

Welcome  
to Year 1



Growing together within God's loving family, we support, challenge and inspire each other to become the best that we can be.

# The Year 1 Team

- Class Teacher : Miss Gough
- Supported by:
  - Miss Culkin
  - Miss Dalton
- Mrs Campbell - Religion
- Mrs Bolton - Happy Minds
- Mr Boardman - Computing
- Mr Finch - PE
- And of course your wonderful children!

# General reminders

- Doors open at 8.40am for a 8.45am start.
- Water Bottles are required daily.
- Toast and milk are payable half termly in advance.
- All monies are to be paid using Parent Pay.
- The school day ends at 3.15pm – please collect your youngest first.
- Breakfast club and After school club are available enquires to made at the office.

# Uniform

- *School jumpers and cardigans are available from the school office.*
- *Blue sweatshirt or cardigan with school logo*
- *White polo shirt or blouse/shirt*
- *Dark grey/black trousers*
- *Navy/black/grey knee length skirt or pinafore dress*
- *Plain black/white or grey socks/tights*
- *Black shoes (no trainers, boots or open toe sandals)*
- *Please ensure your child comes to school with a coat everyday.*

## Hair

- *No logos, lines, shapes in the hair or eyebrows*
- *All longer hair must be tied at the back away from the face.*
- *Hair bands: white, blue or black scrunches or bands*

## Jewellery

- *Small plain studs-one in each ear*

*All items of clothing should be marked with your child's name please!*

# PE

- Year 1 PE day is Tuesday
- We recommend you leave your child's PE bag at school for the half term, taking it home to wash in the holidays.
- PE kit
  - White T-shirt,
  - Black shorts (Black Joggers for the colder months)
  - pumps or trainers.
  - Drawstring PE Bag

All items of clothing to be labelled with your child's name please!



# Class Dojo

- Children receive dojo points as a way of promoting positive behaviour.
- Class weekly rewards for ClassDojo achievements.
- Stars of the Day - two children selected each day.
- Good News Assembly is on a Friday to celebrate the achievements of the week.



# Phonics and Reading

In Year 1 we use the Little Wandle Letters and Sounds which is a synthetic phonics (SSP) programme to teach early reading and spellings.



Grow the code grapheme mat Phase 2, 3 and 5									
S	t	p	n	m	d	g	c	r	h
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Grow the code grapheme mat Phase 2, 3 and 5									
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Definition of phonics is:  
 “making connections between the sounds of our spoken words and the letters that are used to write them down”

Reception and Year 1  
 Parents Phonics Meeting.  
 Wednesday  
 25<sup>th</sup> September  
 at 5pm.

# Phonics and Reading



Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

In Year 1 there are two types of reading books your child will bring home:  
A **Reading Practice Book** and a **shared reading** book from our sharing library.

## A reading practice book.

This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

## A sharing book.

Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

# Year 1 Recommended Reads:

**Books for Topics** 50 Recommended Reads for...  
**Year 1** (ages 5-6)

Books featured on the shelves include:

- PLEASE!
- Bumblebear
- Coming to England
- ARLO
- Michael Bond Paddington
- SMILE OUT LOUD
- THE LIGHTHOUSE KEEPER'S LUNCH
- DADA J'S PAINTBRUSH
- ASTRID AND THE SHIP-CALVES
- Stop! That's My Story
- Secret
- SPYDER
- ERNEST THE ELEPHANT
- NARWHAL
- A WHALE OF A TIE
- THE SMART COOKIE
- CLIVE PENGUIN
- LOOK UP!
- GINA KAMINSKI
- Splash Day!
- BEST EID EVER
- Sunshine at Bedtime
- GIANT
- GORILLA
- ROALD DAHL
- Nut
- THAT'S MATHEMATICS
- WHO KILLS THE ROCKPOOL?
- FUNNYBONES
- THE OWL AND THE JELLYFISH
- HOW MANY LEGS?
- WORMS
- THE OWL AND THE JELLYFISH
- THE RABBIT BELONGS TO EMILY BROWN
- THE RABBIT BELONGS TO EMILY BROWN

SCAN ME

Or visit [www.booksfortopics.com/year-1](http://www.booksfortopics.com/year-1)




For more primary school booklists, visit [booksfortopics.com](http://booksfortopics.com)

## *What is the phonics screening?*

- The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help.*
- The Department for Education defines the checks as "short, light-touch assessments" that take about four to nine minutes to complete.*
- The aim of the test is not to see if your child can read but to ensure they have phonic skills they need to read new words in the future.*

