

Welcome to Year 1

A meeting to get to know the teaching team and learn about life in Year 1

Meet the team

**Teachers: Mrs Garcia (Monday to Wednesday)
Mrs Arnott (Thursday and Friday)**

Teaching Assistants: Mrs Bunton and Mrs Djafari



Class page on website



Routines

- ▶ Arrival time at 8.40 to 8.45. Children will do a busy fingers activity.



- ▶ Please leave children with the teacher at the door. We do not allow adults in to the building at drop off/ pick up
- ▶ This half-term we will be ensuring the afternoon lessons have an independently-led element to ensure smooth transition from EYFS.
- ▶ We will share regular updates on the class page about what we have been doing in class!

Long term plan

Year 1 Curriculum

	Autumn	Spring	Summer
English	Essential Writing: Writing to inform (Jasper's Beanstalk, Sam plants a sunflower) Writing to entertain (Puffin Peter) Writing to entertain (Poetry – Purple is...) Writing to inform (Gruffalo Crumble) Writing to entertain (Range of traditional tales)	Essential Writing: Writing to entertain (Stanley's Stick) Writing to inform (Ravi's Roar, Ruby's worry) Writing to entertain (Poetry – Ol Frog) Writing to entertain (Madlenka, Martha maps it out) Writing to entertain (Poetry – Julia Donaldson's Poems to Perform)	Essential Writing: Writing to inform (Paddington's Post, Here Comes Mr Postmouse) Writing to entertain (Poetry - A First Book of Poems: Out and About) Writing to entertain (Little Red and the very hungry lion) Writing to inform (The big book of bugs, Tad) Writing to entertain (We are going to find the monster)
Maths	Herts Essential Maths	Herts Essential Maths	Herts Essential Maths
Science	Materials Seasons (throughout the year)	Plants Seasons (throughout the year)	Animals including humans Seasons (throughout the year)
Geography	Local geography - What is the geography of where I live?	Weather - How does the weather affect our lives?	Seaside - Why do we love being beside the seaside so much?
History	Explorers - What does it take to be a great explorer?	Pompeii - How do we know so much about where Sappho used to live?	Local history - Why is the history of my locality significant?
Computing	Computer Systems and Networks – Technology Around Us Creating Media – Digital Painting	Programming A – Moving a Robot Data and information – Grouping Data	Creating Media – Digital Writing Programming B – Introduction to Animation
PE	Body parts Running Hands Growing	Wide, narrow, curled Health and wellbeing Feet Heroes	Games for understanding Team building Hands Rackets, bats and balls
Art	Drawing Colour / painting	Pattern / collage Printing	Textiles Materials
Design and Technology	Electricals and electronics Food	Mechanics Construction	Texture / textiles Form / 3D
Music	Pupils can repeat, improvise, create, read and write simple rhythms using high and low sounds. They can hold a rhythm both independently and as part of a group, create 2-3 note phrases using tuned and untuned percussion, and know the first 5 solfège notes. Foundations are laid for correct breathing and posture in singing. Changes over time - for example in tempo - are experienced, and binary form explored. A ludic element to all games, activities and repertoire is maintained, encouraging improvisation and self-expression. Pupils are invited to express emotional responses to what they hear, and storytelling is used to frame their developing skills.		
PSHE	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
Religious Education	Christianity Autumn 1 Enquiry: Does God want Christians to look after the world? Christianity Autumn 2 Enquiry: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Judaism Spring 1 Enquiry: Does visiting the synagogue help Jewish children feel closer to God? Christianity Spring 2 Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism Summer 1 Enquiry: Is Shabbat important to Jewish children? Judaism: Summer 2 Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?
Opportunities for exploring diversity	Celebrating different cultures within our class in PSHE Black History Month		Cultural diversity within our local area – link with History
British Values	Rule of Law Mutual Respect Tolerance	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance	Rule of Law Individual Liberty Mutual Respect Tolerance
Enrichment Opportunities	Local area walk Explorers workshop Visit to Christchurch	Batchwood Woods Visiting speakers	Whipsnade zoo St Albans Museum and Verulamium park

Curriculum Overview

- This half term -
- English: Jasper's Beanstalk by Nick Butterworth and Mick Inkpen
Sam Plants a Sunflower by Kate Perry and Axel Scheffler
(Lists, labels and captions)

Puffin Peter - Petr Horacek
(Narrative)

Purple is.... By anonymous
Poetry
- Maths: counting, ordering, comparing, number bonds
- History: What does it take to be a great explorer? (Ranulph Fiennes, Amy Johnson, Bessie Coleman, Neil Armstrong, Matthew Henson)
- RE: the creation story and looking after our planet for future generations/ Christmas

Curriculum Overview

- Computing: developing their keyboard and mouse skills. They will also be considering how to use technology responsibly.
- Art and DT: self portrait/ drawing using different tools and mediums, exploring different textures
- Science: identifying, describing and comparing the physical properties of different **materials**
- Geography: investigating the physical and human features of our local area, identifying different types of housing, exploring our school and the ground and creating a simple map. Identifying where we live on a map of the UK

