

# Welcome to Year 1



# Teaching & Learning Year 1

# Year 1 Team



Pear Class



Peach Class



Mrs Kenney



Mrs Byrne

All classes have settled well into their new classrooms and routines and have begun to consolidate good relationships with their teachers and adults in the class.



# DROP OFF & COLLECTION



**In the morning: 8.30 - 8.45am**

Year One should be dropped off to their classrooms.

Please do not go past the door, for safeguarding and congestion reasons.

**At the end of the day: 3.20pm**

- ▶ Please pick your child up from your child's classroom.
- ▶ Children will be dismissed one by one when the teacher sees a known adult picking them up.
- ▶ Feel free to have a brief chat with your class teacher, but please wait until all the children have been dismissed.
- ▶ If you are not picking up your child, then please let the teacher know beforehand, or email the office before 12pm to inform us. Please note, your child will not be released to another adult unless we have had prior notice and the use of the arranged password.
- ▶ If this is a regular arrangement, please send an email at the beginning of term to confirm.

# EVERY DAY COUNTS!



1 to 2 days a week absence from school doesn't seem much but.....

If your child misses...	That equals...	Which is...	...and over 13 years of schooling that is...
1 day per fortnight	20 days per year	4 weeks per year	Nearly <u>1 ½ years</u>
1 day per week	40 days per year	8 weeks per year	Over <u>2 ½ years</u>
2 days a week	80 days per year	16 weeks per year	Over <u>5 years</u>
3 days a week	120 days per year	24 weeks per year	Nearly <u>8 years</u>

Please support your child in getting to school promptly and as always, we are here to help too!

Just let us know if you need us! 😊

How about 10 minutes late a day? Surely that won't affect my child?

He/she is only missing just.....	That equals....	Which is.....	...and over 13 years of schooling that's.....
10 mins per day	50 mins per week	Nearly 1 ½ weeks per year	Nearly <u>½ a year</u>
20 mins per day	1 hr 40 mins per week	Over 2 ½ weeks per year	Nearly <u>1 year</u>
30 mins per day	Half a day per week	4 weeks per year	Nearly <u>1 ½ years</u>
1 hour per day	1 day per week	8 weeks a year	Over <u>2 ½ years</u>

**ATTEND TODAY**  
ACHIEVE TOMORROW



# Our School Values



Our core values are:



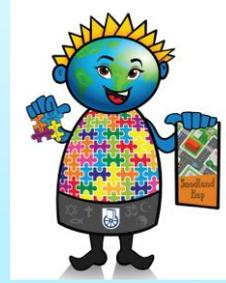
Respect



Resilience



Responsibility



Community



Compassion



Excellence

When your child models these values in school, they will either be awarded with:

- A core value sticker
- A core value certificate – two children will be awarded a certificate from each class, every week.
- Mr Lang will issue a Headteacher Value postcard twice a half term.

# School Celebrations and Rewards

- ▶ **Pupil Achievement Assembly** – a special assembly for children across the whole school, held half termly.
- ▶ **School Value Certificates** -awarded by adults for showing our school values
- ▶ **Post Cards** – awarded by adults for showing our school values and sent home by Mr Lang.
- ▶ **Class Dojos** – individual children are rewarded dojos for academic achievement and good behaviour. The house that receives the most dojos at the end of the term will receive a rewards i.e. a film afternoon with popcorn!
- ▶ **Ping Pong Jar Rewards** – the class is rewarded with a ping pong ball for good behaviour. When the jar is full, the class will receive golden time of their choosing.



# Reading Expectations



## How often should your child be reading at home?

In Year 1, children are expected to read daily for **10 minutes**. We are realistic and know that this is the ideal. Please try to listen to your child read aloud as often as you can, as reading aloud fluently, with expression and an appreciation of an audience, are skills we develop in school.