# What is on it?

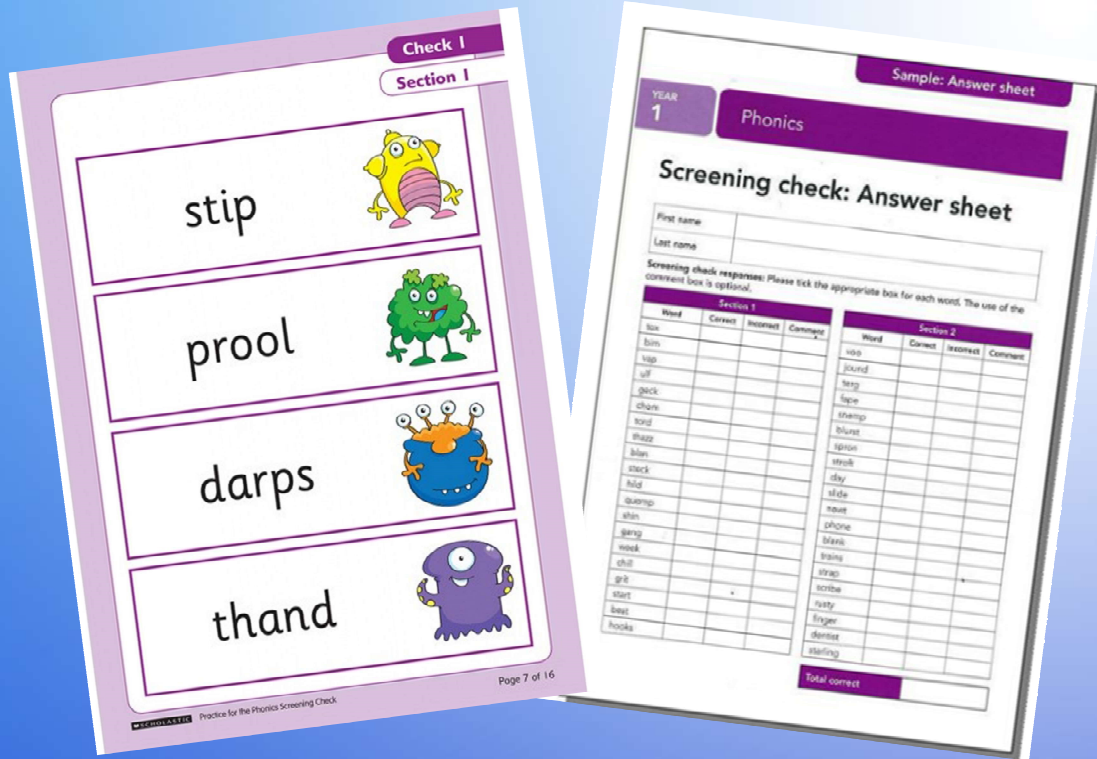
- The 40 words in the check are split into sections progressing from simple word structures to trickier words with five or six letters.
- The often confusing thing about the screening check is that 20/40 of the words that children are expected to read are 'nonsense words', alien words that have no meaning. This really tests a child's phonic decoding skills to check they have the appropriate standard.

at	vap 
beg	osk 
sum	ect 

## When is it?

Phonics Screening Checks commence the week Beginning 9th June 2025, it is a one to one check.

# What it looks like



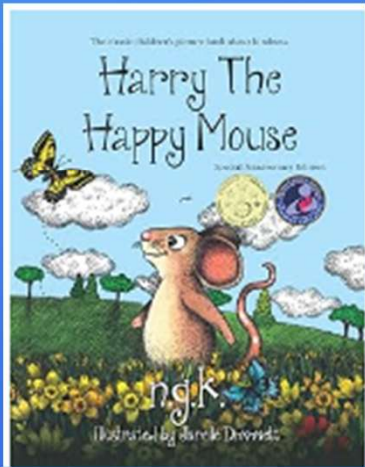
## What will my child's score mean?

- The Pass threshold is set at 32/40.
- You will be told how your child did, but schools' results will not be published.
- If your child's score falls below the national standard, we will discuss with you how they will be given extra phonics help.

