td></tr></tbody></table>	5	4	2	3	7	8	5	7	3	<p>True or False?</p> <p>When you add two odd numbers together you always get an even number.</p> <p>Convince me.</p>	<p>Use the number cards below to make as many additions and subtractions as you can? How many can you make?</p> <table border="1" data-bbox="1615 996 2186 1199"><tbody><tr><td>3</td><td>7</td><td>4</td><td>10</td></tr></tbody></table>	3	7	4	10
5	4	2													
3	7	8													
5	7	3													
3	7	4	10												

Year 1 Curriculum - Maths

Maths national curriculum split into:

- **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

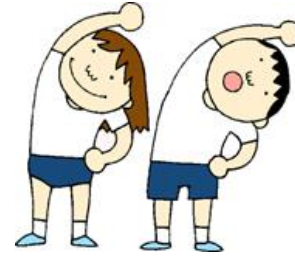
- We follow the White Rose Scheme of Work and National Centre for Excellence in the Teaching of Mathematics (NCETM) guidance for maths to teach a broad and challenging curriculum.
- Our mathematics curriculum provides many opportunities for children to develop confidence and fluency with whole numbers, counting and place value.
- We are working with our local maths hub which consists of local schools and mathematics experts to help share and develop excellent practice in maths for the benefit of pupils and staff

Maths

We use practical equipment, such as objects and measuring tools, to support the children to gain a deeper understanding before completing written work or solving problems



PE



- 60 minutes daily exercise (30 minutes at school, 30 minutes at home) – improves concentration, stamina, endurance, mental wellbeing
- 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:
Wednesday and
Friday**

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)

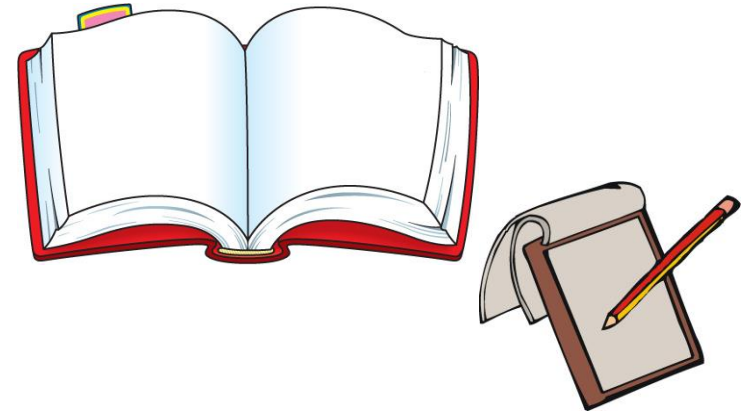


Tapestry

- Individual logins
- Journal – learning in and out of school
- Activities - home learning
- Memos – reminders or celebrations of learning

Home Learning

- Reading – **5 times** per week
- Numbots
- After half term:
 - Weekly phonics/writing
 - Maths every other week



Star Tokens



- Awarded for positive behaviour over and above our non-negotiables, for displaying any of the Rainbow of Respect behaviours.
- Can be given during lessons when children have shown progress, achieved beyond the learning objective, tried hard, great presentation – above and beyond usual class expectations. Where a star token has been given for a piece of work there will be a stamp and a brief explanation next to the piece of work.
- Reading at home – when you read at home at write it in the reading record, your child will receive a token for each read.
- Boxes in main reception for each class.
- Weekly class winners in each year group, highlighted in assemblies.
- Overall class winner each half term with a reward such as extra play.



Partnership with Families

- Speak to teachers at the classroom door, morning or afternoon.
- You can email your child's class teacher with any concerns/questions you have - *teachers are unlikely to check emails between 8.35-3.10 (Answered within 48hrs)*
- Keep us informed of any change in home circumstances
- Let us know by letter, email or phone the office if any dropping off or collection arrangements change
- Tapestry
- Website – sync calendar
- Medication – if your child needs medication in school e.g. inhaler, antibiotics, prescribed cream. Please make sure they are handed to the office and a form completed.



Thank you for coming!
Any questions

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