## Reading Records

- ❑ Reading records should be brought into school daily. These books will be monitored on a weekly basis, to ensure they are being kept up-to-date and that the expectations are being followed.
- ❑ Every time your child reads, you should write down the date and the pages they have read.
- ❑ Please use the space provided to add a comment on your child's reading.

A photograph of a handwritten reading record sheet. The sheet is titled 'Reading Record' and has columns for 'Date, book and page number' and 'Comments'. The entries are as follows:

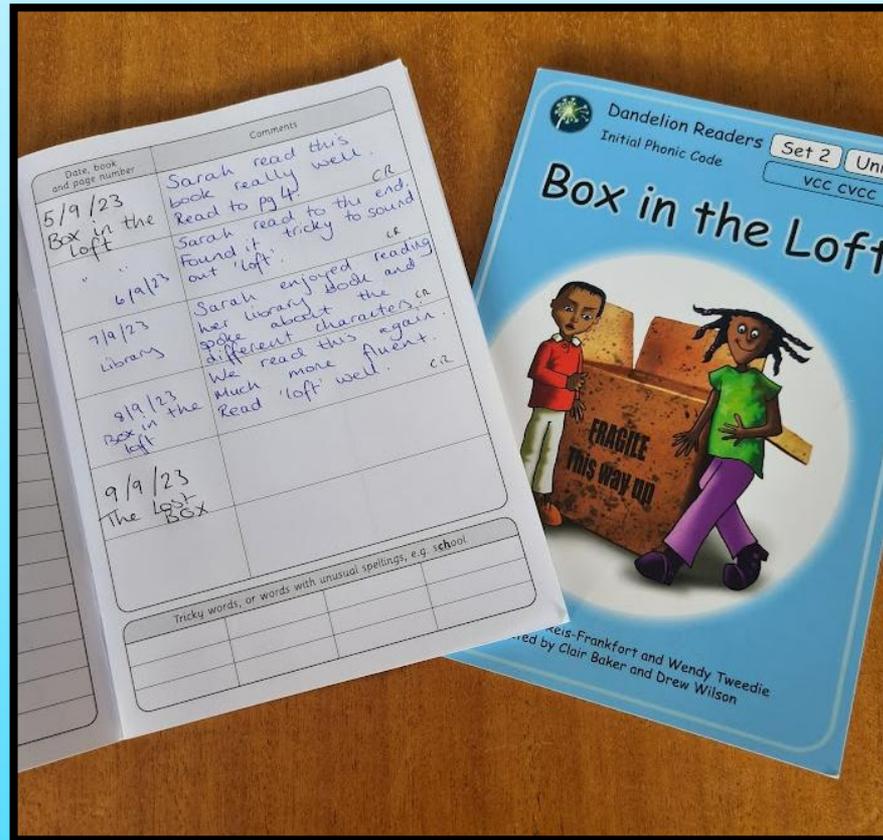
Date, book and page number	Comments
5/9/23 Box in the loft	Sarah read this book really well. Read to pg 4. CR
" " 6/9/23	Sarah read to the end. Found it tricky to sound out 'loft'. CR
7/9/23 Library	Sarah enjoyed reading her library book and spoke about the different characters. CR
8/9/23 Box in the loft	We read this again. Much more fluent. Read 'loft' well. CR
9/9/23 The lost Box	

Tricky words, or words with unusual spellings, e.g. school



# Reading Records

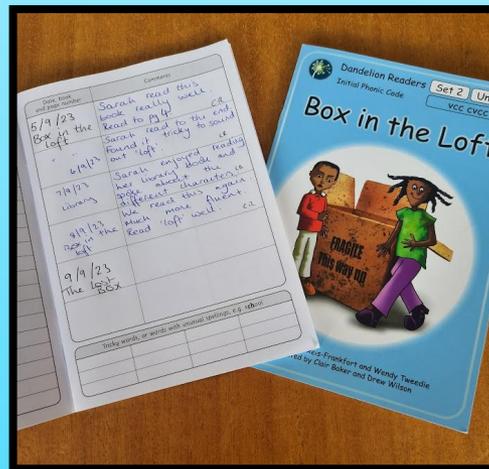
- Complete the reading record each time you read.
- These will be checked weekly.