Timetable

Class: Year 1 Hummingbirds

Term: Autumn 1

Academic Year: 2025-26

	8.40 8.50	9.00 9.20	9.20 - 10.15		10.25- 10.35	10.35 10.50	10.50-11:55		12.00 1.00	1.00 1.15	1.15 - 2.00		2.00 2.10	2.20 - 3.00		3.00 3.15
Mon	EMW/ Reg	Stream Phonics	English		Snack & Maths fluency	Break LJ duty	PE PPA KG		L U N C H	Phonics & handwriting	Maths	Break CW duty	RE	Heads Assembly		
Tues	EMW/ Reg	Stream Phonics	English		Snack & Maths fluency	Break CW duty	Maths	Guided Reading Rfp		Phonics & handwriting	Geography/ History	Break KG duty	PSHE	Learning powers Assembly PPA KG		
Wed	EMW/ Reg	Stream Phonics	Guided Reading Rfp	MUSIC Mc Mitchell 9.45-10.30		Break KG duty	Maths	Story		1-1.30 Music Assembly	Phonics & handwriting	Art/ DT	Break LB duty	Art/ DT		Story & Home
Thurs	EMW/ Reg	Stream Phonics	English		Snack & Maths fluency	Break LB duty	PE PPA AA			Phonics & handwriting	Maths	Break FD duty	Computing	Teacher Assembly/ Sharing Assembly		
Fri	Book club/ Reg	Celeb. Assembly	Stream Phonics	Maths	Snack & Maths fluency	Break AA duty	Guided Reading Rfp	English		Library Rfp	Science	Break LJ duty	Science	CHIL/ Golden time	Story & Home	

Trips

- **Autumn -**

History workshop based on our explorers topic

Local area walk linked to Geography

Visit to St Albans Cathedral

- **Spring -**

Visiting speakers to link with RE

Visit to Batchwood woods to link in with Plants topic in science

- **Summer -**

Visiting speaker linked to animals topic in science

Visit to St Albans Cathedral to learn about our local area and Verulamium Park

Visit to Whipnade Zoo to link with Animals topic in science

English

The Year 1 Writer

Handwriting

In Year 1, children will be completing all written work in pencil. Their pencil grip should be a secure tripod. Over the course of the year the children will be taught upper and lower case letters, taught in a cursive style with lead in and lead out strokes. The children will also have separate handwriting lessons.

Grammar

This area of writing is of very high priority in school, it will therefore be expected that children arrive in Year 1 with a good basic understanding of sentences and how to recognise sentence punctuation in their reading. The children will revise previously learnt skills then the following areas will be taught in Year 1:

- Leaving spaces between words.
- Using the word 'and' to join words and join sentences.
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

English

Writing in different forms

The children will be assessed on their ability to apply their skills in different types of writing.

Teachers will be asking the children to write in both fiction and non-fiction forms. They may be asked to write simple reports and instructions as well as writing stories and poems. This writing will usually be linked to the children's topic. This will help put the writing in a meaningful context for them.

Writing is a particularly tricky skill because there are so many different aspects to pay attention to. The children need to make sure their writing is meaningful and has purpose; they need to check that it is correctly punctuated as well as paying attention to their handwriting and spelling!

When the children are asked to write for homework, please provide them with a quiet and comfortable space and encourage them to check their work carefully.

Maths

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Geometry: position and direction
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ▪ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ▪ given a number, identify one more and one less ▪ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ▪ read and write numbers from 1 to 20 in numerals and words 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs ▪ represent and use number bonds and related subtraction facts within 20 ▪ add and subtract one-digit and two-digit numbers to 20, including zero ▪ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ compare, describe and solve practical problems for: <ul style="list-style-type: none"> - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - mass / weight (for example, heavy/light, heavier than, lighter than) - capacity and volume (full/empty, more than, less than, half, half full, quarter) - time (quicker, slower, earlier, later) ▪ measure and begin to record the following: <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) ▪ recognise and know the value of different denominations of coins and notes ▪ sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) ▪ recognise and use language relating to dates, including days of the week, weeks, months and years ▪ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> - 2-D shapes (for example, rectangles (including squares), circles and triangles) - 3-D shapes (for example, cuboids (including cubes), pyramids and spheres) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ describe position, direction and movement, including whole, half, quarter and three-quarter turns

Phonics

- ▶ Phonics workshop **Thursday 18th September at 3.15pm** in which we will speak about phonics in detail
- ▶ The children learn in small groups and follow the Little Wandle phonics scheme
- Year 1 phonics screening check June 2026 - (there will be a meeting to explain the phonics check on **Thursday 16th April at 3.15pm**)

Phonics

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Physical Education

- ▶ Days - Monday and Thursday
- ▶ Please come to school dressed in your PE kit

Physical Education is an essential part of the curriculum and necessary for a healthy life style.