# English

*Through the use of high-quality texts, which your children will enjoy and be enthusiastic to share, we will develop their love of reading, widen their vocabulary, developing speaking, listening, reading and writing skills for the real world.*

*Our core texts for the Autumn term will be:*



## Autumn One

### Key Learning:

- *Make predictions based on what has been read so far.*
- *Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.*
- *Recognise and join in with language patterns and repetition.*
- *Recite simple rhymes, songs and poems. Enjoy and recite rhymes and poems by heart.*
- *Introduce and discuss key vocabulary, linking meanings of new words to those already known.*



## Autumn Two

### Key Learning:

- *Make predictions based on what has been read so far.*
- *Identify and discuss the main events in stories.*
- *Identify and discuss the main characters in stories.*
- *Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.*
- *Recall specific information in fiction texts.*
- *Make basic inferences about what is being said and done.*

### Year 1 Expectations are:

- *Write simple sentences.*
- *Punctuate sentences with Capital Letters and Full Stops.*
- *Separate words with finger spaces.*
- *Use simple connectives to link ideas*

### Maths - White Rose

Lessons and activities are designed to encourage children to become more fluent in their problem-solving and encourage a higher level of thinking in maths in order to deepen understanding and master concepts.

We use lots of practical resources to support children's learning and understanding of mathematical concepts. We also use real life problem solving so children can see and use real life contexts.

Over the Autumn Term we will be looking at:

- Place Value within 10
- Addition and Subtraction within 10
- Shape

Homework will support the steps of learning covered in the classroom.

<https://whiterosemaths.com/parent-resources>

Recognise numbers as words


1 Match the numerals to the words.

8	six
2	three
3	eight
6	two
5	five

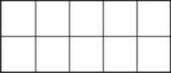
2 Write the words in numerals.

a) one	c) zero
b) ten	d) seven

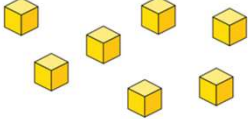
3 Draw nine counters.



4 Draw two counters.



5 Circle four cubes.



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Maths – End of Year 1 Expectations	
New National Curriculum Objectives	
Number and Place Value	count to and <b>across 100</b> , forwards and backwards, beginning with 0 or 1, or from any given number
	count, <b>read and write numbers to 100</b> in numerals; count in multiples of twos, fives and tens
	given a number, identify one more and one less
	<b>use the language of: equal to, more than, less than (fewer), most, least</b>
	identify and represent numbers using objects and pictorial representations including the number line
	read and write numbers from 1 to 20 in numerals and words.
Addition and Subtraction	represent and use number bonds and related subtraction facts <b>within 20</b>
	add and subtract one digit and two-digit numbers to 20, including zero
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)
	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
Multiplication and Division	count in multiples of twos, fives and tens
	solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
Fractions	recognise, find and name a half as one of two equal parts of an object, shape or quantity
	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Algebra	<i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and <b>missing number problems</b> such as <math>7 = \square - 9</math> (copied from Addition and Subtraction)</i>
	<i>represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)</i>
	<i>sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)</i>
Measurement	compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>* lengths and heights</li> <li>* mass/weight [e.g. heavy/light, heavier than, lighter than]</li> <li>* capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] time [e.g. quicker, slower, earlier, later]</li> </ul>
	sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday]
	measure and begin to record the following: <b>lengths and heights mass/weight / capacity and volume / time</b> (hours, minutes, seconds)
	recognise and know the value of different denominations of <b>coins and notes</b>
	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
	recognise and use language relating to dates, including days of the week, weeks, months and years
Geometry Shape and Position	recognise and name common 2-D, including: rectangles, squares, circles and triangles
	Recognise and name: 3-D shapes: cuboids, cubes, pyramids and spheres.
	describe position, direction and movement, including half, quarter and three-quarter turns.

# HOMEWORK

Homework will be given on a Friday to be returned on Tuesday.