# Reading Books



- ❑ **Reading books** – children need to bring their reading books to school each day. Your child will be changing books on a **Friday**. On this day, please send in the reading book that has been sent home the previous week.
- ❑ Please note that the children will be reading books linked to the phonics they have been learning in school. They will also be choosing a library book to take home.



# Phonics



Mrs Kenney will be sending out further information regarding phonics, and will also hold a Phonics meeting.

- Phonics 'Sounds Write' Scheme
- Weekly spellings
- Phonics Screening Check – June 2026





Children will learn the Sounds Write Extended code this year.

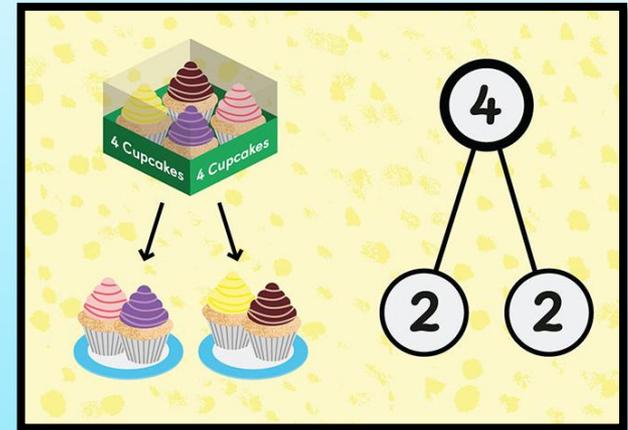
ai 	ay 	ea 	a 	e 	ea 	ee 	y 	oa 	ow 	oe 	o 		
er 	ir 	or 	ur 	e 	ea 	ai 	ou 	ow 	i 	ie 	y 	igh 	
oo 	ew 	ue 	u 	o 	Extended Code			oo 	u 	ou 	u 	ou 	o 
s 	ss 	st 	c 	ce 	se 	sc 	l 	ll 	al 	el 	il 	le 	ol 
or 	aw 	a 	ar 	au 	al 	air 	are 	ear 	ere 	eir 	ayer 	ayor 	
ue 	ew 	u 	u-e 	oi 	oy 	ar 	a 	al 	au 	o 	a 		



# Number

Children (by the end of the academic year) are expected to know:

- Number bonds up to 5
- Number bonds up to 10
- Number bonds up to 20
- Count in 2s, 5s and 10s
- Count to 100, forwards and backwards from any given number



▶ <https://www.topmarks.co.uk/maths-games/hit-the-button>





# NUMBER FORMATION

 Around and around  
And around we go...  
When we get home we have a zero.



© teachingmatters.org

 Number 1 is like a stick.  
A straight line that is very quick.



© teachingmatters.org

 Around and back on the railroad track.  
Two, two,  
Two, two!



© teachingmatters.org

 Around a tree,  
Around a tree.  
That's the way to make a three!



© teachingmatters.org

 Down and over,  
Down once more.  
That's the way to make a four!



© teachingmatters.org

 Straight line down,  
Then around.  
Hat on top  
And five's a clown!



© teachingmatters.org

 Make a curve.  
Then make a loop.  
There are no tricks to make a six!



© teachingmatters.org

 Across the sky  
And down from heaven.  
That's the way to make a seven!



© teachingmatters.org

 Make an S  
And do not wait.  
Go back up  
And that's an eight!

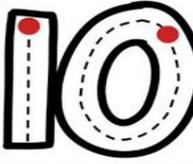


© teachingmatters.org

 A loop and a line,  
That makes a nine!



© teachingmatters.org

 Straight line down,  
Then around with a grin.  
That's the way To make a ten!