Home Learning

- ▶ Reading for at least 10 minutes a day. Please sign reading record (Give Me Ten)
- ▶ Maths Magicians - rehearsal of key base facts is essential - children will have a weekly quiz so 10 minutes daily practice is a must.
- ▶ Weekly phonics and maths tasks to recap on learning from the previous week. Tasks should take no more than 30 minutes.
- ▶ Home learning will be given out on Friday and is to be handed in the following Wednesday.

This Week – Phonics

We have been revising our phase 3 digraphs. Can you write 5 words with the digraph 'ai'? Draw a picture and write the word next to it. For example:

This week – Spellings

Read the words, add the sound buttons (dots and dashes) and write out the spellings three times. Use the graphemes to help you. Circle the tricky bit in the tricky words and write them out three times as well.

Graphemes

ee	oo	or	ow
igh	ar	oo	ear

Spellings

feel	food	sort	down
right	hard	took	hear

Tricky words

go	my	into	out
----	----	------	-----

This Week – Maths

REHEARSE

Complete the sentences.

in next to between right left

The doll is _____ the pens.

The pens are _____ the doll and the bear.

The bear is in the first box on the _____.

The pens are on the _____ of the bear.

Rewards

- ▶ Our Learning powers and values: resilience, self - belief, curiosity, respect for others, kindness
- ▶ Certificates given every Friday for ‘Learner of the week’ in celebration assembly and Jigsaw skill of the week
- ▶ House points
- ▶ Class dojos



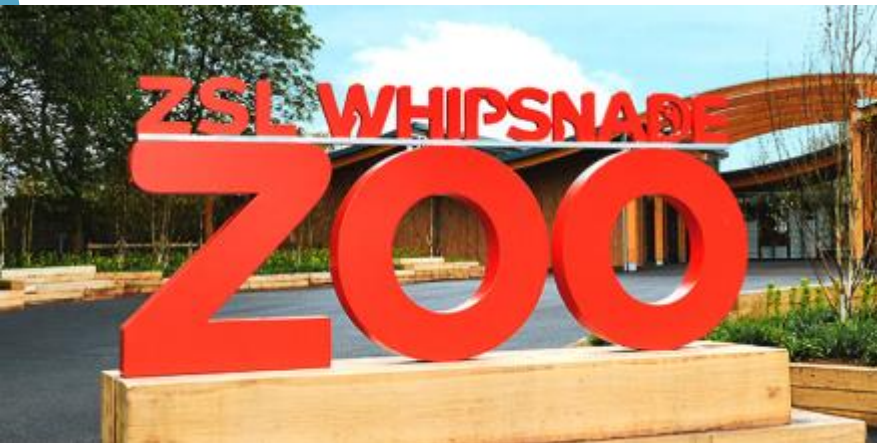
Enrichment Opportunities



**History makers
workshop**



Batchwood walk



**Trip to St Albans
cathedral and
Verulamium**

Whipsnade Zoo



Diary Dates

- ▶ Thursday 18th September - Phonics workshop (3.15pm)
- ▶ Friday 19th September - Jeans for Genes Day
- ▶ Monday 6th October - Wondrous Writing Week (work alongside your child 9:00am)

- ▶ Tuesday 21st October - Parent consultations
- ▶ Thursday 23rd October - Parent consultations
- ▶
- ▶ Monday 27th - Friday 31st October - Half term
- ▶
- ▶ Monday 24th November - Marvellous Maths Week (working alongside your child 9:00am)
- ▶ Monday 1st December - Occasional Day
- ▶ Wednesday 10th December - Winter music concert 2:30pm
- ▶ Wednesday 10th December - Open classrooms after school until 4:00pm
- ▶ Friday 19th December - End of term 1:30pm

Phonics Screening check - June 2026

Class Sharing Assembly: Thursday 11th June

Safety Online

See e-safety page of our School website.

Be Smart on the Internet

S

SAFE Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

m

Meeting, meeting someone you have only been in touch with online can be dangerous. Only do so with parents' or carers' permission and even then only when they can be present.

a

Accepting, Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

r

Reliable Information you find on the internet may not be true, or someone online may be lying about who they are.

t

Tell, Tell your parents, carers or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online. You can report abuse to the police at www.thinkuknow.co.uk

www.kidsmart.org.uk

KidSMART

Visit Childnet's kidsmart website to play interactive game and test your online safety knowledge. You can also share your favourite websites and online safety tips by joining Hands with people all around the world.

Key Messages

- ▶ High expectations lead to progress.
- ▶ Attendance Target: 97% (at least!)
- ▶ Developing a 'growth mindset' by encouraging good mistakes. Encouraging good behaviour for learning (perseverance, managing distractions, motivation, positivity) Positive focus on our learning powers and values
- ▶ Uniform
- ▶ Supporting our children to be organised and independent.

Any Questions?