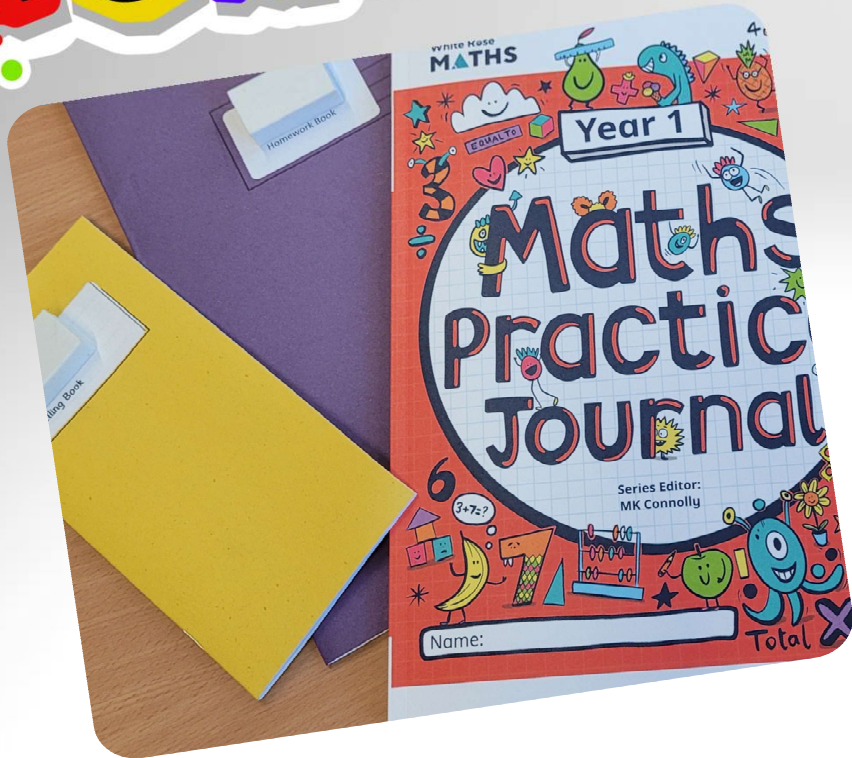


This will link with something we are learning about in class.

Spellings

Maths

Literacy



# SPELLING

Spellings will be given on a Friday to be returned on Thursday.

Spellingframe

Children will have own individual log on details.

This will link to their phonics and statutory requirements in National Curriculum.

## Autumn Term Year One

### IMPORTANT POINTS:

Homework is given every Friday, to be returned on Tuesday.

Your child is expected to read every night and be able to talk about what they have read.

Number Facts and spellings should be practiced regularly.

### Maths

In Maths, we develop their curiosity and their resilience in Maths. We foster positive attitudes to learning as we believe all children can achieve in mathematics.

This term, we will focus on three main areas of maths:

**Place Value:** With a focus on numbers to 10, recognizing the value of each digit and being able to find 1 more or less than a given number.

**Addition and Subtraction:** Building on place value, we will learn more about part-whole models, number bonds, and fact families. Building formal methods for recording and also building mental strategies to check answers.

### English

Through the use of high-quality texts, which your children will enjoy and be enthusiastic to share, we will develop their love of reading, widen their vocabulary, developing speaking, listening, reading and writing skills for the real world.

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- Separate words with fingers spaces.
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### Science

This term, we will be studying:

**Everyday Materials:** We will learn that material are what objects are made from and that materials are all around us. Natural materials, human-made materials. We will investigate and describe the properties of materials, such as hard, soft, stretchy, transparent and waterproof. Materials have different properties, which makes them suitable for making different objects.

**Human Senses:** We will learn and investigate the five senses.

### Religion

This term, our Religion topic are

- Domestic Church – Family,
- Baptism and Confirmation
- Advent and Christmas.

We also look at Dignity of a human person, "God loves us equally. We are all different and amazing".

- Harvest Assembly, Some of God's family have plenty of food, toys and clothes. Some don't
- We look at St. Francis of Assis, by sing Make me a channel of your piece.

### Geography

#### Our Wonderful World:

We learn about physical and human features, maps, compass points, and positional and directional language.

Seasonal Change: observe and describe daily weather patterns

### History

Childhood: We look at everyday life and families today such as the stages of human life, a family tree and important life events. Comparing life today with that of childhood in the 1950's, using aretfacts and a range of different sources.

### Design & Technology

**Shade and Shelter:** We learn about the purpose of shelters and their materials. Children will investigate shelters, then design and make their own.

### Art

**Mix it!** Identifying Primary colours and mixing together to make secondary colours.  
**Funny Faces and Fabulous Features:** This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.

### Music

Sing in a group or on their own, increasingly matching the pitch and following the melody.  
Sing a range of well-known nursery rhymes and songs

### Sports

PE is every Tuesday. Sessions are led by Mr Finch (Salford Community Leisure), and focus on specific skills such as running, jumping, throwing, and catching; play competitive games; attack and defend; developing flexibility, strength, technique, control, and balance. This term is Basketball and Football

### Computing

We start each Year with a focus on staying safe online. We discuss acceptable use and respecting ourselves and others.

# Religion

Religion is at the heart of our school. We say prayers together and take part in class and whole school worship. We use the come and see program which gives pupils the opportunity to explore the mystery of faith through scripture and tradition.

In Year 1 we follow these topics:

- Domestic church - Family
- Baptism and Confirmation - Welcome
- Advent - loving
- Local Church - Community
- Eucharist – Relating
- Lent/Easter - Giving
- Pentecost - Serving
- Reconciliation – Inter-relating
- Universal Church - World
- Judaism



Any questions?