© teachingmatters.org

*Please reinforce and continue the school approach in homework and in any work completed at home.*

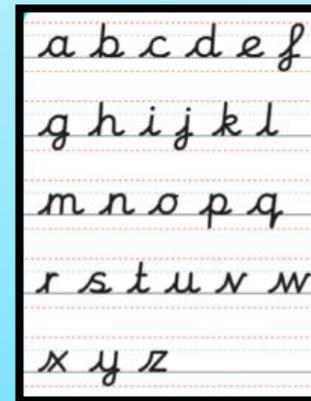
# LETTER FORMATION

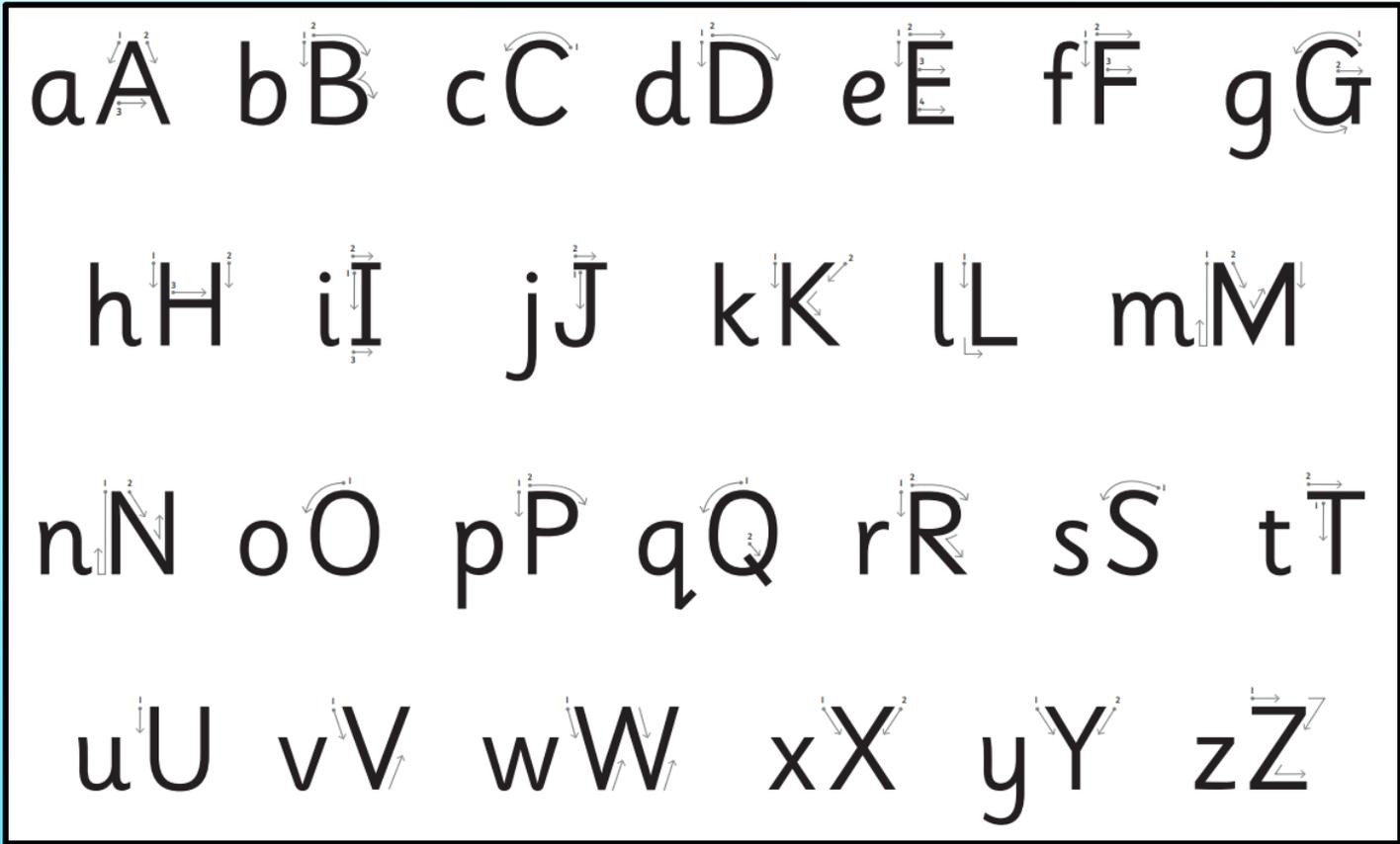
<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>q</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				



