

# Welcome to Year 1

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# Year 1 Staff



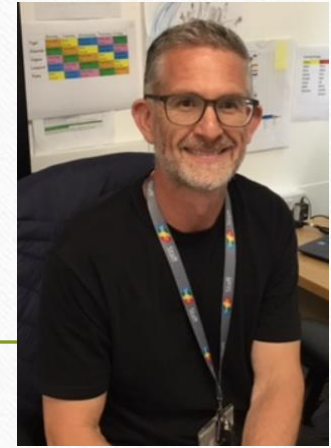
Ms Williams  
Amethyst Class  
Teacher



Mrs Hulland  
PPA Cover



Miss Petre  
PPA Cover



Mr Lynch -  
Topaz Class  
Teacher



Mrs Dove  
Amethyst  
Assistant



Miss Sawyer  
Topaz Assistant



Mrs Drye -  
Topaz Assistant

# Our aims for children in Year 1

- Happy children who are engaged with their learning and can operate independently
- Meeting the expectations of the curriculum  
(working in close partnership with parents)



# How we work in Year 1

- A gentle start to help transition from EYFS to Key Stage 1
- English and Maths in the mornings with opportunities to use the outside area
- Other curriculum subjects in the afternoons



## Independence

- Children take responsibility for their own belongings including their book bags, water bottles, jumpers

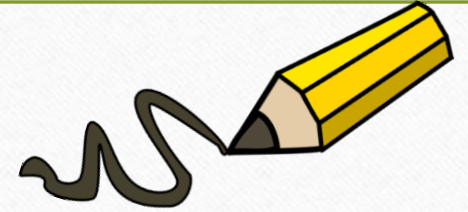
# Topics

- Our topics for this term are Space before half term and Toys after half term



<p><b>Maths</b></p> <p><b>Working with numbers within 10</b> Sort, count and represent objects Count on and back within 10 One more/one less Compare and order objects and numbers Correctly forming numbers</p>	<p><b>PSHE</b></p> <p><b>Me and My Relationships</b> Why we have classroom rules How are you listening? Thinking about feelings Feelings and bodies Good Friends Introducing 'Special Person'</p>	<p><b>Music</b></p> <p>Learning to sing Space songs Listening to space music</p> <p><b>Phonics</b></p> <p>Recapping Phase 3/4 digraphs CVCC and CCVC words 'ed', 'er' and 'est' suffixes Beginning to learn new alternative sounds (phase 5)</p>	<p><b>English</b></p> <p>Writing about our holiday Retelling and ordering stories Writing a sentence with finger spaces, capital letter and full stop</p> <p><i>Beegu, The way Back Home, The Smeds and The Smoos</i> <i>Back to Earth with a Bump, Whatever Next., Q Pootle 5, Here Come the Aliens, Aliens Love Underpants, The Best Dress Ever, Peace at Last</i></p>
<p><b>PE</b></p> <p><b>Fundamentals</b> <i>balancing, jumping, skipping, running, changing direction, hopping</i></p> <p><b>Gymnastics</b> <i>Rolling, travelling, apparatus</i></p>	 <p><b>Space</b></p> 		<p><b>RE</b></p> <p><b>Why do Christians call God 'creator'?</b> Introducing the Bible Creation story Harvest</p>
<p><b>Computing</b></p> <p><b>Computing systems and networks: Improving mouse skills</b> Online Safety: Using the internet Safely</p>	<p><b>Geography</b></p> <p><b>Our local area, school and grounds exploration</b> Learning about maps Drawing simple maps Comparing town and country features</p>	<p><b>Art</b></p> <p><b>Drawing</b> Drawing lines and using tones Exploring different media Drawing portraits Artist – Axel Scheffler</p>	<p><b>Science</b></p> <p><b>Our Body</b> Labelling parts of the human body Looking at facial features Learning about our 5 senses</p>

# Writing



- Practise letter formation, using phonics, finger spaces, capital letters, full stops and sentence rehearsal
- We are currently working on letter formation and will move on to joining later next year

## How to write letters

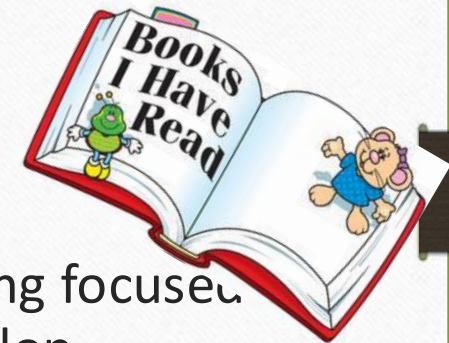
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Reading for pleasure is a key indicator of a child's future success. When children learn to read at an early age, they have greater general knowledge and a wider range of vocabulary, their reading is more fluent, and they have improved attention spans.

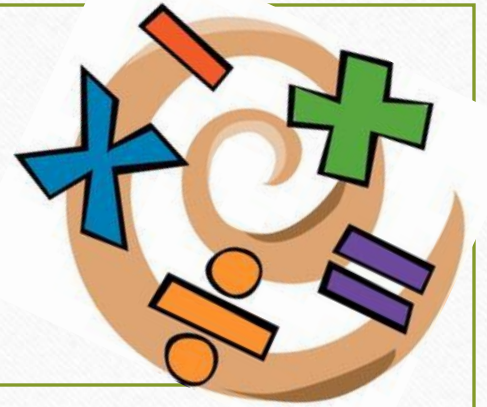
# Reading

OxfordOwl

- Frequent reading – little and often is best
- Each book should be read **at least three times** to help with fluency and understanding
- Books will be changed once a week on a day specified in your child's reading diary
- Please write in child's reading record
- Bring books and reading records in every day
- Practise the sounds in the reading records
- At the front of the new phonic books you will find the sounds which are being focused on throughout the story. At the back of the book are questions to help develop understanding of the story.
- A small sticker will be stuck on the back of your child's reading record when they have been heard read by an adult at home 3 times in a week and this is recorded in their book
- Books available on Oxford Owl (log ins in reading diary)



# Maths



- Begin with numbers to 10
- Helps to ensure depth and understanding of concepts
- Mastery
- Keep it practical where possible
- Practise number formation with a straight 1 and 4

# Phonics Screening and Assessments

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- At the end of Year 1 each child will be assessed on their knowledge and use of phonics- more details later in the year
- Also assessed in each area of the curriculum throughout the year using teacher assessments
- Helps to ensure progress during Year 1

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# Helping at home

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- Reading, reading, reading!
- Learning to read and spell 'harder to read and spell' words and common exception words
- Letter and number formation
- Playing games, lots of talk, encouraging writing where fun and purposeful

# Clothing

- **Coat everyday!!** (preferably waterproof not just a fleece)
- Name everything
- No nail varnish
- Please avoid distracting clothing and accessories!
- Clear, named, non-spill water bottle containing water only
- Wellies only for Forest School Days
- Come to school in Forest School Clothing on allocated day only
- If your child has earrings please ensure they are studs for safety

## P.E

- Wednesday and Friday
- Please remove earrings before school (we cannot take them out or cover them)
- Trainers preferred over plimsoles
- Brown joggers on cold days – we do go out in winter!
- Hair up

# Other:

- Library days (Amethyst- Tuesday & Topaz Thursday)
  - Forest School-check diary dates
  - The Nurture Hub
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- Trips- To the Lookout in May 2026
  - Helpers!
  - Trust us and please talk to us
  - Newsletter, Parentmail and school calendar
  - Please refrain from playing in the outdoor classroom, the boat or court before and after school

We have really enjoyed getting to  
know your children and look forward to  
working in partnership with you this  
year.