Checklist: Nobby and his net

- ✓ start at Nobby's head
- ✓ go straight down Nobby
- ✓ go over the net – from Nobby's waist
- ✓ check the net is the same height as Nobby
- ✓ add a small curl for the grass





# Homework

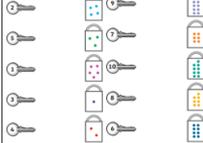


All children have a homework folder. Once a fortnight the children will bring their folders home with a new piece of homework.

There are four short activities on the sheet. The first two will be linked to reading, writing and math. The other two will be from other areas of the curriculum, e.g. history, geography and RE.

These activities will be based on learning that has either taken place during the week or builds on previous learning to help aid children's retention of key knowledge across the curriculum.

The children will have **2 weeks** to complete the homework. Homework should be returned in the folders for the class teacher or LSA to check.

Year 1 Home Learning	
<b>Reading</b> <b>Reading Comprehension</b> Read the text and complete the comprehension questions on the back of this sheet. 	<b>Maths (consolidate)</b> <b>Numbers to 10</b> Draw lines to match the key to the correct lock. 
<b>Science</b> <b>Seasons</b> Draw lines to match the pictures to the correct season. 	<b>RE</b> <b>Diwali</b> What are these called?  Diya Lamp      Rangoli Pattern Can you tell your adult what Diwali is? <a href="#">Parent Comment</a>

# SPELLING

- We have provided phonics based and high frequency words. Your child will need to read and spell these words by the end of the academic year.

 W2 Name: _____ Class: _____	
<u>Spellings to Learn</u>	
is	
a	
the	
I	
Spelling Shed Website <a href="https://www.edshed.com">https://www.edshed.com</a>	
	

 Name: _____	
<u>Spelling Quiz</u>	
1	_____
2	_____
3	_____
4	_____
Name: _____	



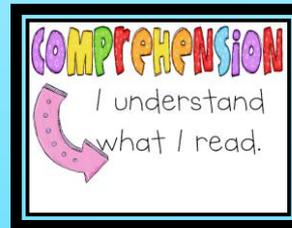
- ❑ Numbots helps to build up fast recall of what numbers look like (subitising) as well as improving addition and subtraction fluency for numbers within 20
- ❑ As a school we encourage the children to use numbots at home 2-3 times a week (10-15mins)
- ❑ Usernames and passwords **are already with your child.**
- ❑ Please let us know if you don't have access to the Internet.

# Homework



## Homework Summary

- ❑ Regular reading to an adult – 10 minutes daily
- ❑ Numbots – Recommended 3 times a week
- ❑ Spelling practice - Recommended 3 times a week
- ❑ Homework sheet – Every Fortnight





□ 1 indoor and 1 outdoor session a week:

This term outdoor PE takes place as follows:

Peach Class - **Monday**

Pear Class - **Monday**

Indoor PE this term takes place on:

Peach Class - **Thursday**

Pear Class – **Thursday**

▶ Earrings must be taken out before your child comes to school or they must be able to do it themselves. Ears cannot be taped.

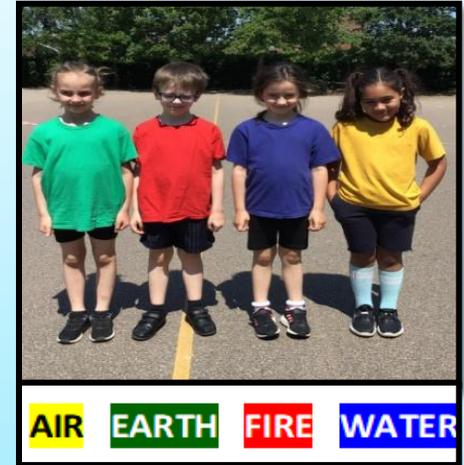
▶ Long hair must be tied back.

*Please provide a navy coloured tracksuit for the colder weather when we do outdoor P.E. and ensure that all clothes are named.*



## PE & SPORT:

- Navy blue shorts
- T-shirt (colour of house – red, green, yellow or blue)
- Black plimsolls / Trainers
- Plain trainers for outside only and trim trail
- Swimming trunks/shorts or swimming costume (not bikini), swimming hats
- Navy blue tracksuit



\*Children should wear their PE kits into school on the days they have PE.

# Other Information



## Encourage independence

- ❑ Please support your child in remembering everything they need for the school day e.g. reading books and record, water bottle etc.

## Celebration Assembly

- ❑ If your child has achieved an award or certificate outside of school, we would like to celebrate this in our weekly Celebration Assembly! Please ensure that the certificate/trophy etc. is brought into school by Thursday so that it may be added to the PowerPoint that will be shared.

## Reading

- ❑ In **Year 1** there is a greater focus on fluency.

## Naming

- ❑ **All** items of uniform, including shoes and coats, must be labelled with your child's name.

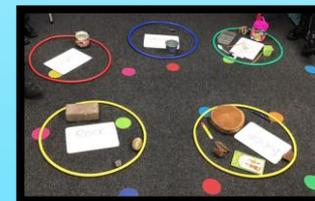
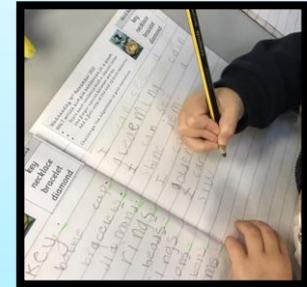
# An Engaging Curriculum



Curriculum Coverage Sheets will be sent out to parents every half term to summarise the key knowledge and skills that are being taught during this time.



<p style="text-align: center;"><b>English</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Begin sentences with a capital letter.</li> <li>• Include finger spaces between words.</li> <li>• End sentences with a full stop.</li> <li>• Sound out carefully to spell words.</li> <li>• Understand what a noun is and use them in their writing.</li> <li>• Understand what an adjective is and use them in their writing.</li> </ul>	<p style="text-align: center;"><b>P.S.H.E</b></p> <p style="text-align: center;"><b>What is the same and different about us?</b></p> <p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Themselves and others.</li> <li>• Similarities and differences.</li> <li>• Individuality.</li> <li>• Their bodies.</li> </ul>	<p style="text-align: center;"><b>Mathematics</b></p> <p style="text-align: center;"><b>Number and Place Value: Numbers to 10.</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Sort and count objects.</li> <li>• Recognise numbers as words (0-10).</li> <li>• Count on from any number.</li> <li>• 1 more/1 less.</li> <li>• Count backwards within 10.</li> <li>• Compare numbers within 10.</li> <li>• Order objects and numbers.</li> <li>• Use a number line.</li> </ul> <p style="text-align: center;"><b>Calculations: Addition and Subtraction</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Write number sentences to add and subtract.</li> <li>• Number bonds to 10.</li> <li>• Fact families.</li> </ul>
<p style="text-align: center;"><b>R.E</b></p> <p style="text-align: center;"><b>Who is a Christian and what do they believe?</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Begin to understand what Christians believe about God and about Jesus as the Son of God.</li> <li>• Look at stories about Jesus and stories that Jesus told.</li> <li>• Begin to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people.</li> </ul>	<p style="text-align: center;"><b>P.E</b></p> <p>Children will:</p> <p style="text-align: center;"><b>Games</b></p> <ul style="list-style-type: none"> <li>• Travel and change direction with equipment.</li> <li>• Control large and small objects with hands and feet.</li> </ul> <p style="text-align: center;"><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Copy and create actions and movements.</li> <li>• Connect ideas.</li> <li>• Perform a dance.</li> </ul>	<p style="text-align: center;"><b>Design and Technology</b></p> <p style="text-align: center;"><b>Mechanisms – Wheels and Axles</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Understand how wheels move.</li> <li>• Identify what stops wheels from turning.</li> <li>• Design a moving vehicle.</li> <li>• Build a moving vehicle.</li> </ul>
<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Animals (including humans)</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Identify and label parts of the body.</li> <li>• Explore the 5 senses and identify which part of the body is associated with each sense.</li> <li>• Use senses to compare different textures, sounds, smells etc.</li> <li>• Describe the basic needs of humans.</li> </ul>	<p>Year 1 Autumn 1 2025 Curriculum Coverage</p>	<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><b>Our School Local Study</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• What is our school like now?</li> <li>• What school was like for their parents?</li> <li>• What school was like for their grandparents?</li> <li>• What school was like 100 years ago?</li> </ul>
<p style="text-align: center;"><b>Computing</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Use technology safely.</li> <li>• Explore Purple Mash.</li> <li>• Understand the functionality of the basic direction keys.</li> <li>• Create an algorithm (set of instructions).</li> </ul>	<p style="text-align: center;"><b>Phonics</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• <u>Segment</u> sounds for writing and spelling words accurately.</li> <li>• <u>Blend</u> sounds for reading the word.</li> </ul> <p>This term will be learning different ways of representing the sounds /ae/ /ee/ and /oe/</p>	



# School Visits



We provide children with ongoing enrichment opportunities through trips and visitors, which relate to the topics that they learn throughout the year.

We are currently in the process of confirming these trips and visitors. A letter will be coming out to you shortly to confirm which trips will be taking place and the cost.

# WINTER UNIFORM



- Grey skirt, grey pinafore dress and grey trousers
- Grey or white socks and grey tights
- Plain white shirt
- Navy blue jumper (preferably with the school logo)
- School tie (not required in Nursery)
- **Black shoes**





# SUMMER UNIFORM

- Grey skirt, grey pinafore dress, grey trousers or grey shorts
- Navy blue and white checked dress
- Grey or white socks and grey tights
- Plain white shirt
- Navy blue jumper with logo or without
- School tie
- **Black shoes**



# WINTER OR SUMMER?



- Children can choose to wear summer or winter uniform up until the October half term. After this point, children will switch to their autumn uniform.
- Please be aware that if there is a significant change in the weather before half term, in the interest of the children, we may need to move to the winter uniform at an earlier point in the term.

# YOUR IMPACT ON YOUR CHILD'S LEARNING



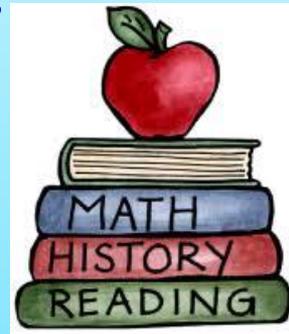
We recognise the important role you play in not only supporting the school but providing learning experiences at home;

- Discussion about texts** – comprehension
- Outings and trips** – building cultural capital
- Building character** – resilience, excellence
- Establishing effective routines** – timetabling home learning

# Help at home...



- ❑ Reading regularly and share books with your child – including asking questions.
- ❑ Phonic sounds and High Frequency Words.
- ❑ Practise spellings (and meanings) in context.
- ❑ Practising letter formation.
- ❑ Recalling number bonds to 10 and 20, doubles and halves.



# Thank you for coming to meet us today.



Teaching & Learning Presentations  
for Parents - September 2025

